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FINDING A PATHWAY TO LANGUAGE LEARNING ADVISING THROUGH TEACHER AUTONOMY WITHIN AN IGNATIAN PEDAGOGICAL MODEL IN A MEXICAN PRIVATE UNIVERSITY

THESIS

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ABSTRACT

This research project aimed to respond to a need perceived as the self-access laboratory (Sas Lab) at a Jesuit Mexican private university reached a stage of maturity in its growth process. The analysis done of the development of Self-access, particularly in Mexico, for this research project, allows us to put forward that our self-access centre is part of the vanguard in our country, having evolved to the point now where we no longer see these spaces as just resource-filled facilities, but rather "person-centred social learning environments" (Mynard, 2016). For us the aim is to support the development of autonomy in learners, language learning is the vehicle to try to reach that goal.

This perceived need meant that we required facilitators who would be better prepared to support the development of learner autonomy in the students visiting the Sas Lab. There was a need to prepare teacher-tutors to no longer just transfer teaching skills from their traditional classroom experience to the self-access environment. This meant having to better define the job of facilitators as Language Learning Advisors (LLAs) who are aptly prepared to deal with the overall care and support of the learner to encourage the development of learner autonomy.

The main contribution to knowledge that this project proposed was the design of an intervention that would have the teacher-participants use their own autonomy in working together as a community of practice (CoP) to train themselves as LLAs. This intervention was meant to give teachers an opportunity to experience where they stood in terms of autonomy themselves and with this provide them with an understanding of what it would take to accompany a learner to develop it. Part of this novel design would be to use the Ignatian pedagogical model that promotes experiential contextualized learning that is the basis for the work done in Jesuit institutions, like the one where this research took place, to provide a framework for the intervention. This is a first explicit use of the Ignatian paradigm in an English Language Teaching (ELT) context, and it has yielded very promising results that will hopefully shine a light on the possible future applications of it in this and other fields.

The intervention itself was done in stages that allowed participants, researcher and the process to have the necessary time to move organically and grow as needed. The first stage of the intervention tracked in an ethnographic study the experience of teachers in the English language programme as they were invited to take an active role in a change management project. This provided a baseline in terms of the overall understanding of teacher autonomy.

The second stage of the study saw the formation of a CoP with volunteering participants who started to work towards training themselves as LLAs via means of their own autonomy. An ethnographic study provided an account of the experience and a case study analysis provided insight into the experience of some of the participants.

A third stage of the study gathered the work done by the CoP in using their experience to put forward a professional development pathway that is now being used by the department to train and certify LLAs.

The experience of having teachers going through a process of self-discovery and exploration of their own autonomy, to better understand where they stood and then to raise their own awareness from first-hand experience about what it takes to develop autonomy as a learner; was a process that had not been proposed before in language learning advising schemes in

Mexico or at an international level. Data gathered via means of an interview model designed to allow participants control over the process was proposed, to be consistent with the search for opportunities to support and develop autonomy that characterized the overall design of the intervention.

In a wider stage, our experience in this project has brought us a better understanding of the impact of a training scheme that can allow participant teachers to see what it is like to try to take charge of one's own learning; and learn what it takes to explore and develop autonomy individually and as part of a community learning together.

To Barbara Sinclair, for infecting me with the autonomy bug.

(20 years before the pandemic!)

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1. INTRODUCTION

1.1. A PERSONAL REFLECTION ON THE ORIGINS OF A JOURNEY

Back in the summer of 1999, I arrived at the University of Nottingham to do my MA in ELT. It had taken me a year to go through the very bureaucratic process of applying for a scholarship from the Mexican government and to my surprise I had succeeded. I had a degree in Social Psychology but I had decided that my true calling was in teaching. Teaching English was my passion, it made me happy and I wanted to learn to do it better. Little did I know that my year at Nottingham would mark the rest of my career the way it has done so. Barbara Sinclair is responsible for that.

I learned about autonomy from Barbara. When I say learn, I mean learn from every possible angle: the classes we took with her (which included photocopies in all the colours you could possibly imagine), the way she accompanied us during our year, her modelling of what a teacher who promoted autonomy was, her calm and yet enthusiastic demeanour. Most of all the trust that she put in us; she believed that we could do it and that, to me, signalled that I indeed could. I had never had a teacher like Barbara. I had found the way to do the job that I loved so much, better.

Autonomy is not something you naturally associate with Mexican education. Mexicans are not taught or brought up to be autonomous. So, in this country, being a teacher who is looking to help develop learner autonomy in her students is not easy. Unless you work in the right place.

On my return to Mexico, I made sure that what I had learned about autonomy in my personal journey became a part of my teaching and I am very grateful to the private Secondary and Highschool where I was working for allowing me to do this. My English classroom became a self-access centre and for years, students and I learned more and more about autonomy in the language classroom.

At the same time, I had started working at a Jesuit university which has now put their trust in me to do this PhD. I had the opportunity to work in their then very small and humble self-access lab (SaS Lab) and I have watched it and helped to make it grow in my role as head of the facility, in charge of the everyday running of the space, administration of resources and personnel, training of tutors and advisors and overall team leader.

Over the years, combining learner autonomy with Ignatian pedagogy and leadership (see 1.3. On Ignatian pedagogy) has allowed me to build an understanding of how connected these concepts are. I discovered that teaching English was not my real passion; working towards autonomy with others was. When I started thinking about what I wanted to do for my PhD, the choice seemed obvious. As head of the SaS Lab with the responsibility to develop learner autonomy in our users with the help of the teachers who work with them, how could we make the best of our time with them? How could we make sure we were not *just* answering quick grammar questions? How could we make sure we were providing students with every opportunity to develop autonomy?

At this point in the evolution of our SaS Lab, I believed that if we were going to move forward, we needed to start by differentiating a tutor from an advisor. The way I see it, an advisor can do the job of a tutor, but a tutor is not necessarily required, equipped or prepared to do the job of an advisor. Tutoring requires knowledge of the language and skills to transmit mediate it

clearly, efficiently, and economically (Rafoth, 2016). Tutoring can be done by peers, other students, who can facilitate knowledge without being a teacher who instructs or even an actual expert in the subject matter (Gillespie & Lerner, 2008). Advising requires much wider capacities, vision and knowledge. An advisor knows the language and ways of acquiring it, practicing it, and developing it. She can explain, but she can also demonstrate, point out differences and similarities, help notice, help draw conclusions (Mozzon-McPherson, 2000), encourage critical thinking and most of all reflection (Kato, 2012) (Kato & Mynard, 2015). An advisor teaches you to fish instead of just feeding you. And yes, some people (many of our students) just want to *eat* today and do not think or worry about tomorrow, but if you are already making the effort should it not be in everybody's best interest and a better use of resources to do more instead of just enough? Most students appreciate the quick answer to a doubt and an advisor may still provide that, but is it not our job to do better? To give more? To help our learners be and do more, to strive towards what the Jesuits call *magis*: "excellence in all things for the greater good" (O'Connell, 2007, p. 40), more on this concept and Ignatian pedagogy and its implications in 1.3. On Ignatian pedagogy.

After asking myself all of these questions, a big realization came to me: I had to learn about autonomy and then had years of practice before it became second nature and part of my teaching and leading. Before we could work towards developing more autonomy in our students, something had to be done for the teachers who in most cases had no personal or professional experience with autonomy. McGrath (2000, p. 110) sets teacher autonomy as a precondition for learner autonomy but how could someone who does not know what degree of autonomy they have, or how to develop it, help someone else do so? This became the starting point for this research journey.

If teachers in the SaS Lab were going to lead students in their process of developing autonomy, they were going to have to do so not from a teaching perspective, especially not a traditional Mexican teacher perspective; they would have to become Language Learning Advisors (LLAs). Benson proposes that for teachers to be able to give "learners the opportunity to develop autonomy," they would need to exercise it for themselves (2000, p. 117). This gave me the idea that we could use this professional development opportunity to have the teachers experience a process of developing awareness and an understanding of autonomy by exploring their own teacher autonomy. This thesis presents the research process that developed from those first thoughts.

1.2. CONTEXT
The research undertaken for this project is based on the life of the language department at a private Jesuit university in the west of Mexico. Just as any other life, this one has experienced different ages and stages of adaptation and evolution. The process of research in this particular PhD project has taken place during a highly impactful period in the history and the life of our department.

1.2.1. THE GENERAL CONTEXT
The overall educational landscape in Mexico is dictated by projects that come out of the Ministry of Public Education (Secretaría de Educación Pública, better known as SEP). The projects are dependent on the particular policies put forward by the ruling President and Education Secretary and the objectives they aim to cover during their tenure. This means that often enough new projects and ways of seeing things come in at full force in a country-wide

campaign, but as soon as the wind shifts in the political arena with a change of leadership, the work done can be downright abandoned or simply start losing support and it tends to die down; unless it has taken root and has started to yield observable benefits that are at least somehow aligned with the new incoming vision.

This was, for example, the case of the support given to the implementation of Self-access Centres across the country back in the 1990s. At the time, the country had just entered into a commercial agreement with The United States and Canada, and the realization that English, and French in a smaller proportion, were about to become an important tool for the future of Mexico was just dawning on everyone (Castillo Zaragoza & Domínguez Gaona, 2019). English became more visible in the curricula at university level and at the same time, the SEP decided that Self-access centres (SAC) would be the way to lend extra support to what the classroom experience would give college students. They proposed that at a SAC, students would be able to either work independently on their own language learning objectives or reinforce whatever work they were doing in class in the English and French programmes they were registered in at school (Holec, 2019). This in turn would mean a better prepared professional work force for the years to come, and hopefully a work force that would learn to learn and continue to improve as the years went by. This was a good bet based on solid sound arguments.

The SEP recruited the help of The British Council and CRAPEL for this project, and people like Pat Grounds and Henry Holec became involved in the implementation of the SACs and the training of the teachers who would be running them. For years, energy and time was put into making this initiative possible in over 30 universities across the country with varying degrees of involvement and support; some with the one centre, others opening up and even building multiple spaces in different campuses across states. Teachers were offered training and a number of scholarships were granted for some of them to do graduate work in British universities in support of the SAC initiative.

This initiative left a mark in the Mexican educational landscape and opened up the doors for the newer projects that have come out of more recent administrations. It brought people together, made use of the human, economic, and structural resources of numerous institutions across the country and with experts. It showed what could be done with collaboration and support. However, it was an initiative born from a top-down management model, that invited institutions and individuals to work for an *imposed objective*.

As I will explore in more detail in 2.4.2. Teacher development, these types of projects that come from a vertical model in which the people on the top have all the information and make decisions and just involve and have expectations for the people on the bottom, do not tend to have an impact to the core of the matter. People do not continue to put energy into projects in which they do not feel fully invested and if there is no actual change in the heart of the people involved, practices usually revert back to what they were before.

SACs are still, for the most part, alive in most of these institutions, but in many cases the rotation of the personnel has meant that the people who received the original training are gone and the understanding necessary to run and propose new ideas in these centres is not there anymore (Grounds, 2019, p. 44). Or in other cases, those original ideas from almost thirty years ago are still followed to the letter, somehow fossilised, this mostly to do with people simply replicating procedures that they do not feel they can or should change. There are others of course, that have evolved and adapted to the changing environment and are in a better position to face the challenges of not only the 21st century but a post-pandemic world.

In these centres you can see how they adapted what they initially learned to their particular needs and context and how they have continued to learn from experience and finding ways to connect the SAC environment with the language programmes alive in the classrooms. It is in this later group that we find ourselves, for more on our particular situation let us start by looking at our institutional context.

1.2.2. THE INSTITUTIONAL CONTEXT

Within its process of maturing, the language department has experienced a series of relevant changes. In the fall of 2014, the department incorporated to its ranks the Oral and Written Communication (COE) team who worked on developing academic communication skills in Spanish as a first language for students across all degree programmes in the university. With the strength that this merger brought the next step in the department's evolution was taken and this meant transitioning from being a centre to becoming a department (see Figure 1).

Language department
2015 -

Language center
Formal independent center
2002-2015

Language center
Part of the department of sociocultural studies
1996 - 2002
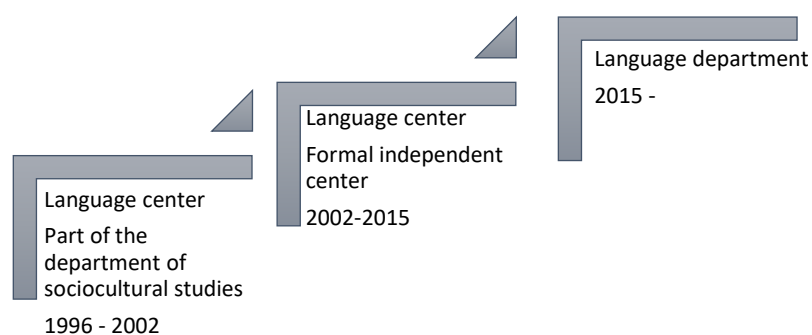
FIGURE 1 THE HISTORY OF OUR LANGUAGE DEPARTMENT

As of November 2015, the then language centre was recognized as the language department, with all the institutional implications that this carries in terms of functions, organization, demands, etc. This meant a journey from what was once considered the "whim of a group of academics" who were looking to provide students, within one or two degree programmes, with some English classes to a "full-fledged academic department" (Cisneros, Personal communication, 2017). The department was now expected to focus on language courses, and also to continue growing in terms of professional development options for its own teachers and other language professionals. A department at this institution is expected to engage with the community at large, and to promote and advance research in our area of expertise. Becoming a department has given us a voice in the strategic development of the university as well, as it has allowed the department head and faculty representatives to participate formally in various councils and committees. The language department now participates in establishing university values and policies contributing through its work with foreign languages and cultures (Cisneros, 2017).

Within this frame, let us now consider some important aspects that have given direction and drive to our latest efforts. At the same time as the new status for the department was confirmed, the results from a comprehensive survey applied to students about to graduate about their experiences during their studies were being analysed. The intention of this initiative is to take a virtual photograph of the state of things that includes everything from the smallest aspects like food in the cafeterias to the relevance of the degree programmes. From the data gathered from the students' opinions about the then language centre and the main English programme (known as the *Programa Certificado de Inglés* or PCI for its initials in

Spanish), the coordination team was able to determine where we stood and together with the Academic Dean analyse what needed to change to strengthen even more this new department for the future.

The proposed changes started materializing into specific actions such as the instituting of an Academic Day initiative. This initiative would provide a space for the teachers in the different programmes within the department to share knowledge, best practices and in general start up a conversation based on research, experience and shared knowledge. This became part of the concentrated effort put into place for continuous professional development of the ever-expanding teaching staff.

More specifically, for the PCI programme, the coordination team launched a pilot study to test the use of a new series of course books that would support the identified need for a focus on academic skills rather than general English in classrooms. The whole process of revision of possible coursebook options, the piloting of the perceived best option and the ultimate adoption of the new series was a process that involved the PCI teachers at every step of the way.

The adoption of a new course book series for the English programme assumed a transition period that would allow teachers the necessary preparation for this change to take hold. By change, I mean a series of events and items that needed to be addressed by all of team that would prepare everyone, at each level, to welcome and successfully navigate this seemingly more demanding new PCI. Some of the foreseeable adjustments were:

- A clear vision of the change from general English to academic English, and what this latter concept means, especially at college level.
- An understanding of the ultimate objective of English at this university and in preparing its students for the future.
- Fine-tuning the profile of the teachers who are to materialize the university's vision for the future of its students.
- Prepare teachers to successfully face the challenges to come, in the understanding that they are part of a community striving to contribute to a big picture that includes students, teachers, the language department and the institution as a whole.

Finding myself in the middle of this process and after careful discussion with my supervisors and with the coordination team and the Head of my Department, it made sense to think that the work that was initially intended to contribute to the SaS Lab be adapted to include the main English programme as a whole. The thinking behind this decision was the compatibility of objectives between the research project and this transition process for the PCI.

The objective of the research project was to help prepare teacher-tutors in their search to become Language Learning Advisors by exploring their own autonomy and using the support of a community of practice. It was logical to see that the transition stage of the PCI could be reinforced by a similar process, where teachers could be encouraged to participate through personal work using their own autonomy and group work as a community of practice. All of this towards a common goal of professional development that would prepare them to face the new challenges set for the PCI and the language department.

After this setting of the more general scene, I now want to present the more specific location for the efforts put forth for this research: the self-access laboratory.

1.2.3. THE SELF-ACCESS LAB

Our Sas Lab has had, so far, four stages in its history. These stages refer to the evolution of the space in terms of its physical set up, the focus of the work promoted in it, how the different roles of the key players are seen and overall our stance on autonomy and the objectives we look to accomplish. The first stage in the life of the SaS Lab was its birth as a language laboratory in the full sense of the word. In the 1960s, a fully equipped laboratory was installed in a classroom, where students "disappeared behind enormous headphones" (Cisneros, 2004, p. 2) as they worked in individual cabins listening and repeating audio-lingual exercises to practice English for an hour at a time.

In 1998, the second stage in the life of the Sas Lab began with a new format in the same building. This new lab included television sets, audiocassette players and recorders and a handful of computers with basic language-practice software. There were also, for the first time, tables and chairs where students and teachers could work together. Teachers were encouraged to bring their groups for a visit or send students to do individual work to practice as part of their curricular English classes.

In the fall of 2003, a school wide policy (Institutional English Language Requirement – IELR) was launched that stated that students had to certify a B2 English level to be able to graduate. This with the intention of having students be better prepared for a professional life where English was becoming more and more a lingua franca. This, obviously, increased the need for English classes. The PCI was officially born that same fall in response to the new IELR policy and was launched with some 300 students and 11 teachers in total.

This programme consists of eight levels (60 hours of instruction per level) that go from A1 to B2. As the demand for classes in other foreign languages grew as well and the English programme became a more solid structure as the PCI, the need for a revamping of the now Self-access Laboratory became obvious. A brand-new Self-access Laboratory was inaugurated on 18 August, 2004 and with it the third stage in the life of the Lab began.

This new lab was no longer a classroom adapted to house some equipment, but a more purposefully designed, if not built, space (see Figure 2). It housed 34 computers in individual stations with internet access and with access to task sheets in Word documents graded by level and categorised by abilities. The digital era had finally come to the lab, but what made the biggest difference to it was the start of a new vision where the lab was seen "not just [as] a centre equipped with the latest in technology, but one that incorporate[d] the human dimension in tutoring to students" (Cisneros, 2004). The idea of having personalised attention for its users was born then and although it took a few more years to fully materialise, we owe its emergence and subsequent life to this initial vision and foresight.
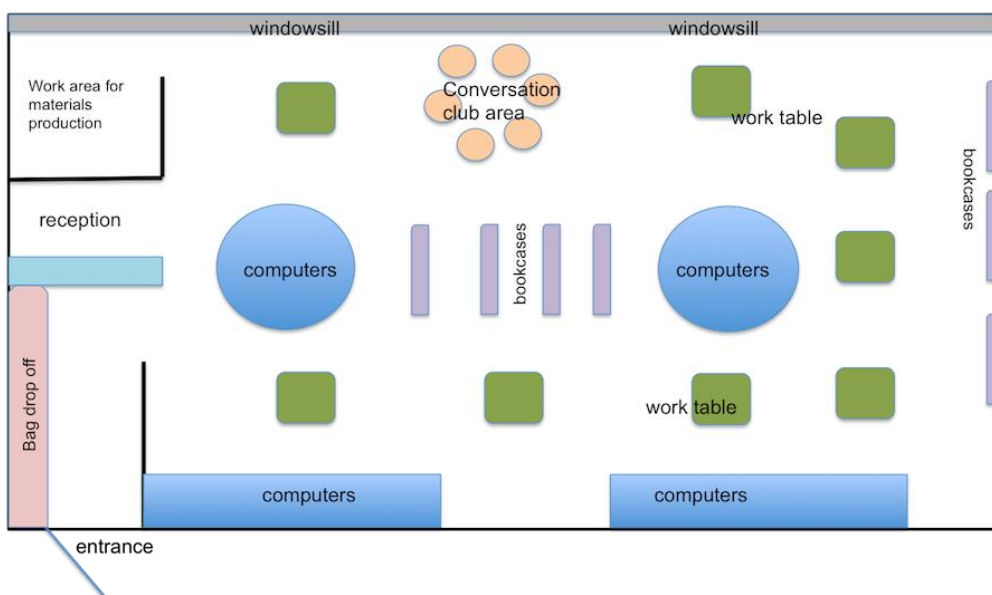
FIGURE 2 INITIAL SET UP FOR THE SAS LAB CIRCA 2004

In 2005 coming to the Sas Lab became a part of the overall grade for students in the PCI in an attempt to further encourage and include the promotion of autonomy in our language programme and the actual use of the Sas Lab facilities. In the beginning, the number of visitors per semester were around 200 and there was a very basic system to record attendance where students simply signed up in a visitor's logbook their name and time of arrival and departure. Attendance records were compiled into a report for the teachers to consult and grant a grade to this component.

In 2009, I stepped up as coordinator of the facility and the fourth stage in the history of the Sas Lab began. By this time, the number of users in the lab had increased to approximately 600 per semester. Some adjustments were made to the lab requirement for the PCI. The following percentages were assigned to the one-hour minimum Lab Visit depending on the level the student was in, and this was mildly adjusted with the new PCI programme in 2016 and remains as such to this day (see table 1).

levels	2009 - 2016	2016 -
Levels 1 to 4	7 Lab visits per course (spread out throughout the seven weeks of the course) count for 10% of the total grade, to encourage more practice time for these basic level learners and more opportunities to promote skills in self-direction.	7 Lab visits per course (spread out throughout the seven weeks of the course) count for 10% of the total grade, to encourage more practice time for these basic level learners and more opportunities to promote skills in self-direction.
Levels 5 and 6	7 Lab visits per course (spread out throughout the seven weeks of the course) count for 5% of the total grade, to maintain the work promoted in the basic levels.	
Levels 7 and 8	No Lab visit requirement, students encouraged to continue visiting to carry on with their self-directed learning.	No Lab visit requirement, students encouraged to continue visiting to carry on with their self-directed learning.

TABLE 1 - PCI LEVELS AND LAB VISITS

By 2013 the number of students in the PCI and thus lab users, increased dramatically with adjustments made to the IELR policy. From 2013 to 2015, the policy stated that students had to certify a B2 level by the time they reached 20% of the total credits in their degree programme. This meant that the language centre had to provide services to approximately 2000 students in the PCI and a minimum of 800 users in the lab per semester. During this period of growth, the systems that were used to keep track of students' attendance had to be modified and made more efficient. Computerised attendance records were implemented as well as individual log records per user.

The lab's face changed to house not only more people but also more materials to support more demand from users as well as a different vision on how we wanted students to experience self-access and self-access learning (see Figure 3 and Figure 4). More bookcases were brought in, and we started acquiring more materials and accepting donations, particularly of novels and movies. A rearrangement of the furniture set up for the work stations and the bookcases, allowed more collaborative work as well as provided the necessary space to create an advising area, where tutors could do more focused work with learners and in general be an attractive space for teachers to hang out and thus make themselves available to students. The windowsills were equipped with cushions that turned them into reading nooks and with this we claimed surfaces that were not being used with any productive purpose. The limited space meant that we had to get creative.

The initial vision behind the Sas Lab was one that encouraged the view of "independence as a new methodology" (see 2.2.1. Making room for self-access) as explained by Mozzon-McPherson (2000, p. 113). This meant that the Lab initially offered users a prescribed collection of materials organised by levels as stated in the PCI to choose from. Those were the options and the learner could either carry them out face to face in the physical space of the lab or he could work on them through an on-line version of the lab set up on a Moodle page with

access to weblinks curated by a teacher. The initial work that the tutors did was connected to helping students deal with the work dictated by the task sheets provided.
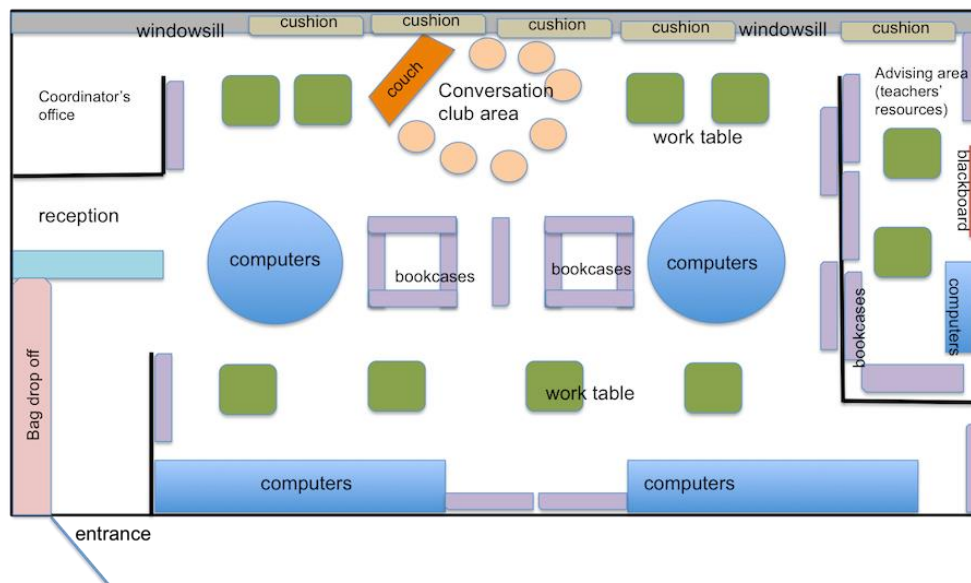
FIGURE 3 ADAPTED LAB SET UP CIRCA 2013

FIGURE 4 THE SAS LAB SPRING 2019

When the transition in leadership came, the vision shifted to one that considered "independence as a capacity" (see 2.2.2. Self-access for self-directed learning) to use the same framework reference used by Mozzon-McPherson (2000, p. 113). This meant that the prescribed catalogues of task sheets per level were changed, to now house them relabelled and reorganised as part of a wide collection of materials suggested to practice, study or learn content or skills. Tutors were expected to provide support to learners and encourage reflection rather than just pointing out the right box of task sheets, help solve grammar queries and then check for correct answers.

In the fall semester of 2011 the tutoring programme was given a budget that allowed the Sas Lab to pay English teachers to cover two-hour periods once a week on a fixed schedule for a total of 30 hours a week (11am to 1pm, 1pm to 3pm and 3pm to 5pm, from Monday to Friday).

This small initiative has now become the Advising and Tutoring Programme or better known as PAT for its initials in Spanish (*Programa de Asesorías y Tutorías*). The number of hours that were part of the programme grew little by little up until the point where we now have over 60 hours a week covered by tutors, peer tutors and certified advisors. The areas we now cover are English, Spanish as a foreign language and oral and written communication in Spanish with schedules dictated by the bulk of the demand from learners and their regular visiting times. More on this programme in 1.2.4. The Advising and Tutoring Programme.

The conversation club was also assigned a budget in 2011. This allows the Sas Lab to offer at least one teacher-led session a day, five days a week for English, an Academic English option and at least one session a week for another foreign language such as French, Italian or German, depending on the demand. We also have sessions led by volunteer students for English or any other language native to the volunteer. In 2018 we added the virtual conversation club option to offer an alternative for our growing PCI blended and online programme modalities. And in the spring of 2019, we added two sessions a week for Mexican Sign Language. A lot of work has gone into solidifying the efforts made through the conversation clubs in the SaS Lab, more information on the efforts around this initiative can be found in Sigala, Ruiz-Guerrero & Zurutuza (2019).

Both PCI students and the university community at large have come to rely on these two services that the Sas Lab provides free of charge to its users semester after semester, together with the online Writing Desk (WD) tutoring that provides feedback on written work in English or Spanish over an email exchange of files.

In the fall of 2015, further adjustments were made to the IELR. Partial requirements were set (a minimum of A1 for 20% of total credits, B1- by 45% and B2 by 70%) so students were encouraged to comply with the requirement as early as possible but at the same time allowing them enough time to complete the process of achieving B2 level. All of this with the intention of having students take more curricular classes offered in English during their studies not just to graduate with a certified English level. The role of the SaS Lab in this process has become more necessary and as part of its evolution, we have now started the transition to a new purposefully designed space in the recently built addition to the library. The new facilities will be fully functioning by mid-2021 and will provide us with a space that will better present the SaS Lab as a social learning environment (Mynard, 2016) (see Figure 5).

FIGURE 5 FIRST HALF OF THE NEW SAS LAB

A major player in the evolution of the SaS Lab has been the tutoring programme which in itself has also gone through some important changes. The following section presents the most relevant points in this process.

1.2.4. THE ADVISING AND TUTORING PROGRAMME

The initial Tutoring Programme (TP) slowly developed and evolved over the past few years, from the spark of an idea to a complete revamping and systematisation phase that will hopefully carry us into a new era led by research and the socialising of our findings.

The TP started out in 2005, with an open call for volunteer teachers who could be available in the Sas Lab for an hour or two a week to offer assistance to users. Because of the particular vision of self-access at that time (see 2.2.2. Self-access for self-directed learning), the setup of the lab guided the student to box sets of task sheets organised by level that they were directed to use. Tutors were tour guides, whose job consisted of pointing out the best task sheet option for a student in a given level. In addition, tutors were teachers who carried out individual teaching at the request of the users whenever they needed to clarify doubts on content that was required to work on the tasks proposed to them and was perhaps not clear enough after classwork.

During the transition of managers and because the TP became a more formal component of the services offered by the lab when a budget was set up to pay for the teachers' time spent tutoring, some basic guidelines were established. Tutoring schedules were set up and teachers were invited to choose and cover one slot a week for the duration of the course. The Sas Lab management would choose from all the teachers applying for tutoring spots those who were considered to have more or better potential as tutors, keeping in mind that tutors were supposed to be teachers who not only were experts in terms of grammar, but were also able to transmit it clearly and efficiently to students. There was a very clear focus on having tutors who could deal with grammar questions because at the time that was the foundation of the work the tutors were expected to do for students.

In an attempt to remove any possible bias in the assigning of those tutoring spots an initiative to create a possible selection system was set up. Teachers interested in tutoring were asked to go through a grammar knowledge evaluation, those with the highest scores attended workshop sessions to homogenize the language we would use to discuss grammar with learners, and workshop sessions to learn about learner autonomy in order to introduce the notion into the job of the tutor.

What seemed like an objective way to select tutors and promote professional development became a controlled teacher training set up that ended up encouraging a sense of competition instead of one of community amongst teachers. Teachers not being selected were left with a feeling of not being good enough, and even those selected were put in the spotlight to demonstrate knowledge and perform in a way that did not allow any face saving. It did not take into account the care of/for the person; it was not in the Ignatian spirit of our institution (see 1.3. On Ignatian pedagogy and 2.3.2. Ignatian Style Accompanying (*Acompañamiento Ignaciano*)) and so we cancelled the initiative half way through it.

After this experience, a different approach was established and has been our selecting mechanism for tutors for years now. Each term, an open-call (see Appendix 1) goes out to all PCI teachers inviting them to join the Tutoring Programme. The letter lists the qualities

considered valuable in a tutor and the basic job at hand. Those teachers who feel they possess the necessary qualities can apply for a tutoring position. Each teacher interested needs to write up a letter of intent explaining what would make them a good tutor and the sort of experience they have had previously in the area. Each teacher applying is asked to choose two possible spots from the schedule to allow the organising and assigning of places to run as smoothly as possible. All spots are assigned in a first come first served basis, so teachers must submit their application as soon as possible and within the deadline given.

The last few years have given us a chance to rebuild the bridges that practically collapsed in that failed attempt at establishing a very vertical selection and training system within the Tutoring Programme. A good relationship now exists between the lab, its tutors and its users. Students seem to understand better that the tutor can be an important figure in his lab experience. It is our intention to make the job of the tutor a solid component in a student's learning process overall. With this research project, an understanding for the need of the figure of the Language Learning Advisor has also become relevant, especially seeing the challenges we face as a department and the opportunities we now have to make bigger contributions to this institution.

The PCI coordinators together with the Sas Lab head started mapping out the possible areas of influence where the TP could make a difference to the challenges ahead, especially if we were to better prepare tutors into becoming advisors.

The first area of opportunity came in the form of inclusion. Not all our institution's students thrive in our PCI programme, a four-skills approach starting up at an A1 level is not apt for everybody. We have come across students who are the truest of true beginners, for whom Spanish is in fact a second language already and for whom English is a completely new experience. These are students who come to our university from indigenous communities who struggle to communicate with teachers and peers in fluent Spanish and for whom a new language programme has been developed. The Programa Alternativo de Inglés (Alternative English Programme) or PAI is a programme that focuses on English through the use of Spanish as the language for analysis. This programme has also been helpful for students with learning difficulties and special needs. PAI students would greatly benefit from having advisors in the lab that could support their process alongside their classroom experience. See appendix 2 for details on the PAI student profile.

Another area where the TP could make a difference is with students with low achievement levels, who do not meet the PAI profile. These students are prime candidates for more structured work with a tutor or an advisor in the lab. These are usually students who do not have good study habits, who have not developed basic skills and strategies to learn or who are not working as hard as an adult should, to learn a new language. Of course, regular and strong students can also be helped into becoming stronger if alongside their classroom experience they were to develop skills for self-directed autonomous learning in the lab.

In the same way, alumni, graduate students and other members of the university community looking to work on their English language development, would greatly benefit from having an advisor who could support their process not just in pointing out relevant materials and suggestions for work but also by providing them with tools in self-directed autonomous learning. In that same tone, students interested in other foreign languages besides English would benefit from having advisors who they could communicate with in Spanish if they did

not speak the language to be studied, and who could offer support and guidance on the general issues that surround language learning and self-directed autonomous learning.

Also, students struggling with their spoken and written language skills in their mother tongue (Spanish) who need to support their process to succeed in their chosen degree are being detected through the COE - *Comunicación Oral y Escrita* (oral and written communication) classes, during their freshman year. These students have issues communicating effectively in Spanish and would benefit from the accompanying of an advisor, and it is our department's belief that these are most likely the same students that eventually would become our struggling students in the PCI, so we might as well catch them early on, and start supporting them, in time.

It is an ambitious panorama and the Sas Lab had never really had a systematic approach to train teachers as tutors, let alone advisors. We, coordinators and teachers have all *played it by ear* and followed our instincts for as long as we had been tutoring or trying to give language-learning advice to our students. A need for clearer parameters, for a better understanding of the needs of the learners the advisors are meant to help, and the ways in which advisors may meet learners' needs was becoming more evident than ever. With all of this in mind and as a direct consequence of the process I have been going through throughout this research project as head of the SaS Lab and with the help of our COE partners, we have started shaping the *new* tutoring programme. In the spring of 2019 we established the Advising and Tutoring Programme or PAT for its initials in Spanish (*Programa de Asesorías y Tutorías*).

This has meant collaborative work to agree on defining who we are and what we do and starting a socializing process of this information with the university at large. We have defined our purpose as that of helping language learners become language users (Blaj-Ward, 2017) by developing an understanding of how they learn and what they need to do to achieve their goals.

We have put forward a description of the tutor and the advisor jobs as well (Ruiz-Guerrero, 2018). We describe tutoring as providing academic support to a learner to work on specific linguistic competency issues (Jiinling Tseng, 2009), to solve particular questions (Rafoth, 2016), or to work on a predetermined product (Rafoth, 2010). During a tutoring session, the learner works with an expert tutor (a language teacher) or a peer tutor (an advanced language student) in a teaching-learning relationship. In this vision, a tutor is different from a classroom teacher in this interaction in the sense that her main role is not to impart knowledge (Gillespie & Lerner, 2008), as it is usually seen in most of the Mexican educational contexts. Her role is to be a more knowledgeable other who accompanies the learner in the process of understanding, clarifying and, in general, moving through the zone of proximal development in a "relationship of didactic support" (Padilla Partida, 2006, p. 11), as well acting as a bridge between the role of the classroom teacher and the advisor, where exploring autonomy becomes a part of the teaching-learning relationship (Montenegro, 2018).

For us, advising implies support on a wider sense than tutoring (Mozzon-McPherson, 2018). Advising promotes reflection aimed at helping the learners assume responsibility for their own learning process. It promotes and supports work on needs analysis, setting short and long-term goals, decision making on the learning-practicing process of the target language (Mozzon-McPherson, 2001) (Kelly R. , 1996) . It supports the learners in discerning from a variety of routes, suggestions and possible solutions to doubts and questions they might have about their own process and how to achieve their goals (Mozzon-McPherson, 2000). We have

decided also that this accompanying, or walking together, is in charge of trained and certified advisors and is done through intentional reflective dialogue (Kato, 2012) (Kato & Mynard, 2015) aimed at a transformation process and development of learner autonomy as a pathway to help learners reach their language learning goals.

All of this meant that our department had started to come out of its shell and see what the world of ELT at large had been up to. It is time for our language department and the Sas Lab to choose our direction, start working on our own self-directed development and start making a real difference. We have this mission set up for ourselves with the guiding principles of the Ignatian philosophy that shapes our decisions as the Jesuit institution that we are.

1.3. ON IGNATIAN PEDAGOGY

In spite of the almost 500-year-old history of Ignatian pedagogy, its basic tenets have a lot of common ground with current relevant educational perspectives and pedagogies. Reviewing the relationship between Ignatian pedagogy and other current student-centred perspectives, such as Dewey's educational philosophy, critical feminism, pedagogies in service of learning and adult learning theories, the points of convergence seem obvious. These pedagogical points of view all "seek to accompany learners in their journey, engage students as self-directed learners, employ an experience/reflection/action methodology, encourage learners to act upon their learning, and educate persons for citizenry" (Defeo, 2009, p. 81). And still, in spite of there being obvious connections in these perspectives, Ignatian pedagogy is not really seen or used in higher education institutions outside the circle of the different associations of Jesuit universities, colleges and other institutions in the world (the Association of Jesuit Colleges & Universities - AJCU, the Association of Universities entrusted to the Society of Jesus in Latin America - AUSJAL, etc.).

Even within Jesuit institutions, Ignatian pedagogy as teaching or research is often only explicitly associated with and worked on specific areas: service learning, social justice, leadership, leadership training, etc. (Mauri, Neiva de Figueiredo, & Rashford, 2015). It is often seen as a "signature pedagogy" that might be tied to a given academic discipline, when in reality it can provide a way of proceeding that works across disciplines (Mountin & Nowacek, 2012, p. 130). For example, it is often associated with administration, and human resource managerial related disciplines, mainly due to concepts such as Ignatian style accompanying and the Jesuit leadership model. However, these principles of Ignatian pedagogy are not about just preparing students for a given profession, they are about preparing students for life.

All of this could make this model seem irrelevant within pedagogies, a possible limitation. Why is it not more widely spread and discussed in educational circles? The main reason and thus, in my mind perhaps, the biggest limitation to this pedagogical model is that in spite of its long history, it was only until recently that actual documentation describing it in detail and in more approachable terms has been put forward (Duminuco, 2013). The Ignatian pedagogical approach was seen as a "way of proceeding" and was not thoroughly document as a pedagogy until the late 1980s and early 1990s (Defeo, 2009). It needs to catch up, word needs to be spread, more research on applications needs to be done and publish. It is the job of those of us involved in Jesuit institutions to shed light on the applications of this pedagogy beyond the walls of our own campuses.

I was recently asked to reflect and write something on the impact of the world pandemic on the work we do towards autonomy in our department (https://cruce.iteso.mx/autonomia-en-la-experiencia-docente-durante-la-pandemia/). My first reaction was to celebrate how the situation had helped visualize more anything to do with learner and teacher autonomy. We have been getting so many requests from different departments within our institution and even other institutions in the AUSJAL network to help them start thinking, continue preparing and better face this changing educational landscape we find ourselves in now, all with autonomy in mind. We have never been busier and this has to do, I believe, with the convergence of the work that we do in bringing together Ignatian pedagogy and a focus on learner autonomy through teacher autonomy. It is perhaps through this kind of work done now to visualize the connection between autonomy and Ignatian pedagogy that this latter one will start seeing a heyday both within and outside our institutions, and it will finally start becoming a more familiar concept in general educational circles. Even those of us working in these institutions have a degree of clarity of what our job entails in this context but would benefit from making these connections clearer.

Working, and particularly teaching, in a Jesuit university has certain implications. To start, it does not mean that you are expected to be catholic or even religious. It does mean however, that you need to understand that these institutions, because they are led by Jesuits, are committed to social transformation and the common good. Their main goal is to form students who are not the best *in* the world, but rather who are the best *for* the world (Nicolás , 2008, p. 7). Father Kolvenbach (2007, p. 2) put forward that Jesuit education looked to develop four basic purposes: utilitas, justitia, humanitas and fides (practical, social, humanistic and religious).

These four purposes translate into specific actions that are intentionally worked on in all aspects of university life. We are invited to share knowledge and skills with students in the most practical ways and in all fields of expertise and interest. There is a deep concern with educating men and women in values that promote good citizenship and form good leaders worried about the common good and the search for and promotion of justice. Reason is seen "not as opposed to faith, but as its necessary complement," and we are urged to acknowledge the "full range of human intellectual power and achievement." Finally, there is an invitation to develop an awareness of the higher destiny within all of us (Kolvenbach, 2007, p. 1). A Christian faith or culture are never imposed. We are invited to collaborate in their mission through open dialogue, respecting our individual qualities and differences, without demanding *extra*ordinary goals or models, in honest support of a person's inherent potential (Vergara, 2015).

This humanistic and humanizing perspective is rooted in Ignatian spirituality (Granados, 2005, p. 1). Saint Ignatius of Loyola was cofounder of the Society of Jesus. He was the first Father General of the Jesuit Order, and the Ignatian Pedagogical Paradigm (see Figure 6) is based on his Spiritual Exercises. Certain basic points are to be highlighted to understand what this perspective entails.

To start with, the job of the educator is seen as a companion, a guide and facilitator. It is the learner's place to discover the truth for himself, from a position of openness. This is an education that is by definition learner-centred. It looks to promote an experience of freedom in the learner, to teach him to make decisions, to examine his choices and discern the path he is to follow (Granados, 2005). This is what attracted me to come to work in this institution. Having learned about autonomy and having started to work to promote it in my secondary and

high school students, coming to continue doing that work at university level was the obvious choice and there was no better place to do so in this city than a Jesuit institution that actively and intentionally promoted autonomy.

In this perspective, the relationship between teachers and learners is seen as a "collaborative process." In this pedagogical model what is necessary is teachers who are "capable and willing to guide" the process of inquiry that students are encouraged to go through, a process that openly promotes a "wrestling with [the] significant issues and complex values of life" (Duminuco, 2013, p. 6). In this pedagogy the need for teachers who have attributes necessary to seek to promote autonomy becomes even more relevant. McGrath describes those attributes in terms of three key components that align perfectly with the Ignatian model: this teacher must be self-aware as a learner, have belief and trust in the learner's capacity to act autonomously, and possess a genuine desire to foster autonomous development (McGrath, 2000, p. 102).

When one stops to consider this, we come to understand that the role of the teacher in this environment needs a structural shift from what traditional Mexican education promotes. If this relationship is truly to be collaborative and promote autonomy, then, the teacher can no longer be the only one speaking in the classroom, she can no longer be the one holding the pen during a tutoring session, or provide endless suggestions without actively listening to a learner during an advising session. The aim of this collaborative process in a Jesuit institution is to "foster personal and cooperative study, discovery, creativity, and reflection to promote life-long learning and action in service to others" (Korth, 1993, p. 1), this in search of transforming students "into men and women for [and] with others" (Kolvenbach, 2007, p. 2). This will echo the work done in Language Learning Advising as Kato and Mynard (2015) propose it, and it is indeed the reason why, for us, it makes sense to follow their methodology precisely because they aim to promote a transformation in the learner through a reflective process. The Jesuit view takes this transformation and gives it direction, you do not transform to just benefit yourself, you transform to be there for and with others.

This educational model, this Ignatian pedagogy, includes five elements: context, experience, reflection, action and evaluation (Duminuco, 2011). The teacher is entrusted with the task of providing the right conditions and creating the opportunities within the personal context of the learners. These opportunities are geared towards promoting a "continual interplay of the student's experience, reflection and action to occur" (Duminuco, 2013, p. 7) as well as looking for ways to carry out continuous formative evaluation through a variety of means and from different perspectives. This model is best represented in this summarizing figure (see Figure 6).
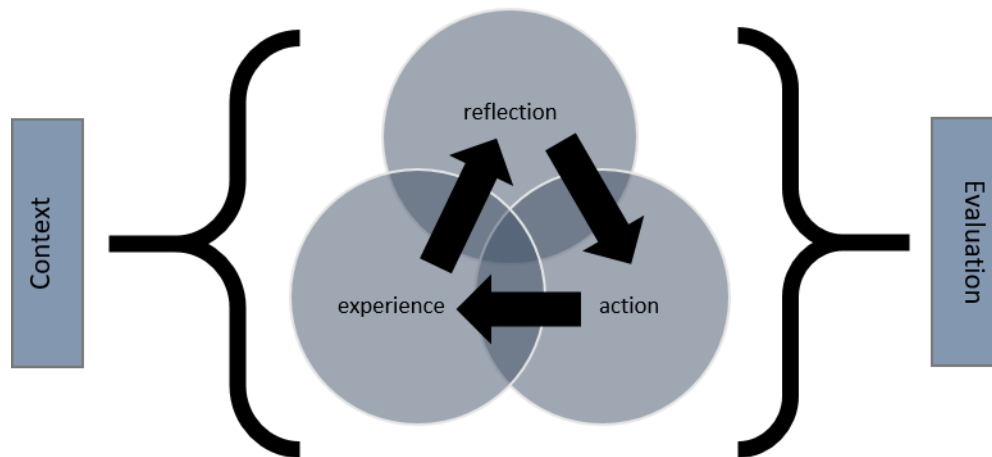
FIGURE 6 THE IGNATIAN PEDAGOGICAL PARADIGM (JESUIT INSTITUTE, 2014)

Within this model, we look to create a learning environment, be it in the classroom or any other space where social collaboration and *a learn by doing* framework, provide the learner with the opportunities to try something out himself. He is invited to experience it first-hand and recover the understanding generated from it to feed the next set of decisions needed to continue practicing and learning something. The teacher is in charge of the design that will generate a significant and contextualized experience for the learners, but it is the learners themselves who will have to interact with the material, and the realization of how well the interaction and experience went, should, for the most part, come from the learners themselves as well. Again, the design of the process to evaluate the experience may be in the hands of the teachers, but the ultimate and most valuable perspective of the success or failure of the process comes from the learners.

In more detail, the five elements seen from a Jesuit perspective and as explained by Father Duminuco (Ignatian Pedagogical Paradigm: Components, 2011) in a video interview, are as follows:

> Context – in promoting the real care and concern for our students we need to consider their personal context, this is the notion known *as Cura Personalis*, the care of and for the person. It is our job to find out about a person's circumstances and predispositions. Learn about their family situation, the socio-economic factors in his life, possible cultural differences, and academically speaking, any previous knowledge the person brings with him.

> Experience – the learning experience is what Ignatious described as tasting something internally. Ignatian experience includes both an intellectual grasp of something, as well as an affective component. Experience would be then any activity in which in addition to the cognitive understanding of the matter being studied some sensation of an affective nature is registered in the student. A combination of questions: what is this? How does it work? As well as, how does this make me feel?

> Reflection – most models go from experience to action, the Ignatian model emphasizes the place of reflection between those two points. Reflection is, from the Jesuit perspective, the most important step in the paradigm. Questions such as what is the meaning of what I am engaging in, for myself, for others; and what difference does this make in my life and that of others are encouraged at this stage. Reflection is

considered a thoughtful reconsideration of the subject matter, experience or idea we are analysing. A reconsideration that should allow us to grasp its significance, its meaning more fully and in terms of our life, in order to understand it more clearly. Students should be encouraged to enquire about the assumptions of the author behind a text they are studying for example. This would help them understand their own reactions and sensations, by deepening their understanding of the implications of what they read in their own lives. The Ignatian model presupposes that by achieving personal insights through this reflecting, the person will get to know himself better, and this in turn will improve and drive motivation into action. An action that will be defined by personal involvement.

Action – Ignatious is known for a well-known saying: love is shown in deeds not words; and this is an underlying principle behind the notion of action. Internal attitudinal changes start taking place as a person reflects on his experiences, on what he is learning. These changes can result in time in external choices that can make a difference in a person's life and through his influence in that of others. This is a materialization of what is being learned.

Evaluation – for the Ignatian model, evaluation takes on many different forms: portfolios, projects, interactions, etc. They are seen as evaluative means that look to be more comprehensive in a search for more than just intellectual competence markers. The aim of evaluation in general in Ignatian pedagogy is at formation. This formation does include of course, academic mastery, but is also concerned with the "well-rounded growth" of students, as "men and women for others" (Duminuco, 2011). It is about evaluating growth in terms of learning and living.

The fundamental purpose in this perspective is to see this process as formative, and to read formative as developing a capacity for decision-making. It is not about what we know or what we know how to do, but rather knowing how to live, how to conduct ourselves and adapt to the ever-changing situations in life. It is about living through discerning (Garza, 2017).

In this perspective, we are invited to stop thinking about universities as the "reception area to work life." The focus of our institutions should be thinking, our job would be that of what Garza describes as not so much teaching young people to "learn to act successfully, but rather learn to think" (ibid). At the core of this, the *Jesuit way* proposes work at two different levels. On the one hand, there is an invitation to confront your own personal point of view on life, your life. This is a personalized process. On the other hand, there is also socializing work done, work that includes the community in which you are immersed (Vergara, 2015). A Jesuit university looks to provide the learner with the freedom to experience both of these levels as part of his process.

In the educational model of our particular Jesuit institution, we define learning as a dynamic process of construction in which the student plays the main role in terms of participation, action, creation, reflection and autonomy (Morfin Otero, 2005). It is in these guiding principles that the convergence of the Ignatian pedagogical model with Learner Autonomy starts becoming obvious.

Our language department has chosen autonomy as one of our basic aims. We see our job of teaching languages and their cultural points of reference and the development of oral and written academic skills as the goal, but autonomy as the vehicle to reach it.

As stated here, in this model, the teacher is a truly relevant figure. Father Velasco talked about teachers in our institution having the task of not only inviting students to "work as [the teacher] does," and this he describes as a commitment to "the challenge of learning and researching, of asking questions and attempting to give answers, with hard work and rigor." It also means to invite students to "live as [the teacher] does." By this, he means that it is not about the teacher's "moral options" but about the conviction with which the teacher undertakes her work, her role, her life. His reflection is that "young people today do not listen to teachers just because they are teachers, but young people do listen to the teachers who are witnesses" (Velasco, 2014).

This witnessing translates into actions. In actions that demonstrate the values the teacher holds dear like believing in what she does, respect for and genuine interest in her students as people and in their learning, in caring about what they learn and what they think (Ibid). All of these ideas are distilled into two very relevant concepts in the Ignatian way of doing things: the care of/for the person (*cura personalis*) and accompanying. It is about being there for the other and helping him grow and we will discuss it in more details in the literature review (see 2.3.2. Ignatian Style Accompanying (*Acompañamiento Ignaciano*)).

All of this has informed the decisions made for this research project in each one of its stages. The participant teachers were invited to take part in an experience designed with the Ignatian paradigm in mind to promote they be the ones to take action, have first-hand experience, opportunities for reflection and ultimately be the ones to evaluate the experience itself and the results of it. All of this while promoting a sense of community and with an aim at transformation, through the modeling of Ignatian accompanying and the care of and for the person.

1.4. RESEARCH AIMS

The ultimate goal of this research was to accompany teachers in a process of awareness raising that would allow them to be trained as Language Learning Advisors (LLA) by making use of their own autonomy.

This process was done from the experiential perspective that the Jesuit Ignatian pedagogical paradigm (see 1.3. On Ignatian pedagogy) proposes. This with the intention to recover the experience lived in the first and second stages of the intervention and with this, make decisions around the design of a pathway, on a third stage of the process, that could be followed to train more LLAs in the same manner and not by a transmission style method.

The idea was to find a pathway with a focus on living and experiencing learner autonomy first hand; to better understand it and thus, better become able to accompany and advise someone in their language learning journey, with the awareness of what it takes to "take charge of one's own learning" (Holec, Autonomy and Foreign Language Learning, 1981, p. 3).

1.5. RESEARCH QUESTIONS

As this research project developed through the review of the extensive literature on teacher autonomy, and the work towards designing the intervention and its stages happened, the

research questions took shape as well as served to propel and guide the efforts that kept this project moving forward.

First research question. This question was set at the start of stage one of the intervention.

How would teachers respond when given autonomy in a curriculum change management process?

Second research question. From the experience of the first stage of the intervention, ongoing work with the literature, and with the objectives in mind for the second stage, work started on this question.

What happens when you hand over complete power of decision to the teacher/participants in a professional development scheme with the intention to promote autonomy in them?

Third research question. To wrap up the efforts of the second stage of the intervention and fulfil the objectives of the third stage of the research project, this final question moved the work forward and brought a sense of closure to the experience.

Based on the participants' perspective and experience, what is their recommended pathway to follow in order to become a Language Learning Advisor through the development of learner autonomy in the participants within an Ignatian paradigm?

In the following three chapters, I will present and discuss the findings of this research experience. The findings will be presented around each of the research questions that guided this project.

1.6. THESIS OUTLINE

Chapter 1 provides an introduction to the thesis and explains the background and context for the research project. An overview of the language department and the history of the SaS Lab are presented. As part of the context of both the department and the self-access environment where this project developed, a comprehensive look at Ignatian pedagogy is presented as the grounding for the work done in this Jesuit institution and as the fundamental vision in the design of the intervention. It also presents the research questions that both developed and guided the project.

Chapter 2 provides a literature review that includes concepts such as autonomy, self-access, advising and accompanying from an Ignatian (Jesuit) perspective, communities of practice, professional teacher development and leadership for change. All of which provide the bases for the work proposed by the aims of this research.

Chapter 3 presents the ethical implications for this project and an overview of the methodology proposed for this research project, namely an exploration of ethnography and case study.

Chapters 4, 5 and 6 present and discuss the findings of the research, doing so by analysing the materials and work generated for and from each of the three questions in turn.

Chapter 7 is the conclusion to this thesis. In this chapter, the lessons learned from the experience and its contributions are gathered and the limitations presented. A further discussion on possible future research and dissemination is also presented at this final stage.

2. LITERATURE REVIEW

This literature review chapter discusses the key concepts and notions relevant to the overall research project presented in this thesis. It does this in a nonlinear or compartmentalized way. I am choosing to present these ideas, concepts and issues in a format that highlights the synergies brought about by the organic interconnections that on more careful and deeper analysis can be found between them.

The image in Figure 7 shows how these connections can be seen as part of an ongoing cycle that reveals a larger picture illustrating that there are no isolated concepts. They work in clusters that are both a link in the chain as well as provide grounding for the next level of understanding.
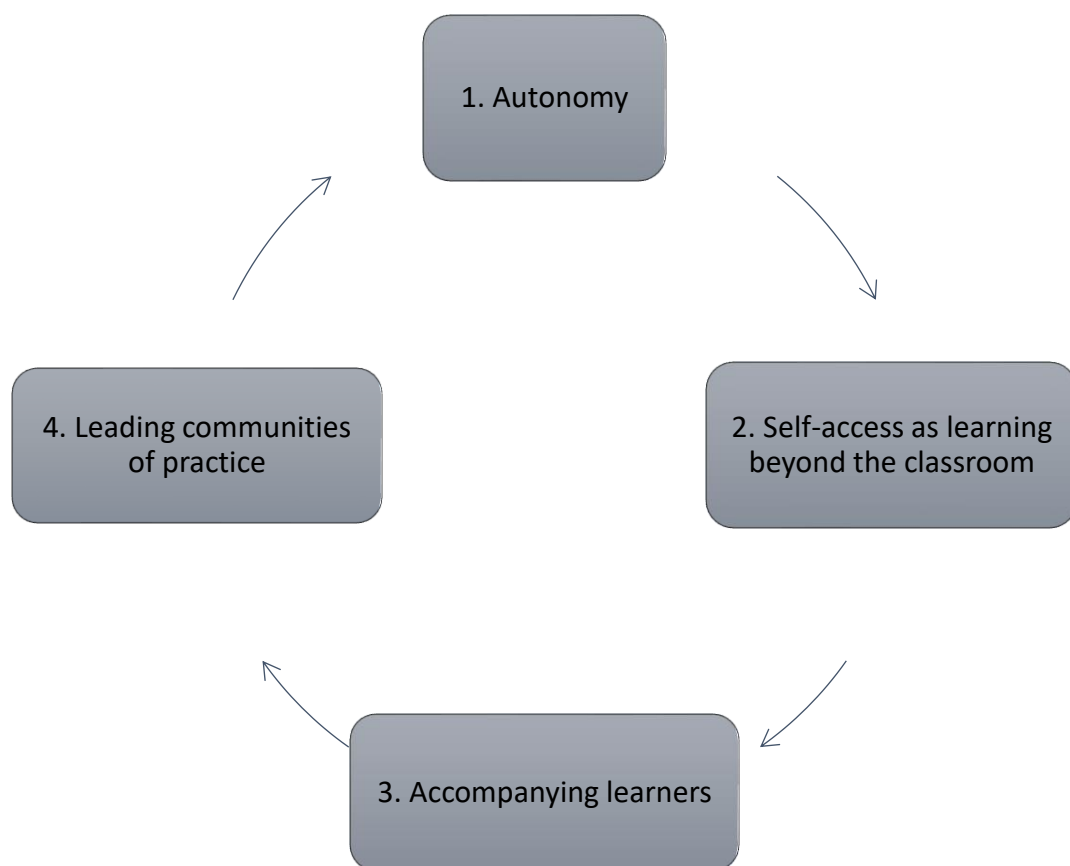
FIGURE 7 - LITERATURE REVIEW AS SYNERGY

Autonomy is built through autonomy. McGrath put forward that for teachers to be able to promote autonomy in their learners, they first have to "recognize and assert their own autonomy" (McGrath, 2000, p. 103). Expanding on this, it is my belief that teachers who do not know, experience, and understand what it takes to develop autonomy as a learner cannot facilitate, guide, or help autonomous learners grow. I also believe that most Mexican teachers do not necessarily know, have experienced or understand what autonomy is, how it is developed or how to help develop it. In this research project, I have proposed that a starting point for teachers is to understand autonomy by developing it or breaking it down for

themselves. After all, good teaching, and for that matter, good advising, "requires self-knowledge" (Palmer 1998, in Farrell, 2015: 35).

This becomes particularly relevant if we consider that the role of the teacher is different to that of a tutor and definitely that of an advisor (refer to 1.2.4. The Advising and Tutoring Programme). The transition from one role to the other is not a simple change of setting. Teachers do not easily or without preparation leave the classroom behind when they come to self-access centres. Learning beyond the classroom requires a different set of skills and a different focus both from the teacher, in whatever role he or she is playing, and the learner. It starts with teachers being willing and able to leave the teacher behind (Sturtridge, 1997).

In this project, I proposed that one way to go through this process is for teachers to become learners in a personal journey of continual professional development to train as Language Learning Advisors. In a safe environment, within a community lead in such a way as to promote autonomy, so teachers could experience a model of being accompanied in the same way in which they would subsequently accompany their learners and help them build autonomy.

To support this project the concepts illustrated in the literature review synergy figure needed to be explored and reshaped through experience as it was gained. What follows is the revision of literature that both informed and supported the research process, the intervention, and the analysis of findings. The concepts are presented in the clusters illustrated in Figure 7 and I am starting this exploration with autonomy. In trying to build a definition of autonomy that could best suit this project and reflect my growing understanding of the concept, I came across different perspectives that helped clarify my vision of it. Having experienced a direct intervention to work towards developing autonomy in the participants, I have come to see autonomy as a capacity that learners, through scaffolded support, can develop, to help them make better informed and reflected decisions about their learning process and personal development. Some of the theoretical perspectives that have shaped this view of autonomy that I now have are presented in this next discussion.

2.1. AUTONOMY

Autonomy is both easy and difficult to define and we all have an idea of what it is for each one of us. These possible definitions take on different shapes and angles and seem to completely depend on the person's point of view, history or context. I have found that it seems impossible to come up with a single one-liner dictionary-entry type of definition that would serve as the one-and-only guiding principle in everything to do with the topic. This *difficulty* in having a single all-encompassing definition is both comforting and challenging in my point of view.

It is a matter of seeing this concept not as unstable but rather as fluid. It is complex in the sense that it can be seen from many different perspectives and at the same time, this very trait, makes it adaptable to a variety of contexts and points of view. And as I mentioned before, I believe that autonomy is built through autonomy, even in the seemingly simple act of defining it. Benson (2009, p. 17) aligns the rising interest in autonomy with the changes in education and in particular, with the "deconstruction of the traditional language classroom"

that took place in the 70s and 80s around the world, where the focus on the learner started to take dominance. Even at that early stage though, it was obvious that agreeing on a working common definition of autonomy was not going to be an easy task.

In research projects such as this one, a quest for a better understanding to build expertise in the field of autonomy, having different perspectives ends up making for a more fertile ground. A wide-angle perspective serves a better purpose for a researcher looking for clarity, in this sense I welcomed the variety of constructions of autonomy in the field of education and language teaching that I was able to draw upon to decide what would be the line I would follow.

An important starting point as I embark in this exploration of the notion of autonomy, is my biggest point of reference for this research project namely the Ignatian context in which I am immersed. As a Jesuit University, our institution's Ignatian Educational Model defines learning as "…a dynamic process of construction where the student has the leading role in terms of participation, action, creation, reflection and autonomy" (Morfin Otero, 2005).

Autonomy is obviously seen as a desired constituent of the process of learning, but it is not explicitly defined, we are invited to construct its meaning using all of the other points of reference provided by our institutional guidelines and philosophy. In the educational principles that support the fundamental orientations of our institution where the vision of education from an Ignatian perspective that drives the school is explained, you can see the relevance of the concept of self and assuming of responsibility to strive towards growth:

> "By education we understand the process by which the human person improves himself, transcends more and more. We speak of a process: one that starts off from the mere perception of the senses, from feelings and the imagination and takes the person to wonder about its meaning, to discover and affirm it, to confront the truth in his affirmation against a set of values before which he discerns and decides until the moment it all ends in an action with which freely and lovingly he pledges himself to himself and to others."

> (Morfin Otero, 2005)

I consider this very relevant to the construction of a working definition of autonomy for this project because from this Ignatian perspective, there is an explicit commitment to the development of social responsibility and in line with this we look to develop in our students a personal responsibility to start with. This is what in turn starts to form the basis of the notion of autonomy that would fit in our perspective.

In the "philosophy and politics of autonomy," Benson (1997, p. 25) makes a distinction between three possible views of autonomy seen from the perspective of language learning and explains the possible political implications of the concept. He points out a first view that emphasises the individual side of autonomy, where the act of learning is to happen within the learner and because of abilities given or acquired to do so on his own. A second view aligns with the notion of autonomy as a capacity and it is further explained as an "internal psychological capacity to self-direct one's own learning." The third perspective explored in said discussion, includes notions that echo Holec's original definition of autonomy (see figure 8):

> Autonomy is "the ability to take charge of one's own learning [...] to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.: determining the objectives, defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure and acquisition properly speaking (rhythm, time, place, etc.) [and] evaluating what has been acquired." (Holec, 1981, p. 3)

FIGURE 8 - HOLEC'S DEFINITION

Before moving on from this definition that often serves as a starting point I'd like to add that I believe that it was shaped this way and it includes the points it presents because it emerged out of a very specific environment. An environment for the most part different not only from mine, but from the majority of EFL teaching/learning situations. It was an *ideal* scenario where the learner did have all of these responsibilities to handle on his own, or was put in the position to do so. The Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL) offered opportunities to learn a foreign language to adult learners "in the interests of widening access to education and promoting lifelong learning" (Smith R. , 2008, p. 395). The learners were given access to a resource centre and without the "direction" of a teacher, they were expected to make all the decisions over their process and learn.

This in itself presented a "biased" look into the idea of autonomy, in my opinion. In his short analysis of the evolution of our views on Autonomy, Smith (2008, p. 396) explains how Holec and his team at CRAPEL later came across the necessity to offer a further clearer distinction and separation between autonomy and self-directed learning.

In this further distinction, they clarified the notion that it is one thing to talk about a capacity for learning and another to talk about "a desirable learning situation or behaviour" (ibid). These adult learners were put in self-directed learning situations, but not all of them possessed the capacity or the same degree of autonomy to learn in that manner. In other words, the decision-making process that occurs in work done through self-directed learning "… may require the exercise of autonomy, but they do not necessarily develop [autonomy]" (ibid). This distinction, very much informs our present understanding of the concept.

Going back and carrying on with Benson's exploration of the concept, autonomy is seen as an act of control on the part of the learner over decisions to do with content and his own learning process. It is in this last angle that the political side of autonomy is made obvious, since it implies, as pointed out by Benson, the notion of "self-government" which derives directly from the political definition of autonomy. Of relevance to this discussion is the idea that this political concept is seen as implying "both freedoms and responsibilities" (ibid) and they, in turn, permeate and transcend past the political view onto the psychological, educational, social, and individual senses of autonomy.

Of particular interest to our Ignatian view of education in the Jesuit perspective of our university is the notion put forward by Benson (1997, p. 25) that: "[psychological] autonomy can be seen as developing the confidence of the individual, who thereby becomes more able to participate in processes of social change." This is indeed one of the main reasons for the support provided to the cause of better understanding and promoting autonomy within my area of influence and even more specific to my situation in my department in this institution.

We embrace the belief that: "learner autonomy represents a recognition of the rights of learners within educational systems" (ibid) and indeed society. We see our job as educators as something that should influence learners beyond every day content teaching; in our fundamental institutional orientations, it is stated that:

"[This institution] is convinced that in the age of knowledge, the teaching system requires a new educational model that does not set out to tie individuals down to the network of social prescriptions and prohibitions with an eye to restricting and automating their functions in society; rather it should mobilize their potential to contribute to the construction of a more just society through new horizons of sharing and growth."

(Morfin Otero, 2005)

I find a significant echo to this vision in Deci and Flaste's (1996, p. 2) support of a view of autonomy as self-governing which in turn echoes Benson's position as previously described. They explain that "to be autonomous means to act in accord with one's self – it means feeling free and volitional in one's actions." They propose that when a person is autonomous, it means that they are in fact "fully willing to do what they are doing, and they embrace the activity with a sense of interest and commitment" and that is precisely what our institutional orientations promote. For us, this perspective into autonomy is a way of making the notion of "magis" or doing and going for something bigger than yourself (see 1.3. On Ignatian pedagogy and 2.4.3. Leadership for change) a more tangible and thus attainable objective.

In this sense, a definition for autonomy that supports this perspective would be the one known as the Bergen definition. This definition arose from contributors working in classroom environments and it also includes the *take-charge* notion offered by Holec and his team, but at the same time it marked a clearer departure with the early idea of seeing autonomy as just a possible outcome of self-directed learning (Dickinson, 1977, p. 12). The definition states that:

"Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a social, responsible person. An autonomous learner is an active participant in the social processes of classroom learning, but also an active interpreter of new information in terms of what she/he already uniquely knows. Accordingly, it is essential that an autonomous learner [is stimulated to evolve] an awareness of the aims and processes of learning and is capable of the critical reflection which syllabuses and curricula frequently require but traditional pedagogical measures rarely achieve. An autonomous learner knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life"

(Trebbi, 1990, p. 102).

This definition makes room for a wider description of autonomy and how it influences the learner. It complementes a vision of autonomy that presents it as "capacity" that can be developed and applied in different scenarios, not just the classroom. With these aspects in

mind, and very much echoing the key tenets of the Bergen definition, Little (1991, p. 4) proposed that autonomy is a capacity that the learner can make use not only to learn something but also to bring to other contexts what he has learned and the knowledge of how he has learned it. Benson puts it as a "capacity for autonomy" and suggests that it may be evident not only in the learner's immediate learning but also may be transferrable to other areas where this learner might exercise influence (2008, p. 22). This again is of particular interest to us in the Ignatian pedagogical posture of our institution. Little also proposes that this capacity includes abilities "for detachment, critical reflection, decision-making, and independent action" which again constitute key elements in the Ignatian perspective grounding this research project (1.3. On Ignatian pedagogy).

Leni Dam, complemented Little´s work by presenting a virtuous cycle that summarized the most relevant elements of the process as well as illustrated the interconnectivity in the synergy that can be achieved when paying attention to these elements:

> "Awareness of how to learn facilitates and influences what is being learned and gives an improved insight into how to learn."

> (Dam, 1995, p. 2)

These visions, as I mentioned before, were based, researched and constructed with a classroom situation in mind although still recognizing the applications for other learning scenarios. Another aspect worth mentioning between these views of autonomy, Holec's and the 1990's visions, was a difference Murray (2011, p. 249) describes when he explains that where Holec's definition had been used as "a model for operationalizing learner autonomy in learning situations" it had not really helped in establishing autonomy as a "cognitive construct."

In that sense, Paiva (2011, p. 63) considers autonomy an essential item within the Second Language Acquisition (SLA) system because it helps move the learning process beyond the classroom experience. Autonomous learners know to engage in "second language social practices" and use to their full advantage any and all "linguistic affordances [found] in their environment", whatever this may be: classroom or otherwise.

In a more recent discussion of the notion of autonomy, Little, Dam and Legenhausen put forward their vision contrasting it with the original and widely used definition and parameters given by Holec (1981, p. 3). They argue that autonomy, language learner autonomy is "a pedagogical imperative." This "capacity for autonomous behaviour" that a learner has goes beyond being "an organizational option" granted by a teacher. According to them without it, no successful learning can take place: the development of target language proficiency is inseparable from the development of learner autonomy. They believe that "learners have experience of autonomy in their lives outside the classroom, and it is the teacher's job to harness their pre-existing capacity for autonomous behaviour to the business of language learning." This entails that this capacity is collective as well as individual and it is through classroom teacher-learners' interactions and collaborations that it is stimulated to develop (Little, Dam, & Legenhausen, 2017, p. 15).

I am struck by the notion that in general in most contexts in Mexico; seeing or thinking about autonomy in learners as their ability to assume full responsibility or to take control over their own process is still a somewhat far away concept. Historically and culturally speaking, autonomy even though explicitly desired in some schools' educational models is in my opinion

still a challenge in process of even being truly understood, mapped out and worked towards, and this represents a lot of the drive behind this research project, this need to explore our own autonomy if we are to facilitate that in learners. Can our limited past experience in autonomy as Mexican learners still allow us to move forward in developing it?

There are so many different facets to the notion of autonomy to be considered before even attempting to work on it. So much to consider, so much informing decisions. Sinclair (2000, p. 11) for example clarifies as well, in her dissecting of the term that for autonomy to take hold there is a willingness to act, which may not necessarily be innate in the learner. Having students work on their own or simply providing instruction on the use of strategies, does not necessarily build autonomy, there needs to be a conscious effort on their part, an "awareness of the learning process, i.e., conscious reflection and decision making" for it to count as an autonomy developing act. Furthermore, just as working on your own does not guarantee autonomy, working in collaboration with others [a more knowledgeable other in constructivist terms (van Compernolle & Williams, 2013) (Lantolf & Thorne, 2007), for instance, a peer or even just someone being a sounding board] can aid your autonomy development process both inside and outside the classroom experience.

These are some of the aspects that make autonomy such a powerful construct. We can add that it may be developed by degrees; it is not a state, it can rise and fall depending on different situations. It may be unstable but at the same time adaptable as the situations vary and might never truly reach a state of absolute autonomy. It has both an individual (mental states and processes) and a social dimension (political and even economic implications) (Paiva, 2011) (Sinclair, 2000).

Autonomy, then, as explained by Benson (2006, p. 22) may be seen as an attribute of learners, and that attribute as dependent on the psychology of the learner as he becomes autonomous. In addition, in a more global sense it must be defined as "a composite of abilities, attitudes or dispositions" (Benson P. , 2009, p. 18).

Benson (2011, p. 58) also offers a variation or precision to Holec's original definition, where he proposes that taking control as opposed to taking responsibility or charge might be more appropriate for the sake of research into autonomy. This taking of control is presented by Benson (2011, p. 59) as a three-dimensional concept which he describes as learner control over "learning management, cognitive processes and learning content." This indeed makes the concept seem more practical when it is brought down to the level of a concrete learning situation, be it inside or beyond the classroom environment.

Another important point, I believe, is that seeing autonomy as a capacity, a potential for something, allows room for development and growth, where an ability seems to convey the notion that you either have it or not. A capacity is, in a way, an optimistic concept that proposes that even if you are not born with this or have not had a chance to develop it in the past, given the right circumstances, the right support, you can grow into it.

Our job, as teachers and advisors, as part of the autonomy developing equation is illustrated in Smith's (2008, p. 396) argument that learner autonomy requires a consideration to both "psychological attributes and practical abilities" and that this is best aided by the intervention of the teacher in engaging the learner "within classroom practice". I find of particular relevance La Ganza's (2008, p. 66) explanation of learner autonomy as an achievement of both teacher and learner where the success in its development depends on the delicate balance between "the teacher's holding back from influencing the learner, and the learner's holding

back from seeking the teacher's influence." It is about building a relationship based on trust, mutual trust. The teacher has to believe that the learner will be able to make the best use of the resources available to him, including the teacher herself. In addition, the student must be able to see that the teacher is honestly invested in his succeeding.

On this, Benson himself offers a most interesting conclusion to the argument of whether there are indeed different versions of autonomy or pedagogies for autonomy that I think is truly relevant to our view as teachers or facilitators of the issues, again as active components in the equation. He puts forward that "[…] language learners are far more capable of autonomous action, especially in regard to decisions about the content of learning, than teachers typically suppose" (Benson P. , 2006, p. 24). In addition, to us teachers, he directs a warning that we need to heed: if we do not trust the learner and challenge him, we could end up restricting instead of fostering autonomy and its development.

Continuing this exploration and adding further levels of understanding to the general notion of autonomy, let us now look into learner and teacher autonomy more specifically. Defining Learner Autonomy for instance, is a key starting point in this particular research project as it does not only refer to the learners who will ultimately benefit from the work of the advisors in the self-access lab, but it will also refer to the teachers themselves as they go through the process of developing their own autonomy.

From early on, authors discussing autonomy have included the teacher as a central component in the equation to develop independence. Dickinson (1992, p. 2) explains that teachers should consider the job of making learners self-sufficient a part of their job; otherwise "learners will always remain dependent on the teacher." He elaborates on this by saying that as teachers we are well aware of the need to help our learners develop independence from our teaching, and points out that "the ability to learn independently is a proper outcome of teaching, and has long been the concern of the teacher" (ibid).

Little (1991, p. 3) concedes that although autonomy is not "something teachers do to their learners," learners will most likely not "become autonomous […] without active encouragement from their teachers". This is of great importance to this project as in my experience of working alongside and coordinating a group of Mexican and foreign teachers I can say that perhaps, in our particular cultural setting, some teachers may be further invested in this belief than others. The personal views of some Mexican teachers on the ultimate objective of their job might differ from that of other perspectives with a longer history promoting autonomy in general.

Lenny Dam's work in developing learner autonomy in her classroom provided us with a view into the changes that would need to occur for learners to truly develop "the ability to make their own decisions about what to do rather than being influenced by others or told what to do" (Dam, 1995, p. 4). Through her experience, she concluded that to start with, there needed to be a shift in focus, that meant looking at learning as the priority instead of teaching. Together with that, the learner's role would have to change so s/he would be the one "required to define his or her own objectives, to choose relevant materials and activities, and to evaluate the outcome of learning" (ibid).

Parallel to this, there had to also be a change in the teacher's role. This new role included a substantial shift in the way the teacher sees and does her job, it meant focusing on learning instead of teaching to begin with. This meant a readiness to listen to and support the learner´s process, ideas, initiatives, suggestions, etc. It meant explicit engagement in the learner's

process, actively participating and collaborating with the learner to evaluate his progress and by doing this, changing the role of the evaluation as well, to focus on the learning process itself. All of it, in turn also meant seeing the language classroom and the SAC as rich learning environments for both teacher and learner (Dam, 1995, p. 6).

Adding to this perspective, Allwright (1979) proposes that autonomy is truly served when teachers consider the possibility that those decisions that are generally theirs only, may include the learner's point of view. Allwright and Hanks, (2009, p. 2) advocate for a viewing of learners as "developing practitioners of learning," this is a position that allows learners to take part in making decisions not just for the implementation of "classroom activities" but also for "the evaluation of their outcomes."

The relevance of Dickinson and Little's words as well as the points made by Dam and Allwright about the autonomous classroom is that they allude to the place of the teacher in this endeavour. Dam (1995, p. 6) clarifies that "learner autonomy […] is an experience-based learning process for teachers and learners alike" and it requires the teacher to dare to let go:

> "To let go doesn't mean to stop caring, it means I can't do it for someone else.
>
> To let go is not to cut myself off, it's the realisation that I can't control another.
>
> To let go is not to enable but to allow learning from natural consequences.
>
> To let go is to admit powerlessness, which means the outcome is not in my hands.
>
> To let go is not to try to change or blame another, I can only change myself.
>
> To let go is not to care for, but to care about.
>
> To let go is not to fix, but to be supportive.
>
> To let go is not to judge, but to allow another to be a human being.
>
> To let go is not to be in the middle of arranging all the outcomes, but to allow others to effect their own outcomes.
>
> To let go is not to be protective, it is to permit another to face reality.
>
> To let go is not to deny, but to accept."
>
> (Dam, 1995, p. 79)

Considering all of this and thinking of my particular context, I find relevant a common situation explained by Mozzon-McPherson (2001, p. 17) when she puts forward that both in the classroom and in other learning environments such as a SAC, one often saw that "tutors were variously suspicious, sceptical or uncommitted to the principle of self-study. They did not have previous experience [in self-access] … Many continued to regard themselves as teachers, not as facilitators of learning and resented the time spent on developing autonomy in learners." Reading this, made me think that directing our gaze at the teachers and seeing how they

understood and experienced autonomy themselves was an absolute necessity and something that I have not seen openly discussed in the relevant literature.

Can a teacher who has not had much experience in the development of autonomy as a learner, truly be able to help develop it in learners as an advisor? Can a teacher who has never been given the confidence to do by having those who lead her *let go* of her process, be able to encourage her learners by *letting go* herself?

Little makes an important point along this line in his discussion of teacher autonomy when he says that "language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous" (Little, 1995, p. 180). He explains that there is a clear interdependence of learner and teacher autonomy, that promoting one means promoting the other. Teachers should have the "skills to develop autonomy in learners [and they] must also [be given] a first-hand experience of learner autonomy in their training" (ibid). As a teacher, it is one thing to be able to understand and explain the relevance and importance of learner autonomy to students; it is another thing to actually be able to carry out all the necessary actions to truly promote autonomy because you understand what it takes to develop it.

Smith (2003) further explains that a recurring theme in education these days is that it is not just a question of whether you can become a teacher, but rather whether you can indeed grow, evolve, and continue to be one in the end. He concludes that learner autonomy is just as relevant and necessary for us teachers as it is for our learners. We should, after all find ourselves in a constant state of "further professional development" and in most cases; we tend to do this by self-directed learning.

McGrath (2000, p. 100) suggests that "teacher autonomy [can be seen] as self-directed professional development" and explains that if in defining autonomy we talk about "control over one's own life" that would mean that for teachers this would translate into "control over one's own professional development." This point is particularly relevant if we consider that in order for a teacher, or for that matter an advisor, to be able to promote learner autonomy the teacher/advisor has to or should have been "prepared through [her] own education to provide such guidance" (ibid: 102). How would those who have not had previous experience cope with this? There is not enough on the research done so far to answer that question yet.

Still, it seems as Breen and Mann propose, that for teachers and advisors to be true instruments in the development of autonomy in learners they "need to recognise and assert [their] own autonomy" (1997, p. 148). The authors offer a list of three attributes a teacher who is looking to promote autonomy in her students is to have. First of all, the teacher should be self-aware of herself as a learner. Second, she should believe and be able to trust in her "learners' capacity to act autonomously." And finally, she should have a "genuine desire to foster autonomous development."

If these attributes are present, then the teacher/advisor will be able to see herself as a resource, i.e. "being willing to be responsive, and being able to balance the roles of resource person and guide." She will also be able to share the decision-making process and will be able to facilitate a process of "collaborative evaluation."

She will be able to manage "the risks, including being able to tolerate the disorientating but developmental phase during which teacher and learners are uncertain and purposes and procedures are seemingly fragmented." She will learn to become a "patient opportunist"

waiting for the right time and place to intervene. And she will recognize that the best way to grow in this model is to "[enlist] the help of colleagues" and get their support (Breen & Mann, 1997, p. 145)

In keeping with this vision that the teacher needs to experience autonomy to promote it, Little (1995, p. 180) proposes that in teacher education programmes and opportunities, those teachers-in-training should be allowed to take part in the planning and development of the course. This, as a way of acknowledging "that teachers as well as students can learn and students as well as teachers can teach."

McGrath (2000, p. 110) concludes that teacher autonomy needs a more careful analysis particularly in terms of how it develops whether through formal facilitation in "teacher education programmes" or naturally on its own. This, he explains, because there is also a tendency to think of teacher autonomy as an initial stage towards developing learner autonomy. This comment is of particular relevance to this literature review and project overall. This is because the evolution of the advising services that this research proposed is predicated upon teachers making use of their teacher autonomy to develop into advisors. Teachers would be part of a community of practice that would ultimately set its own goals and direction in trying to achieve the proposed outcome of better preparing teachers to serve the users of our Self-access Laboratory.

This view is encouraged by Lamb's ideas that propose that one important way of having teachers see through to their own professional development is to help them learn to develop reflective skills to look into their own practice. He also puts forward that "through experiential learning" of their own, be it by making use of self-access, experimenting with setting up their own goals and carrying out self-evaluations, teachers would gain perspective into learner autonomy issues and this in turn would help them prepare psychologically to let go of their much valued teacher control (Lamb, 2000, p. 125).

In an attempt at better grasping the concept of teacher autonomy, Smith (2008, p. 84) offers a more detailed description worth mentioning. According to the author, teacher autonomy brings an empowerment of the teacher both in terms of professional actions as well as in professional development matters. The teacher is free to make decisions for her own teaching, she builds "self-directed teaching" skills. In addition, on a bigger scale, she is free to make decisions about her own development as a teacher; she may direct her own "learning as a teacher" (ibid). These items served as a point of reflection as I embarked in this particular research project and were revisited constantly as the coils of the project unravelled in what was proposed: encourage, promote, and nurture teacher autonomy by letting go. From the beginning, I wondered what we would be able to accomplish.

In light of all of this, it seems that a teacher looking to become an advisor in a self-access environment would only truly be able to guide and support a learner in his journey to develop autonomy if she has herself undertaken that route. Having experienced autonomy as a learner can give the teacher-come-advisor a more complete vision of what is not only required but also of the challenges facing the task. The work proposed through this research project for the teachers working at our SaS Lab is based on this vision. It is my contention that they will be better able to guide learners towards autonomy because they will have had the opportunity to develop that capacity themselves: no more blind guides but rather comrades sharing experiences.

Understanding autonomy, from these different angles prepares us to discuss the next concept: self-access and its impact in the process of language learning beyond the classroom. The following section will offer the reader an overview of the development stages of the notion of self-access.

2.2. SELF-ACCESS AS LEARNING BEYOND THE CLASSROOM

If autonomy is a capacity that a learner can develop to take control over his own learning process with, without or in spite of the teacher, then a self-access environment is probably the most apropos scenario where this learning beyond the classroom can take place. To understand better, how and why I support thinking of *Self-access as learning beyond the classroom*, we need to look into the process of evolution or growth of Self-access in the world of English Language Teaching (ELT). This process as described in the relevant literature has gone through a series of stages that help us see how far self-access has come. The following sections present the development of the concept, how it has strengthened its position in the world of ELT and ultimately why it is relevant to this project.

2.2.1. MAKING ROOM FOR SELF-ACCESS

Early in its history, self-access tended to be seen basically as a physical space made available to learners, what we have come to know as a Self-access Centre or SAC. This initial stage was marked by that common first spark of the idea, a: *wouldn't-it-be-nice-if-we-had-a-self-access-centre* thought. This initiative gave birth to SACs left and right in many places in different countries, however they most likely simply responded to a trend at the time.

Gardner and Miller (1999, p. 8) explain that self-access has been described "sometimes […] as a collection of materials and sometimes as a system for organising resources," This is a view that presents self-access as a physical space where the learner is surrounded by a stimuli-rich environment and hopefully is enticed to improve his English and perhaps nothing more.

In this elementary or initial vision of self-access, the first and perhaps most important question answered when thinking started about setting up such an environment was only the one about location as pointed out in Sheerin's now seminal instructions manual (1989, p. 12) and perhaps most representative text of this early vision of self-access. The physical set up of the centre seemed to be the main concern and the first big question to ask. This was perhaps the case because under this early perspective self-access was a place with a clearly delimited purpose, that of a facility that was meant to "enable learning to take place independently of teaching" (Ibid: 3).

Self-access was considered at this point as a sort of panacea for all sorts of challenges that a teacher might face in a given heterogeneous class. Issues that arose from working with individuals in a class set up could be resolved by providing individualised opportunities for work through self-access. Who has not had to deal with individual differences as pointed out by Sheerin (1989, pp. 5-7) such as: personality, levels of motivation, psychological needs, different learning and life backgrounds, level of proficiency and end-goals? Self-access became the great leveller, a tool for teachers to deal with *problems*.

In practical terms, under this vision, SACs were implemented and run under the following conditions: in the spirit of self-access, students had to be able to find materials on their own and the materials provided for the students were supposed to be graded, so students could work with appropriate language according to their level of proficiency. The materials were to be clearly marked so the student could find what he needed to be able to work on a particular need at a time. Materials needed to include answer keys that provided the student with correct answers and models to evaluate his own work. The basic purpose of these materials and the systems put into place for correction, in as much as possible was to signal errors and ways of correcting them. The most important attribute of computers in this formula, for example, was their "endless patience in pointing out students' errors and giving them instantaneous feedback." And finally, most relevant to this posture, the work was to be carried out individually, privately. Making use of the self-access space for individualised work was priority (Sheerin, 1989, p. 16).

This was then how a student directed his own learning in this vision, by finding the right material to practice the right language item or skill at the right level of proficiency for his perceived needs and get the right answers to check his work against them, privately, individually. The basic problem here was that the SAC risked becoming what Reinders warned against: a "glorified homework room" where there is an absolute lack of guidance and facilitating of knowledge that translates in missed opportunities for actual self-access learning (2012, p. 2).

Even though Sheerin explained that learning through self-access could not just be a matter of "shifting the source of all wisdom from a teacher to an answer book or key" (1989, p. 24); her suggestions to counterbalance this were still very much prescribed and controlled by those "dispensers of all knowledge" (Stevick, 1996). It was the self-access materials' job to guide the awareness raising that needed to take place or to propose that the student worked with his peers to encourage communication.

In a study conducted by Gardner and Miller (2011, p. 82) that tried to ascertain which factors influenced the way seven self-access managers ran their centres, they came across a fair amount of agreement on their vision of what self-access was and they did not seem to necessarily equate it with the idea of independent learning. Their definitions were summarised in the thought that "self-access is about facilities, the focus is on provision of materials, location and support" and "independent [autonomous] learning is about approaches, the focus is on learners taking responsibility" (Ibid).

The authors even pointed out that in the case of one of the managers; he was not really convinced that the aspect of responsibility was a requisite for autonomous learning. And, on the other hand they presented opinions from a couple of the managers where they expressed their belief that in order for autonomous learning to take place, learners had to have the support of resources, facilities and guidance. These are very interesting perspectives, particularly because they came from people running SACs. It seems that on the one hand, they saw autonomous learning as not necessarily the goal or even the underlying intention of self-access; but on the other hand, some of them believed that without self-access provisions, autonomy could not be developed in learners. This early vision of self-access slowly grew to incorporate other perspectives; the following sections will elaborate on this.

2.2.2. SELF-ACCESS FOR SELF-DIRECTED LEARNING

In a natural process of evolution, self-access started to not only be considered as a place prepared for learners, but also as an actual pedagogical route that promoted and facilitated self-directed learning or Self-access Learning (SAL).

At this stage we find those who started discussing self-access not just as an environment, a place, but for example as Gardner and Miller explained, more "as a way of encouraging learners to move from teacher dependence towards autonomy." Along this same line, they described SAL (or self-access language learning: SALL) as "an approach to learning language, not an approach to teaching language" (1999, p. 8).

Lazaro and Reinders talked about SACs being "designed to prepare students for independent learning and to encourage the development of learner autonomy" (2009). They saw a SAC as a place that offered opportunities "to experiment with new ways of teaching and learning" (ibid). Reinders further elaborated on this by explaining that one of the biggest contributions made by the emergence of SACs was the idea that the learner would be "in charge of [his] language learning process," and have a say on the "what, how and the when of learning" (2012, p. 1). This meant that learners would no longer passively wait for instructions, they would have to become more and more aware of their own abilities and through reflection assume more responsibility and control over their own process.

Self-access then came to mean what Pemberton described as "a way of supporting self-directed learning, and that its aim [was] to develop the learners' ability to take control of their own learning" (2018, p. 124). This vision took the focus away from SAC as just a physical space but rather allowed it to grow into a tool in a bigger quest.

The key was in seeing a SAC, this "learning environment" as was initially seen in the beginning, as "an integration of […] elements which combine" (Gardner & Miller, 1999, p. 8) with one and other to stimulate, nurture and support autonomous learning. The elements included: resources, teachers, learners, managers, systems for organisation, aspects of individualisation, needs analysis, reflection, counselling, training, assessment, evaluation and materials development, as listed by Gardner and Miller and represented below (see Figure 9):
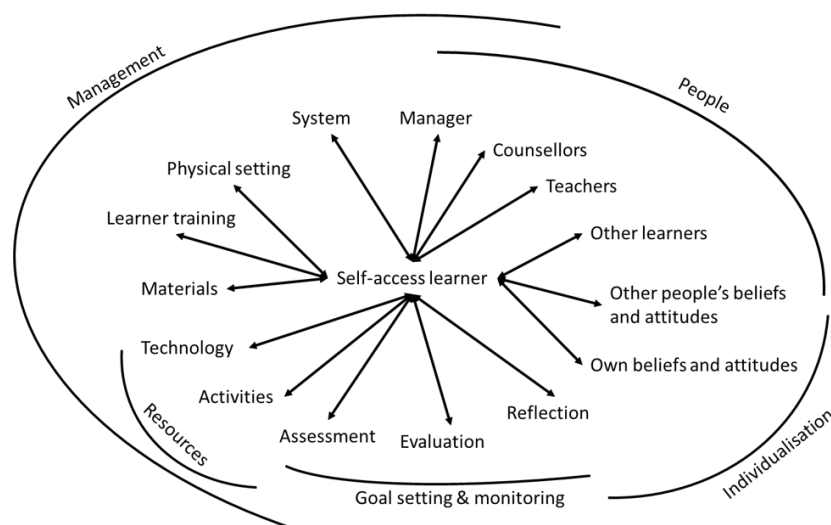
FIGURE 9 INTERACTION BETWEEN THE LEARNER AND THE SELF-ACCESS ENVIRONMENT (GARDNER & MILLER, 1999, P. 11)

At this point, the focus was on learning through self-access, and this did not necessarily or only meant work in the controlled environment of a traditional self-access centre. It also meant work done within a classroom in a "taught course" and even the work done when taking advantage of "opportunities for authentic language use beyond institutional control" (Gardner & Miller, 2011, p. 78). It was at this stage of the evolution and growth of self-access, that it became an integral part of learning. In addition, this Self-Access Learning came to be about the individualisation of learning, and at the same time, it fostered autonomous learning because it developed independent thinking and life-long learning skills (ibid). This more integral vision of self-access continued evolving as explained further in the next two sections.

2.2.3. SELF-ACCESS AND THE LANGUAGE CLASSROOM

After earning a place in the learning process, self-access started interacting and lending support to the classroom. The self-access centre became a support mechanism for the classroom experience, where "independence" or autonomy was seen "as a new methodology" (Mozzon-McPherson, 2000, p. 113).

Gardner and Miller (1999, p. 157) also considered that there would be more success in pointing learners towards independence if the teacher began "a process of sensitisation to self-access" within the confines of the classroom where the students felt more at ease. This meant that with the intention of encouraging autonomy, work could start in the classroom setting, which could help train and overall make the learner more and more aware of the process and various aspects involved in self-access that could, on the long run, have a more lasting effect on autonomous learning per se. Instead of having no connection between the classroom and the SAC as illustrated by Figure 10, the relationship would be more of the type seen in Figure 11:
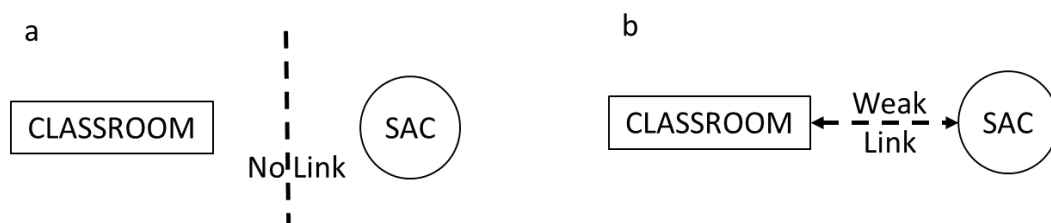
FIGURE 10 - TWO COMMON RELATIONSHIPS BETWEEN THE SAC AND THE CLASSROOM (GARDNER & MILLER, 1999, P. 157)

a Separated

b Integrated

FIGURE 11 - TWO PROPOSED RELATIONSHIPS BETWEEN SELF-ACCESS AND CLASSROOM-BASED LEARNING (Gardner & Miller, 1999, p. 157)

For this integration to happen a link had to be established between learning that was carried out as part of the classroom experience or "public domain learning" as described by Crabbe and "private domain learning" or that type of learning that takes place within the personal individual experience (1993, p. 445). If this link was well established and maintained, the transition between the classroom and the self-access centre experience became seamless.

It is important to point out though, that at this point there was a tendency to view autonomy as "a subject to be taught to learners" (Mozzon-McPherson, 2000, p. 113). This was described by Mozzon-McPherson (ibid) as previously stated in terms of a new methodology, where the [ability for independence] was seen as "an ability which develops out of the classroom, with prescribed parameters, and contains dialogic interaction typified by [an] I (initiation) - R (response) - F (feedback) model." Further explained by Mozzon-McPherson this meant that there was a tendency at this stage to prioritize the use of resources for the acquisition of all the paraphernalia of self-access and have it directed at promoting a notion of "independence as synonymous with individualism." The implication of this for the roles of the teacher and the learner within this type of self-access experience was that the teacher became an "assessor both of the language and the learning process." Here, the assessor was someone in charge of leading the learner to materials and activities that were pre-selected and prescriptive in nature where the only job of the learner was to choose which one to use at a given time. This, by itself would then be considered "independent learning." Because of all of these considerations, a self-access centre under these conditions, only needed to be staffed with people who knew "where" things were and "when" it was best to do this or that, no real need for anyone with a handle on the "why and how" (ibid).

Sturtridge (1997, p. 72) characterised this type of SAC as a "language practice" centre and learners as "student practisers" since they would think of "each piece of work as a single task, and as an end in itself." This, he explained, gave most students a sense of security in a way since practice through traditional exercises was most likely all that was expected of them and was completely familiar to them.

From this, we are to keep in mind that the presence of the resources, the seemingly readily present choice of materials and the actual existence of the SAC to accompany the work promoted by the teacher in the classroom, did not guarantee any real fostering of learner autonomy by itself (Benson P. , 2011, p. 11). There was more to it than met the eye. Autonomy must be more than just providing choices for learners; it is not just would you prefer to do this or that? (Pennycook, 1997, p. 39). This next section presents the most relevant facet of self-access that I have been using to support both my vision of the work that we do in our SaS Lab and this particular research project.

2.2.4. SELF-ACCESS IN SUPPORT OF LEARNING BEYOND THE CLASSROOM

Our present understanding of self-access, having gone through the previous different stages of development has arrived at a level of maturity where we can see a wider and more complex area of influence of self-access in ELT. At this stage, we see self-access and classroom feeding on each other developing more and more the capacity for autonomy ("independence" as worded by Mozzon-McPherson (2000, p. 113)), making them both a joint learning space. Moreover, the bigger distinction with earlier stages would be the realisation that in self-access you can either direct students' learning or support it (Pemberton, 2018, p. 124), and this more recent, all-inclusive phase in understanding encourages the latter option. In this vision of self-access, the role of the advisor is set to become the instrument where this support materializes in the most direct and concrete way. It demands then careful consideration of the part the advisors will play, how they will be trained to carry out their job and what that job will ultimately entail. It was the thinking of all of these aspects that made the need for this particular research project necessary in our SaS Lab. Supported again by Mozzon-McPherson's vision we started seeing the self-access centre as a "dynamic learning environment" (2000, p. 113) that could involve the classroom and for that matter any other location or scenario that could offer "opportunities to exercise independent learning" (ibid).

A more recent point of view has also risen that discusses alternatives to the generally accepted stand that classroom instruction is the main contributor to language acquisition and progress rates, and that it is necessary to avoid fossilization and achieve higher levels of proficiency (Loewen, 2014). At the 2016 International Conference on Self-Access (*Encuentro Internacional de Centros de Autoacceso*, EICA) at the National Autonomous University of Mexico (*Universidad Nacional Autónoma de Mexico*, UNAM), Phil Benson presented in his plenary talk two arguments that represent another perspective in language learning different from the main focus placed on classroom instruction as a central component of language learning. Benson explained that Second Language Acquisition (SLA) assumes that classroom instruction is necessary, central, the norm, and argues that perhaps one important reason for this might be our need for a common language to talk about language learning. Benson puts forward the notion of Language Learning Beyond the Classroom (LLBC) citing a number of relevant current issues:

- The present state of "deconstruction of traditional classroom instruction [in favour of] self-access centres, distance learning, workplace learning, learning for practical purposes, etc."
- The influence of media technologies and mobility in providing access to authentic language in a globalized shrinking world.
- The tendency of learners to "often begin [instruction] in the classroom and continue [practicing] elsewhere.
- Reports of learners attributing their "high levels of proficiency to learning beyond the classroom."

(Benson P. , 2014)

He argues, first that "adult learners can develop high levels of foreign language proficiency without classroom instruction." And second, he proposes that "people do not achieve language proficiency in the classroom or outside the classroom; instead, they develop it in language learning environments, in which classrooms and sites outside the classroom often

play complementary roles" (Benson, Chavez Sanchez, McLoughlin, Mynard, & Peña Clavel, 2016, p. 293).

Some evidence in support of these arguments come from Wong and Nunan (2011, p. 154) for example, who report that in their study into more effective and less effective learners, the more effective ones "spent significantly more time out of class practicing their English and displayed a greater degree of autonomy." Sockett, who advocates online informal learning of English, also explains that those students who are better able to not just identify but also make use of higher frequency structures do so thanks to the "considerable time [they spend] in English language-based leisure activities as simple as watching television series online" (Sockett, 2014, p. 2). Cole and Vanderplank compared the language proficiency of a group of classroom-trained learners (CTLs) with a group of fully autonomous self-instructed learners (FASILs) and found that where CTLs had a tendency to reach a plateau at upper-intermediate levels, FASILs made it all the way to "very high levels of proficiency" (2016, p. 31).

This LLBC view aligned with the notion of ecology of learning (Paiva, 2011, p. 70) proposes that people learn through interaction with the environment, whichever this may be and they learn through social interaction. Furthermore, that people have agency and intentionally modify or create learning environments.

The SAC becomes then one of the environments where people may and can work to achieve their language learning or language use/practice objectives. It is the job of this SAC to "organise its resources, activities and advice such that they offer affordances that complement those offered elsewhere in the environment" (Benson, Chavez Sanchez, McLoughlin, Mynard, & Peña Clavel, 2016, p. 293).

With this in mind, a graphical representation as in Figure 12 offers a view where we see the SAC as part of a wider net with the backdrop of LLBC representing the possible multiple environments.
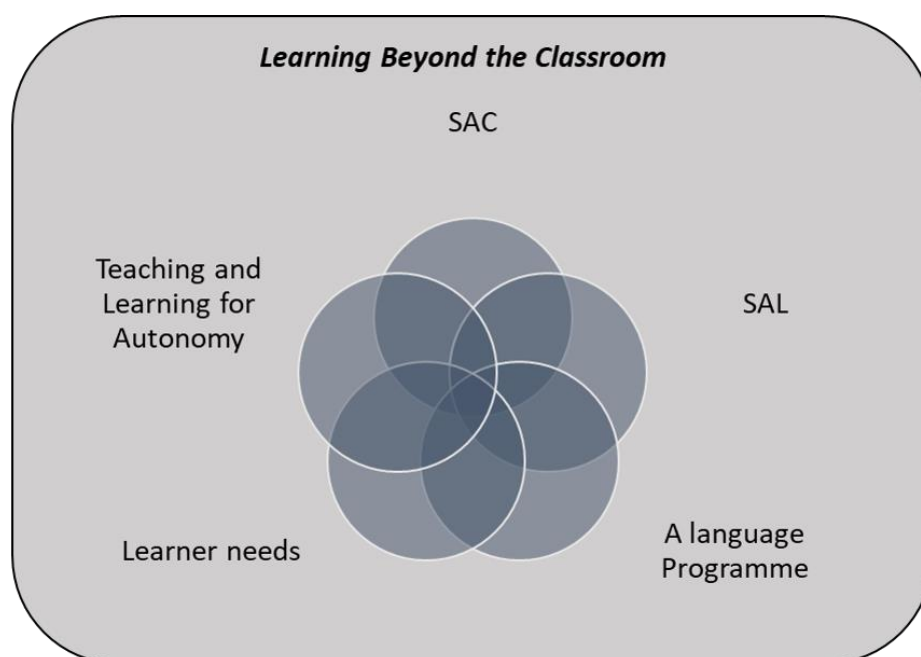
FIGURE 12 SELF-ACCESS AND LEARNING BEYOND DE CLASSROOM

At this particular point in its history, for self-access the role of the teacher both in the classroom and within the SAC becomes vital not in terms of teaching but rather facilitating learning. It is at this stage that basic aspects of learner autonomy truly begin to take hold and, for example, the learner is trusted with the responsibility of directing his own learning, is allowed, encouraged and trained to clarify his needs and goals and to make decisions and choices (Sheerin, 1991, p. 145) that really steer the direction of his process: the true essence of self-directed learning.

The teacher in the classroom and/or the advisor in the SAC assumes a facilitating role, and the teacher/advisor in the SAC understands that her role now expects her to "provide formative rather than summative feedback" to learners (Mozzon-McPherson, 2000, p. 113). The SAC becomes a space that provides the learner and the advisor with opportunities for "interaction and collaboration" (ibid), being the main idea that of allowing room for better informed choices, freedom to choose "tools and approaches" (ibid). This, not just to practice and learn the language being studied but also to improve the learners' understanding of learning itself (Sheerin, 1991, p. 145). And finally, the "social collaborative learning amongst peers at the [SAC] is the most significant long-term motivational factor for students to become involved with learning English" (Hugues, Krug, & Vye, 2012, p. 163).

Using Sturtridge's nomenclature (1997, p. 73) this means that a SAC is considered a language *learning* centre (author's emphasis), where the idea of practicing through certain activities is no longer seen as the end, but rather as "part of the progress towards an identified goal." Materials that aid learner development form part of the catalogue of activities available to learners. From this standpoint, "the learners know why they have selected a piece of work to do, and how it will help them towards the goal they have chosen." In this sense, the student becomes an "explorer" rather than a "practicer." He can choose materials to "use the language" instead of studying it and he can decide when it might be necessary to revert to the practicer's role for the sake of his intended goals.

Benson (Benson P. , 2016) considers that self-access, in this view, becomes "part of the collective learning environments of its students." A learner would need to develop "inner resources for environmental interaction," as well as learn to "interact more autonomously with the affordances in their environments" whether these are the classroom, the SAC, online options, etc. Gardner also explains that "good self-access centres foster learner autonomy by providing a range of appropriate opportunities within the centre and by making the right connection to learning opportunities outside the centre" (2011, p. 186).

Jo Mynard has constructed a vision of self-access that is congruent with this direction in thinking, and summarizes all the relevant aspects from the more recent tendencies in this latest phase in the evolution of the concept, that of a "social learning environment". She defines Self-Access in the following terms:

> "Self-access facilities are person-centred social learning environments that actively promote language learner autonomy both within and outside the space. Students are provided with support, resources, facilities, skills development, and opportunities for language study and use."

> (Benson, Chavez Sanchez, McLoughlin, Mynard, & Peña Clavel, 2016, p. 288)

Certain principles have arisen from this vision of the concept of self-access that can be used to guide decisions in managing. Cooker's (2018) are a basic staple and stand out as follows:

    1. "Self-access learning should be truly self-access." In the true essence of autonomy, working through self-access should really be done autonomously by choice and then by self-direction whenever possible.

    2. "Students should have an integral role in the running of the centre." Having students provide feedback and insight into what they need the most to be provided by the SAC is one way of having them be part of the experience, but encouraging their actual involvement in the running of the facility, creating of materials and the promotion of the interaction amongst peers would really mark their involvement.

    3. "Language learning should be fun." Coming to the SAC should be a welcoming fun experience, this helps in particular if the learners are to choose to come instead of being forced or conditioned to do so.

    4. "The learning environment is important." The SAC should aim to be not just a welcoming fun space, but also a safe environment that can really help the learner fulfil his goals and at the same time feel like a place where you would really want to spend time.

<div align="right">(Cooker, 2018, p. 7)</div>

In conjunction with these guidelines, Mynard also offers some basic principles for self-access, that she has put together gathering a number of different points of view that help complete this take on the concept of the more *experienced* phase of self-access and what is needed to *do it right* and make it work. She explains that a self-access environment has two levels of commitment with its users. On the one hand, there are certain aspects that *should* be considered, such as making sure training is made available to users and advising services are offered where support in selecting and reflecting on the effectiveness of materials and strategies is given, opportunities for both practice and study of the language are provided. In addition, this is supported by a "clearly defined mission" as well as the on-going professional development of the staff in the centre. On the other hand, she also suggests that there are other aspects that absolutely *have to* be addressed, such as making sure that the needs for different types of learners are catered for, that the materials provided are readily available and suitable for both study and practice. In logistical terms, the SAC would also have to be "professionally administrated" as well as have "efficient organizational systems." Finally, the one all important and non-negotiable point that states that self-access should and has to "aim to promote language learning autonomy" (Mynard, 2012, p. 1).

Gremmo and Riley (1995, p. 156) remind us that because of all the shifting influences to be found in every different scenario where autonomy and/or self-access are attempted, there is no one way to set up or even conduct this type of scheme. None the less, all the research that has been done and is still taking place, can offer a basic blueprint to follow but local adaptations have to be made every step of the way sometimes to assure a true response to the needs of the particular learners and their situation in every case.

In addition to this consideration, Reinders (2012) warns us of the pitfalls to avoid if self-access is to continue being a viable proposal and to those concerns, there are clear answers given by the people leading the charge in this discipline. Mynard (2012, p. 2) offers a comprehensive look at what should be done to maintain momentum and make sure self-access still has a life

in it. Her discussion starts with the idea of sustainability. This issue is closely linked to the attitudes behind the decisions made for self-access within the institutions who promote it. There is more to it than just an initial investment to set up the facility. Everyone involved, whether it is the gatekeepers, decision-makers, SAC managers and teachers, should be on the same page and assume an active role in maintaining and promoting self-access, learner autonomy, and language learning as a unit.

Another aspect is what could be considered as the pedagogical stance of this option. Self-access may not be the answer to all problems, and it may not be a substitute for "regular classroom-based learning" but it is a means to support and sustain learning both from an individual and a community perspective: self-directed learning plus the strengthening offered by the accompaniment of the advisor and peers. As explained before by the arguments put forward by Benson (Benson P. , 2016), this proposal has the potential of becoming an even more useful possibility for learning beyond the classroom. In addition, because it allows us to "cater for each individual student's needs, interests and wants" as well as providing grounds for learning to take place not just within the classroom environment, but also outside of it. Furthermore, because it allows us to bestow our students with knowledge of the language, and lifelong language learning skills, Self-access should be considered a truly viable complement to formal classroom instruction (Mynard, 2012, p. 2).

Self-access is then a structured environment that supports the notion of learning beyond the classroom and is indeed an important construction in the development of autonomy. More and more research is surfacing each year on the influence it has in accompanying learners in their individual pursuits of higher proficiency in the use of the language, but also in aiding them in developing a sense of ownership over their own process of learning, in developing autonomy. One way in which self-access centres are involved in this empowering process for learners is in providing language learning advising (LLA) support. This next section in this discussion presents some key elements related to LLA and accompanying learners.

2.3. ACCOMPANYING LEARNERS

Self-access as a learning environment beyond the classroom, has more to offer to a learner than say for instance, access to social media in the target language, or informal interactions with native speakers, because it can provide the learner with learning support. Having access to materials, exercises, tools, and practical ideas is only part of what is required to achieve language-learning objectives. Having someone to accompany the learner in the process, not to direct, control or be responsible and accountable for what is achieved or not, is how self-access helps and promotes learner autonomy besides language learning. The difference or the way a SAC complements the classroom lies in how this accompanying of the learner happens. Let us start this exploration by looking at the emerging concept of advising.

2.3.1. ADVISING
Advising is, in the big picture of English Language Teaching, a somewhat novel concept but it has quickly been gaining strength and a more prominent place. This section will serve as an exploration into the concept, this is by no means an exhaustive review, but it helps put the history, definition, development and guidelines suggested for advising into context. And just

like the exploration of the way in which self-access has evolved helps us understand where we come from and where we stand; looking into the evolution of this notion is also crucial to us as we prepare to embrace this new role in our SAC.

The path of the advisor has gone from no mention of the possible role of a figure different from the classroom teacher when promoting autonomy; to short paragraphs on the place of "supervision and counselling" (Sheerin, 1989, p. 33) within self-access. From a chapter dedicated to the task of counselling; to the stage where we find ourselves at present, where books have been written about advising as an emerging profession (Mozzon-McPherson & Vismans, 2001) (Mynard & Carson, 2012) (Kato & Mynard, 2015). Where the initial presence of staff in a SAC was considered a good idea in terms of practical help given to users and in looking after materials so they would not be stolen (Sheerin, 1989, p. 33); a sense for the importance and the place the role of the then "counsellor" could have, started to grow.

I believe that a realisation of what it would take to have truly prepared advisors in a SAC to accompany SALL started brewing when SACs around the world were transitioning from being a dedicated space to supporting self-directed learning (see 2.2.2. Self-access for self-directed learning). One important trigger in the birth of a vision of advising as a profession was the decision by the Council of England and Northern Ireland to fund the University of Hull's project SMILE (Strategies for Managing an Independent Learning Environment). Mozzon-McPherson (2000, p. 111) explains how The University of Hull offered students the option of seeing a "Learning Adviser for languages" to get "help with study skills specific to language." Following the commendation of those efforts after the Teaching Quality Assessment Exercise of 1995-1996, project SMILE was chosen as an example of "good practice in the area of independent learning and learning resources". The project itself endorsed a focus "on learner-training and language advising, as strategies to promote, manage and support independent learning" (ibid).

Project SMILE allowed visits to numerous universities as well as research into a little more than a couple of hundred educational institutions in the whole of the United Kingdom. It provided the Hull team with valuable data that would allow them to better understand the different visions of learner independence and the work done to support it in a variety of environments. It also provided them with the grounds for a detailed analysis into the role of the advisor and gave them first row seats to the creation of a fully structured programme to develop and certify language advisors as such. Esch (2001, p. 25) explains in detail the work carried out within the group of advisors-in-training over that initial bid of project SMILE. She discusses how the individual teachers invited to participate ended up forming a tightly knit community of practice (COP). The formation of this COP allowed them to share in their individual perspectives into this *new* business of advising as well as giving rise to a sense of "professional identity," of membership into this young community.

This early work formally opened up the first discussions surrounding the concept of advising and the role of the advisor. Efforts were starting to be consolidated around this idea. Starting for example with finally arriving at a consensus of the name it was going to be given to it. From the early notions of facilitators (Knowles, Sheerin, Hammond and Collins in Voller, 1997, p. 101), consultants (Gremmo and Abé, Bloor and Bloor in Voller, 1997, p. 101), counsellors (Knowles, Bloor and Bloor, Sheerin, O'Dell in Voller, 1997, p.101 and Gremmo and Riley, Voller, Gardner and Miller in Mozzon-McPherson 2001, p. 10), to finally advisors (Sturtridge in Voller, 1997, p. 101 and Esch, Mozzon-McPherson in Mozzon-McPherson 2001, p. 10 and Mynard in Mynard, 2011, p. 1), the concept went through a variety of perspectives and possible

definitions based on the use assigned to the role in the different environments where its existence was promoted.

At these different times, a reasoning behind each choice of name based on a variety of positions was presented by its proponent. For example, Mozzon-McPherson (2001, p. 10) offered a distinction in three different levels or aspects of understanding in trying to define the concept of advising; considering the kaleidoscope of notions necessary to grasp the idea of autonomy, this is not surprising. The first level is one that considered the "operative space," a sort of *tell me where you do it and I'll tell you what it is called*. For example, in this light, the duties carried out within the "classroom environment" would be classified as facilitating or helping and the expert fulfilling these duties would be called a "facilitator or helper". On the other hand, as explained by Voller (1997, p. 103), if the action was to take place as an individualised one-to-one session, then we would be talking about counselling and thus the appropriate name for the position would be that of "counsellor" and this would entail a vision directed more towards offering "psycho-social" support.

Although, if we are to consider the operative space of the SAC, the term "consultant" seemed to convey the notion of the "expert figure in a self-access system" (Mozzon-McPherson, 2001, p. 10). Other authors further elaborated on the difference between the teacher's job within the classroom and the "counsellor" or "advisor" in the SAC. They explained that where a teacher orchestrates "group interaction;" an advisor was mainly concerned with individual interaction and was an expert in "independent learning" (Gardner & Miller, 1999) (Gremmo & Riley, 1995) (Mozzon-McPherson, 2001).

The second level in understanding the concept of advising dealt with what Mozzon-Mcpherson (2001, p. 11) called "content" and this aspect referred as the name suggests to the content of the advising sessions themselves. In this level, the discussion fell not so much on the name given to the particular job, but rather on the intentions behind the job, what is it that an advisor is meant to do for a learner? And how is she to go about doing this?

There are two possible ways to look at this. On the one hand, is the job of the advisor that of "bridging" the experience of the classroom environment with that of the SAC environment for the sake of independent learning? Or, is the job of the advisor that of engaging the learners in open dialogue and discussion to encourage their assuming of control over their own learning processes?

If we look at the first perspective, the job description would call for "practical and technical" (ibid) duties. The steps taken by the learner towards self-directed learning are guided by the advisor in a "traditional teacher-led model" and thus provoking a basic vision of the advisor not as a separate different role but yet still another facet of the teacher's job being carried out in the SAC instead of or besides what goes on in the classroom. Those visions that encourage learner training in terms of "practical strategic training" would fit this type of description for advising (Ellis & Sinclair, 1989) (Sheerin, 1989) (Dickinson, 1992) (Rubin & Thompson, 1994). This vision would also include paying attention to certain aspects when developing materials for the particular purpose of preparing learners for learner autonomy. A first one would be that opportunities must be provided to boost the learner's confidence so that he may be psychologically ready to "experiment with the language" (Ellis & Sinclair, 1989, p. 7). A second one is that materials must also allow a development in the understanding on the part of the learner of the reasons behind the activities carried out as well as of the language, he would need to be able to describe and think about learning ("metalanguage"); this is known as

"methodological preparation." Finally, materials should gradually prepare the learner for the task of making informed decisions and choices that would contribute to his sense of "self-direction" in his own learning process.

In terms of the job of the advisor or facilitator, some of the features included in the technical support category that this perspective puts forward would include certain notions that Boud (1988) summarizes as part of the aspects in which the learner has to take more responsibility. They are: planning and carrying out of independent language learning, evaluating themselves and acquiring skills and knowledge (p. 23).

In terms of planning and carrying out of independent language learning, Boud refers specifically to the use of learning and language needs analysis options. Also, to the setting of short- and long-term objectives which may be achievable, as well as the planning of work, the selection of materials and the organization of interactions. To evaluate themselves, learners would have to be able to assess their initial proficiency, be able to monitor their own progress and be open to self and peer assessments. In order to be able to do all of this, the learner would have to acquire the skills and knowledge necessary. This can be done, according to Boud by "raising awareness of language learning, by providing learner training to help them identify learning styles and appropriate learning strategies" (1988, p. 23).

Along the same line Mozzon-McPherson, proposed that advising was about "[supporting] students in their language learning" including helping "them find the most effective and efficient way of doing so" considering any possible scenario whether it may be the classroom, SAC or even virtual environments. In this perspective advisors are credited with having provided the learner with the necessary and best available conditions to carry out "language practice" as well as assisting him in the development of abilities that will ultimately allow him to "determine [...] learning objectives, define [...] contents, select [...] methods and resources, monitor progress and evaluate outcomes" (Mozzon-McPherson, 2001, p. 15).

In the second perspective, what marks the difference is the nature of the interactions between advisor and learner as part of a "learning conversation" (Mozzon-McPherson, 2001, p. 12). As put forward by Esch (1996, p. 42) (1977, p. 171) these learning conversations are a vital component in the promotion of learner autonomy and they may be done through the use of different skills and strategies (Kelly R. , 1996) (Kato & Mynard, 2015) that help draw a clear line between teaching and advising or counselling.

Whether we favour one perspective or the other, we are to avoid falling into the extremes: on the one hand the advisor could risk giving in to just becoming the go-to-person for "quick solutions" related with language problems; or on the other hand, over invests in psychologising the learner and his needs and turning the advising session into "comfort talks" (Mozzon-McPherson, 2007, p. 80).

My reflection is that it is not one or the other, but rather both perspectives that make up the true job of the advisor. Although, in my opinion, the ratio may not necessarily be an even split. Yes, she needs to be trained and fluent in the technical aspects that allow her to carry out that more *practical* side of the job, but, in my personal view, even more essentially, she needs to have the abilities to support the learner psychologically and socially in responding to his needs.

A third aspect in this revision of the concept of advising as discussed by Mozzon-McPherson (2001, p. 13) was that of the professional role assigned to the advisor within the framework of ELT and specifically within SAL and SACs. Traditionally, we tended to think of the role of the

counsellor, facilitator or advisor as yet another job performed by a teacher within the SAC. For instance, Gardner and Miller (1999, p. 9) list the elements that make up self-access and include under the heading of "people" involved, the participation of teachers performing specific roles such as that of "information provider, counsellor, authentic language user and materials writer". However, they (Gardner & Miller, 1999, p. 180) are careful in pointing out that the actual role of the teacher within a SAC is essentially different from the "traditional teaching [role]." Esch (2001) also explained that the issue of whether advising could be a "new pedagogical role," this new profession we mentioned earlier, is not a simple matter of choice. Over the experience of project SMILE and the work that came out of the COP that was formed, Esch foresaw the raise of two possible ways of doing language learning advising, one as an "add-in" and another one as an "add-on".

In the language learning advising as an "add-in" perspective, teachers would be required to adapt "to new environments" such as web-based and IT in general. It would require teachers to be trained as advisors of the different languages they already teach. On the other hand, in the learning advising as an "add-on" perspective, the advisor would have to carve out "a new identity and claim a social territory" different from that of a teacher. She would have to define advising as a separate craft and perhaps specialise in learning advising to avoid conflict with the role of the language teacher. She would be able to offer advising services for learning issues not just language learning concerns (p. 37).

Considering all the research that has been generated lately out of some of the leading SACs in the world; in the past few years (Mozzon-McPherson, 2000) (Mozzon-McPherson, 2007) (Lázaro & Reinders, 2009) (Navarro & Thornton, 2011) (Thornton, 2011) (Mynard, 2011) (Morrison & Navarro, 2012) (Fabela-Cárdenas, 2012) (O'Reilly, 2012) (Kato, 2012) (Tassinari & Ciekanski, 2013) (Kato & Mynard, 2015), there has been a push to consider the job of the advisor as a completely different professional role. A role fundamentally separated from that of the classroom teacher, "a new profession" in its own right (Mozzon-McPherson, 2000, p. 111).

This means, as Sturtridge explains, that great care has to be put into making teachers aware of what their "new roles as facilitators when working in [a] centre" entail. Specifically, he points out the importance of having teachers "trained to stop teaching students" (1997, p. 71). Recognising this evolution or transition in the role of the teacher, Gardner and Miller (1999) point out the most salient differences (see Table 2) between the role of a teacher and that of a counsellor and warn us of the difficulty that many teachers have in making "the many and substantial changes required to become an effective counsellor."

[Traditional Classroom] Teachers	[Self-Access] Counsellors
The term "students" is used.	The term "learners" is used.
Teachers are seen as leaders of students.	Counsellors are seen as collaborators with learners about their language learning.
There is a pre-determined syllabus.	There is a negotiated and flexible pathway.
Teachers teach their students from a prescribed textbook.	Counsellors orientate learners to an array of materials.
Teachers are assessors of students.	Counsellors discuss with learners' different ways to self-monitor their progress.
Teachers are instructors/organisers.	Counsellors are reflective listeners.
Teachers use a variety of teaching aids (board, overhead project, video).	Counsellors demonstrate to learners how they can use materials and equipment.
Teachers monitor a whole class and look for common language problems.	Counsellors discuss on a one-to-one basis individual language problems.
Teachers give feedback on learning tasks.	Counsellors encourage learners to reflect on the outcomes of the language learning tasks.

TABLE 2 SOME DIFFERENCES BETWEEN THE ROLES OF TRADITIONAL CLASSROOM TEACHERS AND SELF-ACCESS COUNSELLORS (Gardner & Miller, 1999, p. 182)

All of this entails a major shift in thinking, in how teachers would need to see themselves in this new light or this new and different role or job. They would have to be willing and ready to stop being teachers and become advisors. Even in a student-centred classroom, a teacher tends to hang on to the control inherent to her identity as such, this would mean not only learning a whole new set of skills but also being ready to see herself from a different perspective. As Satoko Kato, very well expressed it, becoming an advisor can be particularly more challenging to those with prior teaching experience (Kato, 2012, p. 76). Control is a hard thing to let go off.

Of course, the necessary adjustment in roles means not only a changing attitude on the part of the teacher-come-*advisor*, but a major adjustment on the part of the learners as well (Gardner & Miller, 1999, p. 201). If the teacher is to stop teaching the learner, the learner needs to stop expecting her to do so. This is where the psychosocial part of the job of advising, in my vision, acquires a weightier presence in the advising equation. Paradoxically, it takes a lot of work on the advisor's part to wean a learner off the teacher.

Gardner and Miller (1999) elaborate on certain aspects put forward by Kelly that can be considered part to this psychosocial component of advising and can give strength to the task of preparing the learner to accept the new role of the advisor instead of that of the teacher in the self-access environment. The advisor has to work to earn, develop and maintain the confidence of the learner, this will in turn increase the level of comfort they feel in their relationship with one and other. Once this has happened, actual work in establishing the new roles for the student and the advisor as separate from the student-teacher set up can start. This work will include clarifying the difference in the priorities that will exist between the classroom and the advising sessions, expectations have to be adjusted, objectives have to be set where tolerance of errors and an increased awareness will be favoured over other aspects (adapted from Kelly undated in (Gardner & Miller, 1999, p. 193)). As noted in the language used in the description of these elements, a lot of this work is predicated on the building and

maintaining of trust between the advisor (who is for the most part still seen by the student as a teacher) and the student. What Kelly is suggesting is that once that confidence is earned, a shift in the perception of the roles can begin.

And so, what is advising? How are we to define it for the purpose of this research project and after that, for the work we will get to do in our SAC? As part of the criteria that Esch put forward to promote autonomy in language learning environments, she introduced the notion of reflectivity and negotiability (1996) within the concept of advising. This was to be a starting point in what has now become the current vision of advising, the perspective we will aim for. Esch included in this notion the idea that learners should be provided with opportunities and the means to carry out reflections over their "language learning experience in a negotiated way through language." The learning advisory service that her language centre offered was described as:

> "a system of intervention which aims at supporting students' methodology of language learning by means of 'conversations', i.e. by using language in the framework of social interaction to help students reflect on their learning experience, identify inconsistencies or changes and steer their own patch."

(Esch, 1996, p. 42)

This view of advising built around the impact of the previously mentioned learning conversations, offered us the first guidelines set forth for what advising has become today. The key components of social interaction to offer support to learners through reflection and negotiation to help them make their decisions is at the heart of our present understanding of the concept. Evolving from this perspective, the more recent view of advising would be that of Kato and Mynard (2015). They propose that the main aim for advising is to support the learner in going through a process of transformation that will allow him to experience how a raised awareness of his learning process can improve the quality of the work he does towards his own language learning goals.

They put forward that in language learning the purpose of advising is the process by which we can help a learner become more "effective, aware, and reflective." This process is done through the dialogue maintained between the advisor and the learner where the main goal is to help the learner reflect. It is their contention that "by facilitating [a] reflective dialogue, learners will gradually start to talk about how they feel about their learning (not just what they have done), observe and analyse their learning process, and start to learn how to fulfil their goals as language learners" (Kato & Mynard, 2015, pp. XV, 1). Ultimately, advising as this form of intentional transformational dialogue, looks to provide the learner with the abilities necessary to "reflect deeply, make connections, and take responsibility for his language learning" (p. 2).

In her plenary talk at EICA 2016, Jo Mynard (2016) summarized the main functions behind this "transformational advising" as actions that go "beyond strategy suggestions and management of learning, [aiming] to challenge existing beliefs, empowering learners [by promoting] fundamental changes in thinking, [and resulting] in transformation." In this framework for advising, we have that it is done usually "one to one" and "outside the classroom environment." It is done by focusing "on the learner (not the curriculum)" and in a "generally non-directive" way by promoting reflection and language learning autonomy (Mynard, 2016).

Advising that aims at transformation, as put forward by Kato and Mynard (2015) may be done through four approaches to the work with the learner. Work on any one of these approaches may be done at any given time during the "learning trajectory" of a particular learner. It is the job of the advisor to decide on the best possible combination of the approaches. The decision should be made considering the specific needs of the learner, the moment he is going though in his learning trajectory and his "level of awareness of the learning process." The approaches are represented in Figure 13:
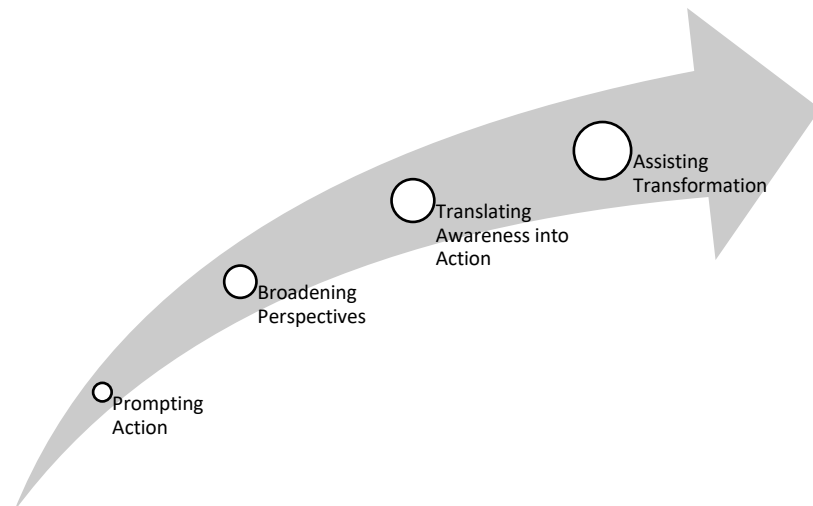
FIGURE 13 APPROACHES TO TRANSFORMATIONAL ADVISING (KATO & MYNARD, 2015, P. 10)

A prompting action approach means that the advisor only gives "suggestions to a learner as a problem-solving strategy." This interaction in itself requires very little or no insight from the learner; sometimes that is all that is needed and it is valid to provide this assistance. It is, in my opinion, an early step in gaining the learner's trust in the advisor. Broadening perspectives refers to a stage where the advisor can start to "challenge [the] learner's existing values and help [him] think outside the box" with the clear intention to start promoting more insight and actual critical thinking. This stage is reached after some ground work has already been laid in the learner-advisor relationship. In translating awareness into action, it is the job of the advisor to "support the learners in becoming more specific about their learning." This is done by emphasizing "that the awareness results in action and achievement." This is certainly a further stage of development of the work relationship built between the learner and the advisor, and the success in helping the learner achieve better levels of reflection. In a final approach, assisting transformation, summarizes the purpose of advising and that it is the promotion of "a fundamental change in the nature of learning." It is the ultimate stage towards the learner assuming responsibility, ownership and control over his own learning process. (Kato & Mynard, 2015, p. 11)

If this is the job, how does one become an advisor then? There is a reason why Benson (2011, p. 196) discusses advising within his chapter on teacher-based approaches to autonomy and this is that "changing teachers is a first step towards changing learners." If the teacher is to train to become an advisor to the full extent of that role and support the learner in developing his autonomy, the experience the teacher goes through should be congruent in every possible respect with this objective. In training teachers as advisors and later, as advisors working with learners, we need to consider and be mindful that we tend to "focus too much on the content of the information we provide and too little on the processes through which adults can be

motivated to make life changes" (Wise & Ezell, 2003). It is not only a matter of transmitting knowledge, practicing strategies and developing skills, it is a process of deep transformation that aims to pay-it-forward as advisors interact with learners and cement life-long learning skills, where the first step is for the advisor-to-be to discover his own learner persona.

Educating teachers for autonomy or training them for advising roles, in Benson's view (2011) would be "more effective" if certain key aspects are taken into consideration. He puts forward that "teachers [should] experience pedagogical strategies for autonomy as students," and suggests that this might be accomplished through the training sessions. Teachers would then have to "reflect on these strategies as teachers," and this could be done through reflective journals, observation of their own practice, etc. Finally, he suggests that teachers should "experiment [with these pedagogical strategies] in field experience," by applying them in the learning environments she participates in and keeping tabs on how they work through careful observation and analysis of her own practice, a possible action-research project (p. 196).

Kato & Mynard propose that learning advisors need to develop a "deeper level of professional awareness" as well as master a number of strategies (2015, p. xx). They also explain that since "advising goes beyond simply providing learning tips to learners" where the learner is guided and supported to transform into "a highly aware learner" capable of critical reflection; it is only fair to consider that the advisor guiding the learner in this process is herself capable of critical reflection. The advisor should also understand what it is required in order to achieve the transformation she is looking to promote.

Three principles are put forward that can be used to guide practice in Transformational Advising (Kato & Mynard, 2015, p. 18):

1. Focus on the learner; it is not about how the advisor thinks she did during the session, it is about how the learner felt during the session, and whether he thought it was "a meaningful session."
2. Keep an open mind; it is the advisor's job to not let her biases or tendencies to make assumptions take over her interactions with the learner. The advisor needs to respect the learner's choices.
3. Take a neutral position; there are no right or wrong answers in advising. The advisor does not evaluate and she certainly does not judge the learner.

These fundamental principles, seemingly simple guidelines, are not just key in staying on track, but are also the first challenge in becoming an advisor. They are also the main reason why I have chosen this specific methodology for this project, more on this may be found in 2.3.2. Ignatian Style Accompanying (*Acompañamiento Ignaciano*).

Continuing on the topic of training for advising, Naoko Aoki shared a list of Can-Do statements that she put together over time and especially after realizing that when the advisor-to-be has not experienced "language advising as a language learner," it "may be difficult […] to imagine the role of an advisor" (2012, p. 154). Her Can-Do statements, she explained, are a list of "abilities, knowledge and attitudes" that can be thought of as necessary to carry out the job of the advisor. She also warns that it is almost impossible to think that all of the points on the list have to be met in order to be an advisor, but they may rather be considered a tool in setting improvement goals as one works towards becoming an advisor. The list of can do statements include aspects such as the abilities to establish rapport, think positively, suspend judgement, ask questions, listen, observe and interpret, provide alternatives, explain the cause of learning

problems, reflect, adjust your language to the learner, use empathy, etc. (Aoki, 2012, p. 155). This is indeed a helpful tool for advisors in training, it can be used to focus practice and provide focused feedback during training as well (Marzano, Boogren, Heflebower, Kanold-Mcintyre, & Pickering, 2012, p. x). It is worth mentioning that the descriptors for these can-do statements may need adaptations to make considerations for cultural differences. Aoki (2012) wrote her descriptors with an eye on Japanese cultural conventions, aspects such as "an optimal physical position and distance" in the interactions between learner and advisor can be very different, for instance among Latino cultures. Adjustments to the specific descriptors would need to be made to consider the necessary aspects relevant to the cultural environment. When the advisors are non-native to the culture they are working in, these specifications can be very helpful in creating awareness on their interactions with learners and even with their peers.

Hand in hand with these aspects, Kato and Mynard (2015) have put forward a set of skills and strategies that allow the learning advisor to conduct the session and interact with the learner in the most efficient and effective way. Depending on the approach the advisor decides the learner requires for the session at hand and the objective to cover, the strategies may be chosen and intertwined throughout the advising session. The use of these strategies, as one gains proficiency in them, is what makes possible the achievement of those can-do statements put forward by Aoki. The advisor needs to become fluent in the use of basic strategies such as repeating, mirroring, restating and summarizing, to be able to show the learner he is being heard, to build trust and show empathy and start promoting reflection. Giving positive feedback, explicitly being empathic and complimenting help build confidence in the learner and his own capacities. Once these aspects of the interaction are achieved and to move the work to a deeper level of reflection on the main objective of transformation, strategies such as encouraging metaviewing and linking, using metaphor and powerful questions, intuiting, challenging, confronting, sharing, discussing accountability and harder of all the strategic use of silence (Kato & Mynard, 2015, p. x), need to be applied confidently.

Marzano et al (2012) clarifies that the "key difference between an expert and a novice is the amount of domain-based knowledge each has accrued" and in that clarity, it is vital that the advisor keep all this knowledge at hand. The advisor needs to keep these skills and strategies in her advising arsenal, committed not just to memory, but through practice always and fluidly readily available at her fingertips as "experts know which strategies and behaviours are generally effective in their domain of expertise, and they select the best or most effective strategy or behaviour for a particular situation" (p. x). She knows, and with time and practice gets to feel when one is necessary over another one and is ready to use it and switch it for whatever else might be needed.

In order to develop expertise as an advisor, or as a teacher as originally put forward by the authors (2012), five important steps can make the difference. The first one is having "a model of effective [advising]," this is where having advisors-in-training experience advising as learners may be most effective. The second one is setting "growth goals." Knowing what you want to get to, and having specific, partial and general goals that break down the different aspects you are looking to improve and keeping track of how you do over time and through practice helps focus efforts and informs progress. The third step is engaging "in focused practice" and it goes beyond repeating an action, it implies "repeating a specific strategy with attention to improving detailed aspects of the strategy." The main point is to look for specificity, focus on a given strategy and a given aspect of the said strategy and practice with an eye on the details. Some ways of accomplishing focused practice can be to focus on the specific steps of a given

strategy, to develop a protocol to follow, to develop fluency with a given strategy, to make adaptations when needed to a given strategy and finally, to integrate "several strategies to create a macro-strategy" (ibid).

The fourth step is receiving "focused feedback." This is an essential step in gauging whether you are really improving through focused practice, it is a way of checking yourself against the goals set and see if progress has been achieved. Having a tool such as Aoki's can-do statements list (Aoki, 2012), for example, both aim the focused practice and receive focused feedback may be useful. The fifth and final step is observing and discussing advising. This aspect encompasses elements such as having a model, practicing through observing and deciding what looks right as well as what looks wrong, giving and receiving feedback and ultimately setting a course towards achieving goals in developing expertise (Marzano, Boogren, Heflebower, Kanold-Mcintyre, & Pickering, 2012, p. x).

In this process, the advisor-in-training would need to take hold of her own progress. Little, Dam and Legenhausen (2017) discuss what they call the autonomous language learning process (Figure 14), by which a learner can organize and keep track of his own work towards his language learning goals. These same principles may be applied to the process a learning advisor would need to go through in developing expertise at the same time as she experiences autonomy. This could be simply the autonomous learning process:
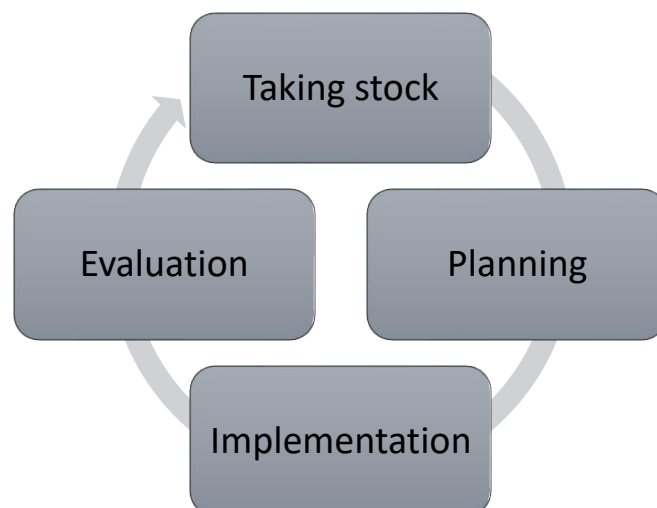
FIGURE 14 AUTONOMOUS LANGUAGE LEARNING PROCESS (LITTLE, DAM, & LEGENHAUSEN, 2017, P. 15)

The learner-advisor would need to apply these steps to her process in getting to know herself better, come up with a plan of action, carry it out and evaluating progress to figure out where she stands and move on, repeating this cycle as many times as it may be necessary to continue improving and gaining the necessary level of expertise to become a confident advisor.

The idea is that one goes through the process of becoming a Language Learning Advisor by developing the same kind of awareness that we want to encourage in the learners we guide. Kato and Mynard (2015) talk about the learning trajectory that transformational advising aims to follow and uses the same model to describe both the process the learner involved in transformational advising goes through as well as the one the advisor-in-training gets to experience for herself. In both cases, what we should see is an increase in the depth of reflection (Figure 15) achieved where one may stand in a position of now experience or skills

for reflection, moving towards learning how to do it and starting to explore, to developing awareness until a transformation is finally achieved:
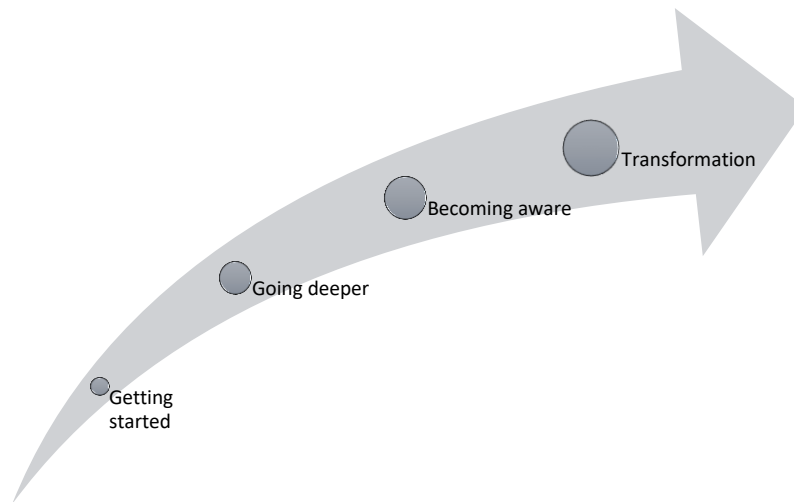
FIGURE 15 DEPTH OF REFLECTION IN THE LEARNING TRAJECTORY (Kato & Mynard, 2015, p. 13)

There may be other ways of doing advising, and there may be other forms of preparing to become and advisor, but for my particular context and considering where we stand in terms of education, learning and teaching, transformational advising through reflective dialogue is the most fitting proposal. To illustrate this one has only to look at the concept of "*acompañamiento*" (accompanying) that our institution promotes as part of our educational model.

2.3.2. IGNATIAN STYLE ACCOMPANYING (*ACOMPAÑAMIENTO IGNACIANO*)
Continuing from the introduction on Ignatian pedagogy offered in the context given for this research (see 1.3. On Ignatian pedagogy), I will now provide a summarizing view on "*acompañamiento Ignaciano*" or Ignatian Style Accompanying (ISA). This is one of the concepts from the Jesuit educational model that serves as a bridge between the work we already are trained to do and the concept of reflective dialogue in transformational advising that I see as a solid option to complement our experience as advisors.

A Jesuit, or better yet an Ignatian pedagogy is described as: "The continual interplay of experience, reflection and action in the teaching-learning process. An ideal portrayal of the dynamic interrelationship of teacher and learner in the student's journey of growth in knowledge and freedom" (Duminuco, 2013, p. 7). In this pedagogical model, it is the teacher's job to lead the learner "on a journey towards the truth." It is the teacher's job to create "the conditions, lay the foundations and provide the opportunities for the continual interplay of the student's experience, reflection and action to occur" (ibid).

These ideas are part of the notion of "the care of/for the person" (*el cuidado de la persona*) or the "cura personalis" as it is called by the Jesuits. It is about being there for *the other*, it is about being and allowing yourself to be implicated in the other person's life with the simple aim of helping him grow (Orozco, 2014). This, in turn takes us to the need to discuss the notion of *acompañamiento* or accompanying in an Ignatian style (ISA).

This concept of accompanying learners and actually people in general, within the Ignatian model of education has resonated very clearly and offered common grounding for me throughout this research project. It is over my understanding of Ignatian accompaniment that I have built on to incorporate concepts such as transformational advising (Kato & Mynard, 2015) and found a path of very little resistance in how they complement each other.

Some of the main principles of ISA as explained by Father Zatyrka (2018) state that the interaction with the person you are "accompanying," is formative rather than informative. This accompanying is done in a nondirective rather than a directive way. It moves away from heteronomy and aims to build autonomy. Moreover, instead of accompanying the learner from your erudition and experience, you do it from a void that allows you to remain neutral and unbiased to his situation.

In ISA the main actor is the learner and it is an experience lived as a process. It aims to involve the whole person: memory, will, and imagination. It has an intellectual (understanding) and an affective (affect, will, acceptance, motivation) side. Bringing them together in balance should help achieve the sense of peace that accompanying is after (Zatyrka, 2018).

To accompany someone in this Ignatian model, one has to help to read the experience and learn from it, not tell the person what to do. You have to listen, without interruptions. Part of the work done through this accompanying and one of the most relevant aspects of the connection with transformational advising is the notion that through ISA we can teach the person to discern in full exercise of the his/her freedom. We are to do this by avoiding infantilizing the person and respect his/her decisions. And more importantly, by believing, trusting, and not judging the person, to save his/her perspective and point of view (Zatyrka, 2018).

Transformational advising (Kato & Mynard, 2015) is a natural partner to this model in all of its basic components and principles. Together they promote a central role for the learner, a sense of development of reflective capacities through a process, accompanying from a neutral non-judgemental position that looks to empower the learner through his own autonomy (see 2.3.1. Advising).

As mentioned before, if the advisor is to truly understand and then use these principles in her interactions with learners, it is desirable that she experiences all of this herself from that *learner* perspective (Benson P. , 2011, p. 196). The advisor will benefit from being accompanied and advised herself, this in turn echoes the principles behind the leadership model that Jesuits propose when they propose that one learns to lead in the way one is led (see 2.4.3. Leadership for change).

In trying to understand better how this could be done, an exploration started of the concept of leadership and how it could promote the formation of communities of practice to aid in a process of professional development that could support teachers' exploring their own autonomy.

2.4. LEADING COMMUNITIES OF PRACTICE

As the realization came that for teachers to explore their own learning process, reflecting and gaining autonomy as a result, as I proposed to do for this research project, a different type of

accompaniment from my part would need to take place. I decided I needed to find a way to define the role I would play in that process, I needed to learn about the type of leadership that would support such an endeavour.

Coordinating the work of teachers in language programmes, tends to include managing and supervision duties more than anything else. Because of the nature of the institution we work for, we offer a lot of support and we apply ISA principles in our work with teachers. Still, the work proposed by this research project demanded a wider understanding on my part of the role I would play in leading the intervention. The teacher would have to learn to trust, build confidence in herself, and learn to reflect to achieve any possible transformation. All of this accomplished through her own choices, not because she was told what to do and how, but instead trusted to make her own decisions with the support of colleagues who would be going through the same process. This final section in the literature review discusses leadership and communities of practice, because I see them as a possible aid in developing autonomy in teachers in change management processes and professional development scenarios.

2.4.1. COMMUNITY OF PRACTICE

A community of practice (CoP) is born and developed when people who are invested through a common interest in a given topic or matter, spend time together discussing points of view, sharing experiences, listening to and learning from one and other. Over time, they put their efforts into developing "a unique perspective […] as well as a body of common knowledge, practices and approaches" to perhaps tackle a particular difficulty or concern or simply for the sake of their shared interest in a given topic (Wenger, McDermott, & Snyder, 2002, p. 5).

I believe that this concept is relevant to this particular research project because through the CoP I belong to with the group of teachers I coordinate; I have come to understand the value of a more horizontal type of leadership. This type of leadership allows us to take full advantage of everybody's skills, knowledge and willingness to share in creating stronger teams that put forward great results when they set their minds and energy to working together. I believe that through a CoP setting, we, all of us teachers involved in the SaS Lab, can potentialize our contributions to promote our own professional development through self-training into becoming better language learning advisors.

What makes a CoP? Seeing as how any group of people with at least one common goal or interest can be called a community, but not all of them can be dubbed a community of practice, one must look at the three basic elements that must be fulfilled in order to qualify as a CoP. According to Wenger, McDermott and Snyder (2002) these elements are represented in Figure 16 below:
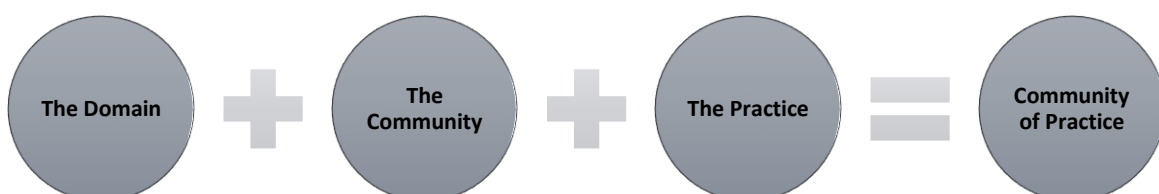
FIGURE 16 ELEMENTS OF A COP (Wenger, McDermott, & Snyder, 2002, p. 27)

For a group of people to consider themselves as part of a CoP, a first aspect to consider would be their "shared **domain** of interest" (ibid). People have to have common ground in their knowledge, experience, points of view and expertise in the area that is bringing them together. They have a common language, not just the jargon appropriate to their craft, but shared history that creates things like in-house jokes that signal membership. This sense of membership, of belonging, marks the notion of **community** within the group. The members recognize each other without a need for *badges*; they *socialize* as much as *theorize*; they start a conversation where the previous discussion, however long ago it might have taken place, left off. They have quick and efficient means of communication that keep them together and informed at all times, in spite of possible physical distance. They know who knows what about what and rely on one and other to contribute to a common pool of knowledge and experience that becomes the **practice** that ties them together (ibid).

Considering that a CoP grows organically and is willed into shape by the participant members of it, a look at the possible basic goals for its existence is in order. According to the Guide for Communities of Practice used by the United Nations Development Programme (UNDP), a CoP provides its members with fresh on-going professional development. It helps on the establishment of different types of alliances (personal, professional, etc.) between its members and those involved with the work of the community, and it promotes the ever-growing production of knowledge and expertise in the area of influence where it lives.

Communities of practice are encouraged at our institution and in fact through my personal experience have started to become a strength within the broad community that our department is. Small pocket communities have been born and are kept alive and well by those of us working in the knowledge of what can be accomplished through them. So far, the CoPs that have been formed, for instance, help to maintain very cordial, friendly, collaborative relationships amongst a group of teachers who otherwise would have a very hard time staying in touch with one and other. It is based on this experience that the notion of a CoP for the Sas Lab and this project took shape.

For this particular project, the idea was that having work done as a Community of Practice would offer not only support for all the participants, but it would also allow for a sense of shared responsibility and ownership over what was done and achieved (2.4.3. Leadership for change). This is a most desirable outcome for a group of teachers who have worked together for years and hope to continue doing so for many more. And so, what would be the domain, that shared interest that would pull these teachers together to participate and take part in this proposed project? It could be, to start with, a common interest in teacher development.

2.4.2. TEACHER DEVELOPMENT

One aspect in implementing this project was that of drumming up participation, why would teachers be interested in participating in a project such as this one. One possible answer was an interest in professional development. In his presentation of the Teacher Development Series, Underhill (Head & Taylor, 1997, p. vii) talks about teacher development (TD) as "the process of becoming the best teacher you can be." Although it may sound like a motivational slogan for some publicity campaign, the phrase captures a great many things that teachers are sometimes not completely aware of. Teacher development never ends if it is done right as it is based on the empowering a teacher's potential into better performance. It is about expanding her view of the world where she is no longer the sole element. A wider view that includes what

she teaches, how she teaches, whom she teaches, from the smallest details to their part in the big picture not just of her classroom and subject matter but also of her influence and investment in her students' processes. This approach to development is meant to transform the teacher into "a student of learning" for her own sake and that of others within her circle of influence (ibid).

In my 30 years of experience as an English teacher, I have met teachers who talk about how there is nothing new under the sun in ELT, how there is nothing more to learn, and I have also met teachers who marvel at big and small discoveries they make every single week of a given course. What is the difference between these two perspectives? If I think back to the teachers who have expressed these thoughts to me, I can say that it is not a matter of age, gender, cultural or educational background, intelligence, aptitude for the profession, level of knowledge of the subject, or even general proficiency in the language. I believe it has to do with an attitude towards "change and growth," what Head and Taylor (1997, p. 1) explain as a willingness to acknowledge "that it is possible to change the way they teach and perhaps also the preconceptions that they have about teaching and learning."

They explain that TD "draws on the teacher's own inner resource for change" and relies on two basic concepts: "personal awareness" and self-reflection (ibid). This personal awareness allows the teacher to use all of her past, knowledge and experiences, to become the fertile ground for not only present but also future change. It requires a process of self-reflection to feed this awareness to empower the teacher to question "old habits" and consequently lead her to find other ways of doing *and* being. Farrell supports this by (2015, p. 32) discussing the importance of teachers becoming aware of where they stand and "what they do now" as a first step when attempting to introduce a "new idea." He explains that traditional "top-down approaches to professional development" tend to assume that change will occur because ideas for improvement are shared by an expert in a workshop and teachers will automatically implement what was suggested. In reality, what tends to happen is that teachers however much they might like and want to use the innovation or new teaching method, suggested and even practiced, end up "reverting back" to what they always do and avoid change.

Knezevic and Scholl (1996, p. 79) stress the power of reflection in helping a teacher become more effective by creating a bridge between her own experience and the linguistic and pedagogical knowledge she can acquire. Richards points out that the relevance of having reflection be part of teaching is that without it, a teacher's compass is "guided by impulse, intuition, or routine," none of which may serve to sustain a truly professional vision of any trade (ibid).

Richards and Lockhart (1996, p. 2) also explain that objective critical reflection is a most important element in TD because it can allow the teacher room to explore her "assumptions about teaching" with respect to her own practice. This in turn can contribute to a clearer, more precise overall understanding of both teaching and learning as processes in which the teacher exerts influence. And finally, all of this understanding, if done conscientiously, can in turn be used by the teacher in evaluating herself.

Schön (1987) discusses the concepts of reflection-in-action and reflection-on-action where the former refers to "conscious thought [that] is used while we are working on a task in order to do the task more effectively," a thinking in the moment, a building of what he calls "knowing-in-action". The later refers to "when we think back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome." Teachers tend

to do both of these things more on passing than intentionally, especially with more years of experience and in the middle of busy schedules, and so making this a more purposeful visible process could be beneficial.

Kato and Mynard put forward that "the process of self-reflection has the benefit of offering opportunities for deep learning, but it limits one's insight as observing oneself critically is often not that easy when you self-reflect." Reflection in itself, is not something easily done with no previous training. This is where the role of the leader can come in handy, as "dialogue with others, on the other hand, offers possibilities to restructure one's established assumptions and beliefs which can lead one to develop further" (2015, p. x).

The fact that this project proposed that teachers learn a new skill set makes all of these elements more relevant. These teachers were not just going to be looking at their teaching, they would have to see themselves in a different light: as tutors first, in their present role and then as advisors as they worked towards defining and incorporating the knowledge, skills and techniques necessary to do this job. With this in mind, I can adapt some key assumptions (Richards & Lockhart, 1996) about TD to this particular case of developing teachers into advisors, starting with the notion that the better informed a teacher is the better advisor she will make. Self-inquiry and not just the opinions and comments from the team leader can take an advisor-in-training quite far. This is particularly important because the advisor-in-training does not realise much of what in fact happens in her advising sessions until she observes her own work. Two final points lend particular relevance to this, first, that experience as a tutor is a good start but it does not guarantee "professional growth" as an advisor. And second, that in order to better understand advising and everything involved in it, critical reflection will be necessary from everyone involved (p. 3).

Knezevic and Scholl (1996, p. 79) put forward that one way to encourage teachers to carry out deep reflection is to have them experience "shared responsibility." The authors talk about "synchronise[d] teaching acts" that tend to force a group of teachers to bare their souls before their colleagues, where you have to own up to what you think, value and have done for the sake of your own growth and that of the group. In the context of this research project, tutors had to come together and form a collaborative team that made use of their potential teacher autonomy to make decisions and propose pathways to experience and reflection. They had to draw on their collective experience and knowledge to become a team that aimed to move in the same general direction propelled by their individual visions and contributions. They had to pull together their resources and form a community, a community of practice. In order to do that, the leadership role had to have certain characteristics that would not only allow for a CoP to be formed, but for the encouragement of deep reflection through horizontal dialogue. Let us explore this notion of leadership to encourage autonomy and change.

2.4.3. LEADERSHIP FOR CHANGE
In educational management, there is a long-standing need to separate the concepts of managing and leading. Perhaps the simplest most pragmatic view in distinguishing one from the other is Bennis's point (2003 in Gardner & Miller 2014, p. 10) that claims that while "the manager does things right; the leader does the right thing." Some points that we can highlight in this distinction of the two styles or points of view come from Business Management literature, but I find that they fit the purpose of this discussion. The idea being that the promoting of this soul-baring exercise amongst a group of teachers can only come from sound guidance that can inspire and motivate personal growth to ultimately bring about change and growth at community level. This can indeed only be borne out of true leadership and not

management as illustrated by the most salient points from some of the recognised theorists in the field.

Gardner and Miller (2014) point out some of the key distinctions between the two concepts to aid us in establishing this difference clearly in Table 3. It may be read as: "where a manager administrates a leader innovates."

Source	Management	Leadership
Bennis (2003)	Do things right. Administration, maintenance, focus on system and structure, control, short-range view, accepts status quo.	Do the right thing. Innovation, development, focus on people, trust, long-term perspective, challenges status quo.
Berson and Stieglitz (2013)	Focus on quantitative goals, deadlines, and measurable results.	Focus on the future and how people will grow.
Bowerman and Van Wart (2011)	Inherent authority for carrying out particular assigned responsibilities. Running programmes, completing projects, meeting deadlines.	Motivating and inspiring others in order to achieve results. Influenced by and influencing others.
Williams (2013)	Accomplishing tasks that help fulfil organizational objectives as efficiently as possible. Short-term focus.	The process of influencing others to achieve group or organizational goals. Long-term focus.
Middlehurst and Elton (1992)	Order and control for efficiency and effectiveness within agreed objectives.	Guiding and enthusing to clarify direction and ensure willing partnership in the change process.

TABLE 3 DEFINITIONS OF MANAGEMENT AND LEADERSHIP (Gardner & Miller, 2014, p. 12)

Complementing this summarized vision of both roles, we can add Kotter's contribution where he proposes that in a process of transformation between 70 and 90 percent of what can make it a successful endeavour relays on leadership and only 30 to 10 percent on management issues. Where a manager plans, organizes and controls to solve problems, a leader sets a direction, works to align people, and motivates and inspires. Good management can produce consistent short-term results, but good leadership "has the potential to produce extremely useful change" (Kotter, 1990, p. x).

Based on what the project proposed to do, the role of the leader was a key element. The leader would need to allow a group of teachers/tutors to collaborate in becoming a community of practice that would work towards developing the awareness, knowledge and skills necessary to form a qualified advising team. This would entail that the project leader, in this case myself as a coordinator and in my role of the SaS Lab head, would help set up the steps necessary to allow changes to occur first in our language programme and then in our tutoring team.

In change management, this means paying attention to Kotter's suggested steps to create major changes in an organization which was what we were about to do. These steps guide the process that should be followed to allow change not just to happen but more importantly to take hold and become a force of transformation. These steps go from detecting a need for change and establishing a sense of urgency for it to start up the process, to facilitating the formation of a coalition of participants who will lend their strength and guide the search for change. It moves on to the development of a vision and strategy to work towards the proposed change. Part of this is the need to communicate the vision behind the impetus of the change sought after, which in turn looks to empower all those involved or potentially interested in the change to act on it. The change starts taking hold through the planning and creation of short-term wins, which in a next step help consolidate the gains that will guarantee that change will be produced. The last and most important step is that of anchoring the new approach or approaches in the culture of the organization to secure permanence (Kotter, 1995) (Kotter, 2012).

Although keeping in mind all of these aspects was going to be necessary in this project, one of them in particular spoke directly to the work that had to be done with the teachers. Step two in Kotter's process, refers to actions such as assembling a group of people and encouraging teamwork, as they become the "guiding coalition". One of the main aspects necessary to creating this guiding coalition is that of "building an effective team". Kotter (2012, p. 63) puts forward that without a sense of trust and a common goal, teamwork cannot be created. He proposes that in order to be able to build a coalition that can assure and maintain change, three things need to happen: we need to "find the right people, create trust and develop a common goal" (2012, p. 68). This would certainly come into play during this intervention and research.

The common goal of achieving teacher development to contribute to the tutoring programme in our Sas Lab, would drive the efforts of the group of teachers who would join the project and they would be accompanied in the experience by a leader whose job would be to build trust. In order to do this, creativity would be encouraged. This entails the learners, in this case the group of teachers looking to be trained as advisors, would have to be allowed to see learning as an open experience of the process of change, encouraging self-criticism and self-evaluation (Knowles, Holton III, & Swanson, 2015).

In encouraging creative leadership, Knowles and his colleagues propose that people tend to be more productive, more creative and have a greater sense of achievement when they feel that they have control over their situation and their potential and unique skills are being fully utilized. They also propose that people will commit to a decision "in proportion to the extent that they feel they have participated in making it." People respond to what is called self-fulfilling prophecies in the sense that they will "tend to rise to the expectations of others." This is explained by the final tendency explained by the authors, and that is that people will perform better if they are allowed to make use of their "unique strengths, talents, interests, and goals" instead of carrying out the tasks set for them instead of expecting them to conform to an imposed stereotype (2015, p. X).

This also means accepting that the basic andragogy assumptions first put forward by Knowles stand, where we assume that "adult learners bring life experience to the learning process that should be acknowledged." That in order for them to learn something, adults need to understand why they have to learn it and just how relevant it is supposed to be for their lives and that they will learn it better if it has an immediate value to their personal lives. That for

adult learners "experiential, hands-on learning is effective" and that adults tend to approach learning from a problem-solving perspective (Wise & Ezell, 2003, p. x).

Together with Knowles and Kotter's lessons, a Jesuit perspective on leadership would provide the ideal breeding ground for the building of a sense of community as well as the planting of the seeds of autonomy. In Ignatian leadership, the position of *authority* is seen first and foremost as a service given or provided by the leader to those she leads. It is also seen as a vehicle for the transformation of the person, of individuals and through them of their community and beyond that, their society (Nicolás, 2014). This *heroic leadership*, as Chris Lowney calls it, is based on some principles that put forward one basic overriding virtue of this proposition: a belief that people do, and in general, perform better in "supportive, encouraging, and positively charged environments [created with] greater love than fear" (2014) (2005). The Jesuits believe that life is full of opportunities for leadership and that we are all capable of being leaders. Ignatian leadership stands on four values that lend substance to the leader's work, they are: self-awareness, ingenuity, love and heroism.

The idea of self-awareness states that as a leader, you need to know your own strengths and weaknesses, be aware of your values and have a worldview. As for ingenuity, this is considered a crucial skill in this leadership model. As experienced for almost five centuries of history of the Jesuit order, it is described as a capacity for adaptability paired with an innovative mind-set that is ready to take on an ever-changing world. Love is thought to be cultivated through engaging with "others with a positive, loving attitude." And finally, the notion of heroism or what is known as *Magis*, is translated into that drive that energizes the leader and those she inspires to do more, to go for "something greater" (Lowney, 2005, p. 9).

One more central component element that is pivotal in Ignatian leadership is freedom. Nicolás (2014) discusses, on one level, about freedom from attachment to things or places, which is a given for an order that has basically travelled and populated the world. However, on an even more meaningful level, he also talks about freedom from our ego, inner-freedom to make choices and to change our minds whenever and however often as necessary in the search for the greater good. A leader must also have a capacity and time for reflection. This will allow an exercise of honest evaluation that does not confuse effort with results. And finally, all of this proposition stands in the need for a community that will participate in the decision-making process together with the leader in an act of freedom, with the given right to take part in the discerning actions taken (ibid).

This vision of leadership means that as you are led through this model, you are indeed learning to lead. Jesuits, basically, make sure they are equipping each member of a leader's team with "the skills to discern on their own what [needs] to be done" and preparing them for when they come to lead others (Lowney, 2005, p. 16).

All of this helps us understand the relevance of the role and the perspective with which I want to see the role of the leader guiding and facilitating a process, such as the one proposed by this project. This is, in my mind, of particular importance due to the effect that going through all of the changes required in a learning process where essential aspects need to be challenged and changed can have if this is done surrounded and supported by a community of peers going through the same process. This, I believe, in turn is what would ultimately encourage the development of autonomy in the participant teachers. They can gain an understanding of what it takes to develop and earn autonomy for themselves and thus become aware of what they could do to accompany others, be it learners or peers, to develop their own autonomy.

3. METHODOLOGY

This chapter deals with all the methodological considerations involved in this research project. From the consideration of ethical issues to the reasons behind the methodological decisions taken for the intervention in its three stages to the way data was going to be gathered and then analysed. All of these decisions were, in different measures, influenced by the Ignatian philosophy and paradigm (see 1.3. On Ignatian pedagogy and 2.3.2. Ignatian Style Accompanying (*Acompañamiento Ignaciano*)) that provided a framework for this research project from its conception to its conclusion.

Because of this Ignatian vision, the ethical implications of the project became a priority and thus they are presented in this chapter before anything else. After the ethical issues, the methodological perspectives that were involved in the project are presented, first from a wider point of view, followed by more specific sections explaining the decision to use a combination of ethnography and case study methods for the intervention.

The stages of the research project itself are described and explained in individual sections providing information on the design of the intervention and the events that took place around it. After this, information is presented on the ways in which data was gathered on the experience and from the participants. A further section discusses how this data was analysed. And finally, the research questions are presented in detail.

3.1 ETHICS

In the search for truth that a research path follows, one overriding principle should be placed above anything else and that is that a search for truth that does not care for the rights and dignity of those involved is not ethical (Cohen, Manion, & Morrison, 2011, p. 84). This entails careful consideration of the sources used to gather information for any and every aspect of the research report (Booth, Colomb, & Williams, 2008, p. 273) as well as the treatment of the people and institutions involved before, during and after the process.

In the Ignatian tradition, the concept of "care of/for the persons" or "cura personalis" as explained in 1.3. On Ignatian pedagogy is central for the work done not just inside a classroom in a Jesuit institution, but in every aspect of the interactions that take place in all the scenarios where human relations are being promoted. This research project was designed and carried out within such a framework, calling for the care of and for the persons involved. This was particularly relevant to us due to lessons learned through our history in previous attempts involving teacher development schemes where the cura personalis was not observed as carefully as it should have been (see 1.2.4. The Advising and Tutoring Programme).

One way of making sure that there is ethical treatment of those involved in the research project is to consider the issues of "informed consent" that will drive the choice the participants will have to make to decide whether to become involved in the project or not. The elements of informed consent are:

- Competence, this refers to the level of competence, maturity and responsibility of the subjects: their ability to make competent decisions for themselves.

- Voluntarism, signals that any possible risk should be taken by the participants being well aware of possible consequences.
- Full information, this means that the participant agreed to be part of the project based on being fully informed, although there exists the concept of "reasonably informed consent" that applies to cases where not even the researcher knows exactly everything that will come out of the study.
- Comprehension, this refers to the level of understanding of the nature of the research project by the participants. The participants may not know about methodology or approaches to research but they should be able to understand the aims, motives and direction of the project.

(Cohen, Manion, & Morrison, 2011, p. 78)

The participants that ultimately took part in this research project were all adults, members of the university community in their role as teachers of the PCI programme and/or tutors in the tutoring programme in the SaS Lab. This was overt research with open aims that yielded democratic benefits to all those involved. Democratic in the sense that all the information on the experience was available to everyone from beginning to end, even to those who were not necessarily actively involved in the project. The participants were able to join in or leave throughout the three stages of the intervention as they saw fit. Additionally, the final recovery of the experience resulted in the design of a professional development pathway that all teachers can have access to.

The participants were drawn in by an open call to participation and there was a proposed group ownership of the data gathered and the lessons learned, while at the same time looking to respect principals of privacy wherever necessary to avoid any issues of possible betrayal.

In consideration to Kelly's suggestion (1989) on how to avoid the possibility of disclosing private information that the participants may consider confidential and to help with the need to save face, especially amongst peers and colleagues; any data gathered of a personal nature was provided by the participants themselves. This was done by having the teachers themselves be the ones who "assess[ed] their own changing attitudes" (Kelly A. , 1989, p. 95). The teachers were encouraged to use different techniques to allow them to observe and evaluate themselves and report on their progress from their own personal perspective. One of the elements on which the success of this approach depended was the level of true interest in the aims of the study by the participants. This, in Oliver's perspective (2010, p. 34) depended on how clearly I was able to express to them the immediate benefits they would gain by being part of the project. The participants stood to benefit on a personal, educational and professional level because the project was aimed to improve learning and this at the same time was to provide teachers participating with a sense of ownership and a heightening of their self-awareness.

There are always possible ethical dilemmas that might arise from projects such as this one, and it helps to be prepared for them and perhaps address them from the start to avoid awkward situations or overstepping marks that break people's trust. The one foremost in my mind for this particular project was that of issues of power. Even though I considered myself a participant/subject in the project proposed by this research, I was as well the leader of the group or community of teachers. Besides this, in my position of head of the SaS Lab there was also a sense of power-distance and there were aspects of the process of this project that I thought could be affected by this simple fact, especially within our Mexican culture where this

is a relevant issue in personal and work relationships (see 6.2.2.2. Having options to choose from to develop autonomy). Participation, for one, was an issue that I thought might be either positively or negatively affected by my position: were teachers going to agree or decline to participate because I was the one asking?

Sikes warns of the possible dangers behind "insider research" carried out within the researcher's own institution and how it can at different levels possibly damage professional relationships when dealing with power related concerns (Sikes, 2006, p. 110). As a way of alleviating these concerns, when carrying out "participant observation" or simply trying to gather data from one's own peers and colleagues, Hitchcock and Hughes (1995, p. 49) talk about the need to build trust with the participants and with this having certain given "rights, obligations and responsibilities." The suggestion is to be watchful of the particular research techniques used. Careful consideration of "the degree of openness or closure of the nature of the research and its aims" is recommended as this can perhaps sway things in favour of the "teacher researcher" working with peers (Cohen, Manion, & Morrison, 2011, p. 89). In the case of this particular research project, relationships of trust were, for the most part, already built amongst most of the participants and between the participants and the researcher. A consideration of the personal context of each of the participants was important from the Ignatian perspective framing the intervention, and thus great care was taken in getting to know, in as much as possible, all of the circumstances of the participants to inform interactions throughout the stages of the project. A socializing initiative was put into place ahead of the project to allow this to happen (4.1.2. on action).

Another issue was going to be the possible expectation of certain benefits for teachers in exchange for participation and work on the project and the handling of this scenario. There were, of course, those subjective benefits that would come with being part of the process proposed by this project: the opportunity for professional development and learning. There was also, the very real possibility that those teachers participating in the project would receive not only recognition for their participation, but also validation of their efforts that may have translated into very objective practical gains in the future.

Since in the tutoring programme there is an open call every semester to recruit teachers for the tutoring spots that need to be covered and the tutors are paid extra for this work, there was a specific concern around this. The ethical concern here was if the teachers' participation would be swayed and somehow feel forced by the prospect of practical future benefits for taking part in the project. And how was this to affect, if at all, the project.

To address and appeased these concerns, it was made clear to the whole pool of teachers from the start of the project that there would not be any type of overt or covert coercing to rally participation nor any kind of special treatment or recognition in terms of guarantees of tutoring work for those taking part in the intervention during or after the project was done. An invitation was made in a general meeting followed by an email with no further recruiting efforts of any kind. Moreover, there was no withholding of benefits to assure loyalty to the project. The open call to participate in the tutoring programme continued as usual and tutoring spots were assigned as always on a first-come first-served basis. Ultimately, I do believe that there have been honest benefits for having seen the project through for those who joined in. Those benefits have come in terms of the awareness the participants gained about their own learning processes and where they stand in terms of their own autonomy and it in a very Ignatian sense it is all due to the decisions made by the participant-teachers themselves. (See Appendix 3, 4 and 5 for the appropriate documentation)

3.2 METHODOLOGICAL PERSPECTIVES

If one is to consider Newby's point of view (Newby, 2010) and decide to see research philosophy as a multidimensional concept where different perspectives, beliefs and thoughts mix and mingle, it helps to ask oneself a variety of questions to try to define the particular perspective of a research project before starting it. A good start would perhaps be to define the "ontological assumptions" behind the researcher's thinking (Cohen, Manion, & Morrison, 2011, p. 3). In my case, I believe in a real-world vision. I also believe quite strongly that we get to state how we perceive that world and how we ourselves impact it. This translates into a view of the world as "a personal construction" (Newby, 2010, p. 33), which supports research based on empirical data generated from the "situations or people involved in whatever the defined research problem is" (Grbich, 2013, p. 4). I have a constructivist view then, where I am able to acknowledge a real world that is independent from human thought, but at the same time recognize that it is through human construction efforts that we bring meaning and knowledge in order to understand and interact with that world (Graue, 2015).

Epistemologically speaking, I take an anti-positivist view in recognizing that "knowledge is personal, subjective and unique" (Cohen, Manion, & Morrison, 2011, p. 6). I support a constructivist view as part of my personal epistemological position, and in doing so I accept that "people actively construct or make meaning of their experience" (Baxter Magolda, 2004, p. 31). People use their own assumptions, whether of themselves or the world around them, current or in contrast, with other conflicting ones, they may confront. Together with the context in which they built this, they use those assumptions to understand what they are going through, to reflect and evaluate their situation, draw conclusions and make decisions as to what it all means to them (ibid). I have worked to have an unbiased position, but I acknowledge my place within the project as a participant-researcher and recognize that I am invested in the situation. With this I recognize that the findings resulting from this experience will be constructed from the interactions that will take place at different levels between all of us participating, experiencing and reflecting on what we undergo (Graue, 2015, p. 14).

I also support the notion that to reach understanding of what is being investigated, I, as the researcher, should share a frame of reference with the individuals participating in the project and construct knowledge by means of a consensus through our "shared signs and symbols" (Grbich, 2013, p. 7). For this particular research project, that has certainly been the case as explained previously in 3.1 Ethics in considering the personal context of those involved in the project as well as the work done as a CoP within our professional shared context.

I believe that searching for understanding without a drive to exercise change is hollow, so I see my role as more than just the one who seeks to "understand and explain", but rather one who proposes that "out of understanding should come change" (Newby, 2010, p. 33). I believe in doing research with an agenda for improved understanding to drive change in mind. In addition, I believe that social action is based on individual choices instead of thinking that "there are powerful structures in society that constrain choice" (ibid). This, in another vision is what Adolfo Nicolás, father general of the Jesuit order advocated for when he called to "inspire futures" (2008, p. 4) by means of the intentions behind Ignatian education. This from a Jesuit position means platforms that encourage reliance in a spirit of usefulness, of promotion of justice, within a humanistic approach.

This view also supports the idea that because there are a variety of ways in which people experience realities, there can be, in a way, "multiple realities" (Grbich, 2013, p. 7). Humanism is then, an important concept defining my profile as a researcher, because it stands for truth as a social construction, and allows and gives importance to varying points of view. This is present in its "belief in the value of the human experience and particularly its significance in creating what is meaningful" (Newby, 2010, p. 35). The Ignatian pedagogical view (see 1.3. On Ignatian pedagogy) under which this project is housed also testifies to the humanistic vision behind the design and work done in this project.

Along this same line of reasoning, I also recognize a phenomenological view that stands for a perception of the world that is based on our experiences and reflections on it and not just on a description of what we *see*. In terms of a phenomenological approach I would be more interested in a vision that includes interpretation and not just description, a view that supports both the objective and the subjective "in their fullest breadth and depth" (Davidsen, 2013, p. 319). This is particularly relevant for this project, and thus worth including in this discussion, because it accounts for what I see as a basic trait of this research project, namely the attention paid to the individual perspective and experience of those participating in it, their reflections as they are involved in the intervention and then ultimately my own perception and reflections on what happens and how I experience it myself. In a sense, favouring a more idiographic vision that pays attention to the individual (Barlow, 2009).

One final perspective in describing my position as a researcher is, a postmodernist posture that is interested in the context and recognizes that because human behaviour is ultimately unpredictable one must make assumptions and use descriptions based on "locality and identity" to better "understand realities" (Newby, 2010, p. 42). All of which, for me, in the end, point to a qualitative view of research.

Newby points out that "the object of study in education research is everyday experience" (2010, p. 24), and Wolcott puts "everyday life" (Wolcott, 2009, pág. 84) as the grounding for qualitative research in all its strategies. Historically speaking, qualitative research may have been born as a way to study and better understand "the others", the "non-Western people" (Erickson, 2011, p. 45), but at its core, especially now, it is "a situated activity that locates the observer in the world" (Denzin & Lincoln, 2011, p. 3). The job then, consists of making use of a variety of practices that help bring that explored world into focus: from representational imagery to more and more personal representations and interpretations by the self.

According to Grbich, qualitative research may be used to explore: "culture, phenomena, structural processes, and historical changes" (Grbich, 2013, p. 5). In that context, and assuming that the research into phenomena is concerned with the meticulous investigation of a given experience over a period of time; it makes sense to consider the work of the qualitative researcher as the "study [of] things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2011, p. 3). This is done through the possible use of a wide variety of materials meant to collect empirical data that allow the researcher the ability to describe and give meaning to a variety of common or exceptional events and experiences in a person's life.

A qualitative approach to research assumes certain aspects that guide the work of the researcher in terms of theory (thinking) and practice (actions). The most salient features in this particular paradigm are:

- There may be more than one "truth"; it is possible for different people to have different valid perspectives.
- Inductive reasoning is favoured; general understanding may be gained through the analysis of the particular.
- The researcher does not need to remain neutral; she may be actively invested in the *cause* behind the research.
- Other evidence besides numbers are allowed and considered of value; a combination of "structured procedures plus insight" is part of the evidence-gathering method used.

(Newby, 2010, p. 45)

Derived from this final point, we can add that qualitative research "is inherently multimethod in focus" (Flick, 2002, p. 226). Because of the nature of the evidence/data gathered, namely personal representations of a more objective reality and with the aim of achieving a better understanding of the object of study; qualitative research uses "a wide-range of interconnected interpretative practices" (Denzin & Lincoln, 2011, p. 4). Flick endorses a combination of methods in qualitative research as a "strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry" as opposed to as a way of simply validating results (2007, p. 102).

Taking into consideration all of these previous points, the aims and the type of research questions that drive this particular project a possible and likely choice of methodology to approach this research includes a mix of ethnography and case study. In the following sections, we will have a closer look at both of these methods.

3.2.1. ETHNOGRAPHY

Ethnographers validate their work by making use of a wide array of techniques to support their research. They analyse "spoken discourse and narratives, collecting and interpreting visual materials (including photography, film, and video), collecting oral history and life history material" (Atkinson, Coffey, Delamont, Lofland, & Lofland, 2007, p. 5). This development of ethnographic fieldwork, this "detailed investigation of local social settings and cultures," is what has allowed to secure a place for ethnography within social anthropology and the social sciences at large (Atkinson, Coffey, Delamont, Lofland, & Lofland, 2007, p. 9).

Part of the richness of an ethnography is that it can be considered both a process of gathering information on how the subjects of the study see the world around them (phenomenological data). Alternatively, it can also be the product of the study itself: a collection of the "beliefs, practices, artefacts, folk knowledge and behaviours of some group of people or processes" (Newby, 2010, p. 45) acquired by empirical and naturalistic means. This approach goes beyond "participant observation" (Hitchcock & Hughes, 1995, p. 60); it offers a holistic view of the phenomenon studied and allows for an eclectic use of techniques in the research process.

Nowadays, ethnography and ethnographers thrive in what Trinh (Denzin N. , 1997, p. XiV) calls a "hybrid reality" where the constructs of the self, meet "cultural assumptions concerning race, ethnicity, nationality, gender, class, and age." The ethnographer is to constantly keep an eye on "when, where and how" he stands. He may make use of realist, critical, auto, and/or performance ethnographies (Denzin & Lincoln, 2011, p. 54).

In a postmodern and post-structuralist view of ethnography, a questioning of the author and his *authority* occurs in favour of "multi-layered accounts with many voices" (Atkinson, Coffey, Delamont, Lofland, & Lofland, 2002, p. 198). This gives support to both the process and the product of this research task. This in particular appeals to the most significant part for me in this project, as it validates the perspectives of the participants and what they brought to the process they have experienced throughout this endeavour. Not one but many truths:

> "There is not one truth but many; and […] claims to truth are claims to power."

> (Rhedding-Jones, 1996, p. 26)

This is how I decided that this particular methodology would be of help in looking to answer the research questions proposed for this project, all of this and in addition because according to Hitchcock and Hughes, an ethnography involves "insider accounts" (1995, p. 119). These accounts have rendered descriptions of activities and or processes over time that form part of the particular context and culture of the group studied, from their own perspective. They also provided a description of the patterns of interaction between the members of the group as well as produced a "descriptive cultural knowledge" of said group and a view of some constitutive features required for membership to the group. All of this may ultimately allow the possibility of theory development (ibid).

The general phenomenon observed was the community of practice (see 2.4.1. Community of Practice) formed by the teachers in the main English programme, better known as PCI (Programa Certificado de Inglès) as well as the teachers/tutors involved in the Tutoring Programme (see 3.4. On the gathering of data.). In terms of educational ethnography, this is the gathering of "[…] rich, descriptive data about the contexts, activities, and beliefs of participants in [an] educational [setting]" (Goetz, 1984, p. 17). This is an information-gathering process in itself, but at the same time the product that may ultimately provide the necessary information to determine the elements to answer the research questions.

Also helpful in answering the research questions, is a case study approach that can also feed the ethnographic process followed for the project, given the need to look in more detail at some of the participants' processes within the more general community of practice.

3.2.2. CASE STUDY

An important aim of this research is to leave us with an understanding of the experiences lived by those teachers attempting to train themselves as Language Learning Advisors by exploring their own autonomy in the Ignatian paradigm in which we are immersed. Choosing a methodology that allows the gathering of the perspectives of those involved in the process is necessary in a project such as this one. A case study allows for priority to be given to the process rather than the outcome. As well as give value to the context over discrete variables and most important of all, it focuses on "discovery rather than confirmation" (Merriam, 1998, p. 19), as we did not really know what it would take to become an advisor from an autonomous perspective, but were rather on the path of discovery.

Just as an ethnography may be the process to obtain either sought-after data or the final product itself of the research undertaking, a case study may similarly have this dual purpose.

Where the ethnography can help gather and give light to the general process of the whole group of teachers within the *PCI* and the SaSLab, the case study can help in providing a more intensive but still holistic view of some of the single cases within that community in their particular and individual development (Merriam, 1998, p. 28). One obvious value of the case study approach in Stake's thinking is a new gained insight "into how things get to be the way they are" (Stake, 2010).

In that sense, it helps to think of case study as an "intensive analysis of an individual unit" (Flyvbjerg, 2011, p. 301), where this unit could be a single person, a group or organization, a community who share in a "related phenomena" (Yin R. , 2009, p. 4) where the analysis focuses on the developmental factors within real-life events. At the same time, one seeks to highlight why certain decisions were made, how they ended up being implemented and finally with what results (Yin R. , 2009, p. 17).

In the same way that an ethnography supports the participants' points of view, a case study relies on "behaviours [of the participants that] cannot be manipulated" (Yin R. , 2009, p. 11), but rather recorded through direct observation, interviews, personal accounts, etc.

It is perhaps because of this more descriptive nature of the case study method as opposed to a view that would look to explain or establish cause and effect relationships; that many researchers take this method to be useful only as a preliminary, less rigorous descriptive step in the initial stages of an investigation (Yin R. , 2009, p. 14) when one is basically looking to "generate hypothesis" (Flyvbjerg, 2011, p. 302). On this, Yin explains that any research method may be used to explore, describe and explain. What actually sets the difference between them is not hierarchy, but rather three basic aspects within the research being carried out: the type of questions looking to be answered, the "extent of control [the] investigator has over actual behavioural events," and finally, whether the focus or the research is on contemporary or historical events (Yin R. , 2009, p. 8).

Other concerns over a case study method are to do with the nature of the knowledge generated from it. This in the sense that, the more concrete and specific knowledge generated from a single case, can be seen as less valuable than more "general, theoretical knowledge" generated by other methods, where one can look to making generalizations more naturally (ibid). Yin defends the case study over experiments, for example, by pointing out that they are both "generalizable to theoretical propositions and not populations or universes" because the basic aim is to use "analytic generalization" instead of adding up frequencies to create a statistical generalization (Yin R. , 2009, p. 15). The key is in the analysis done, it is about "a generalizing and not a particularizing analysis" (ibid).

Another concern speaks to the role of the researcher in a case study. The worry is that due to the nature of the data collected, this may be used by the researcher simply "to confirm [his] preconceived notions." This, in my mind, is easily disputed by the fact that one would choose to use this method precisely because you have "little control over [the] events […] within a real-life context" where the phenomenon you are studying-researching is taking place (Yin R. , 2003, p. 1). One would think that if you cannot control variables, how would you be able to manipulate your findings to simply confirm your expectations? It is important to keep in mind that the process for data analysis may offer an added challenge for the researcher in his attempts at avoiding bias that could be used to carry out this *confirmation of preconceived notions* in his interpretations of the evidence gathered, and so it is vital to keep a watchful eye over this issue.

To summarize, a case study has the following dimensions (Merriam, 1998, p. 30) that are of particular relevance to this project and the main reasons why it was part of the methodology used to gather data:

- It is particularistic because it looks into a discrete item or issue, but allows generalizations to be made for similar situations.
- It is descriptive thanks to the possibility of using a wide array of data-gathering methods from different perspectives and a broad base of sources over even extended periods of time.
- It is heuristic because it encourages self-discovery by providing information towards explaining the whys, the hows, the whats and allows the possibility to "evaluate, summarize, and conclude."
- The knowledge gained through a case study approach tends to be of a concrete nature, as it is contextualized and with the aid of the reader's interpretation it can also set the ground for generalizations to spring forward within communities similar to the one delimited by the study (Stake, 1981, p. 35).

For this project, the descriptive and particularistic nature of the method are particularly relevant, and I am interested in seeing how far we can take the heuristic gains of the experience and the possibilities for generalizations to be made in other populations after the experience is recovered and replicated later.

The research project designed for this intervention had three different stages of development, each with its own aim and challenges. The following section details these stages to provide an understanding of the reach of the intervention as well as the actions taken and recorded throughout it.

3.3. STAGES OF THE RESEARCH PROJECT

When you translate the term "training" to Spanish, you get a variety of words depending on how you see this training happening. At our institution, we have been moving away from thinking of professional development in terms of training someone in a set of skills, in Spanish: *capacitación*, as in making someone able or capable to do something; to thinking of training as a formative action, educating, what in Spanish we call *formación*. In our department, we had been doing work in each coordinator's individual coordination groups that required teachers to be more involved and have a say in how we did things. Nevertheless, in the more than 20 years of our language department (in its previous and present states), this initiative was one of the first ones to propose another way of handling change, involving teachers in reflection and decisions at a structural level.

Professional development opportunities and change management processes in Mexico always come top-down. Someone at management level makes the decisions; in education, this is often someone who does not even have recent classroom experience. Those decisions are then implemented by having teachers attend training sessions where they are told what to do and how to do it, often without explaining why or what for. This is what teachers are used to, for better or for worse. The set-up for this research project however, would allow us to involve

the whole department and for the first time, it would give teachers the opportunity to shape the programme they were working in.

In terms of the research design, there was one question in particular driving the thinking: How can teachers develop autonomy, as learners and teachers if they are always expected to just carry on replicating the top-down system without opportunities to exercise any agency? If the ultimate aim of this intervention was to encourage teachers to live an awareness raising process in which they would make use of their own autonomy to be trained as Language Learning Advisors; then we needed an experience that would allow participants the time and environment that would take them from a controlled vertically-guided set up to a freer horizontally-minded scenario.

This meant designing an intervention that would go from teachers following instructions on how to incorporate changes to a programme decided by a coordination team to teachers being asked for input and being invited to actively participate in the decision-making process to redesign the programme. From the general familiar context of curriculum design to the specific new context of language learning advising and autonomy. From thinking about the content and evaluation criteria of our language programme to reflecting about our personal journeys in this profession and whether we have developed autonomy along the way and how. From the general anonymity of the large group of teachers in the language programme to the personal involvement of individual teachers in a small community sharing a particular experience.

This, as they say, was a big ask. A process this complex needed time. People needed time and space to decide how much they were willing to participate in it, how much they could be involved in, time to carry out the work asked of them by the intervention and still be able to continue with their lives and regular work.

And so, by design, the intervention allowed teachers to participate in the decision-making process that is usually reserved for the coordination team. It took participant teachers from the more controlled set up they were familiar with, to a slow, step by step, stage by stage, transition to a freer environment where their autonomy, agency and voice were encouraged to develop.

The intervention component of this research project was divided into three stages that took two and a half semesters to complete. Stage 1 was completed during the spring semester of 2016; stage two started during the second half of the fall semester of 2016 and carried on until the end of the spring semester of 2017. Stage 3 was completed in the summer of 2017. Each stage had its own focus and a different purpose (see Table 4).

Stage 1	•**Transition period** •Work with all the teachers •Creating a sense of belonging and ownership •Exploring the possibility of taking control
Stage 2	•**Tutor-Advisor project** •Work with teachers interested in the project •Training ourselves to become advisors by exploring our own autonomy •Generating a community of practice
Stage 3	•**Gathering the experience** •Recognizing expertise •Proposing a pathway to train as Language Learning Advisor based on the experience lived

TABLE 4 RESEARCH STAGES

The first stage was intended as an initial more general platform that would give way to the more specific intentional second and third stages. More intentional because it would have a narrower focus and it would gather only those teachers interested in volunteering for the experience, whereas in stage one the whole department was involved in one way or another. In all cases, each person had the power to decide if, how and how much they participated.

3.3.1. STAGE ONE

In the process established for this research project, a first step was to start by introducing the participant-teachers to the possibility of "taking control" (Benson, 2011, p.59), by allowing and encouraging them to have a say in the decisions made as part of the curriculum change-management process we were going to go through in our English programme. This was framed by the fact that we were moving from a general English programme to one focused on professional academic English.

It was a transition from a top-down controlled set up to a more horizontal participative leadership style for the work we did with teachers. It was also a transition for the curricular design of our programme, changing from one text book to another one, with the necessary adjustments. And finally, a transition for the teachers themselves as participants both of the management change process and teachers in this new academically more demanding language programme.

This first stage of the intervention was meant to give teachers an initial taste in the long process of developing an awareness of what it takes to take change of one's own learning as the main aim of the research project states (see 1.4. Research aims).

For the transition and looking to promote lasting changes that would be well received, embraced and have staying power, actions based on Kotter's (2012, p. 23) "eight-stage process of creating major change" were designed (see 2.4.3. Leadership for change). Actions were implemented for each of the steps:

1. "Establishing a sense of urgency" - Initial meeting to present the situation and the need for change.

2. "Forming a powerful guiding coalition" - Repositioning coordinators as team leaders and including teachers in the decision-making process.
3. "Developing a vision and strategy" - Setting up of a calendar of activities that included the main areas to work on.
4. "Communicating the change vision" - Open meetings, Moodle platform to present and discuss information.
5. "Empowering others to act on the vision" - Open discussions on the need for change, attitudes towards it and encouragement to take personal and group actions.
6. "Planning for and creating short-term wins" - Sharing achievements in the decision-making process.
7. "Consolidating gains and producing more change" - Rebranding our English programme to keep us accountable and on task with the changes.
8. "Anchoring new approaches in the culture" - Promoting personal reflection on our individual roles and the impact of our actions in maintaining the new direction of the programme.

This first stage of the project included a calendar of activities (see Appendix 6 – front and back) developed for the "transition period," as the curriculum change management process was referred to. This calendar of activities included work on three main elements (see Figure 17) I proposed as part of the development of a vision and strategies for change, and were approved by the coordination team and the department head. The needs we were looking to address were:

1. A need to make decisions about the new programme, this involved decision-making opportunities at meetings.
2. A need to be trained on aspects related to the new programme, covered in training sessions with experts.
3. A need to reflect on our own practice to enable the changes to take hold permanently, this included guided reflection-on-action sessions.
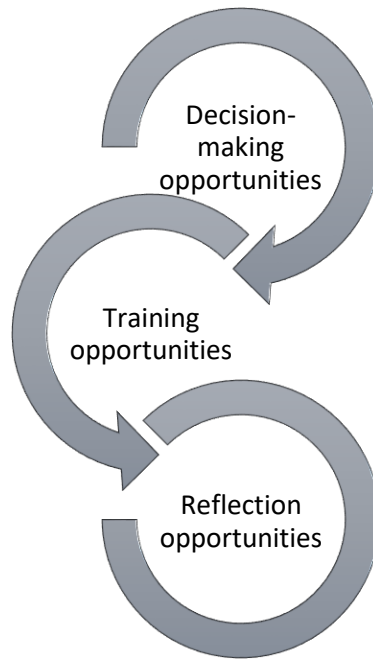
FIGURE 17 ELEMENTS IN THE PROCESS FOR CHANGE

The activities chosen to address the need for reflection on our own teaching practice were based on the Ignatian pedagogical model (see Figure 6 in 1.3. On Ignatian pedagogy) and grounded on the framework for reflection on practice proposed by Farrell (2015) as represented in Figure 18 (see Appendix 7 for expanded version). Farrell starts the cycle with the philosophy component, which is meant to encourage the teacher taking stock of his teacher-self to then move on to his beliefs, assumption, principles, and so on. For our particular scenario, at this stage of the intervention, I chose to start the cycle with the beyond practice component, where we had the opportunity to think about the influence of our work beyond our classrooms, and with this go from the outside to the inside, as it were.
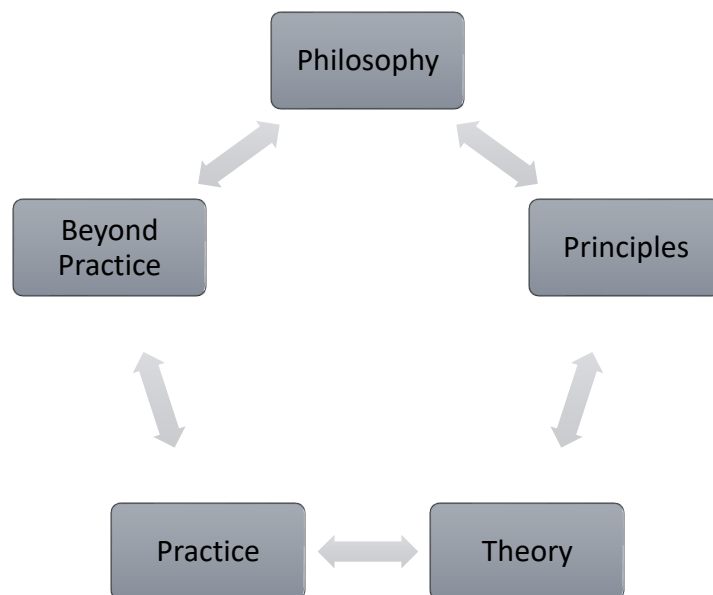
FIGURE 18 FRAMEWORK FOR REFLECTION ON PRACTICE (FARRELL T. S., PROMOTING TEACHER REFLECTION IN SECOND LANGUAGE EDUCATION, A FRAMEWORK FOR TESOL PROFESSIONALS, 2015, P. 23)

At the end of the period of preparation for the actual transition to the new programme, teachers started using the new course books over the summer term of 2016 and with this *putting into practice* of all of the decisions and preparations made, the first stage of the project ended.

3.3.2. STAGE TWO

The second stage in this project started towards the second half of the fall semester of 2016, allowing the first half of that semester as a grace period of time for teachers to adjust to the use of the new materials and programme without having to have the added pressure of this project as well.

Teachers were invited to continue their participation in the intervention, by joining now this second stage of the project. This second stage of the design for the intervention required participant teachers to get involved in a more personal way, albeit in search of a professional development opportunity. In this stage the exploration would involve a more personal construction and experience of the Ignatian paradigm in the work proposed to build knowledge and understanding around Language Learning Advising.

The activities included on this phase were set up along Kato and Mynard's framework (2015) for the learning trajectory for learning advisors (see Figure 19). It also included, just like stage 1, the elements in the process of change (see Figure 17): opportunities to work on a need to reflect about our own practice, a need to learn from experts, and a need to make decisions together as a community.
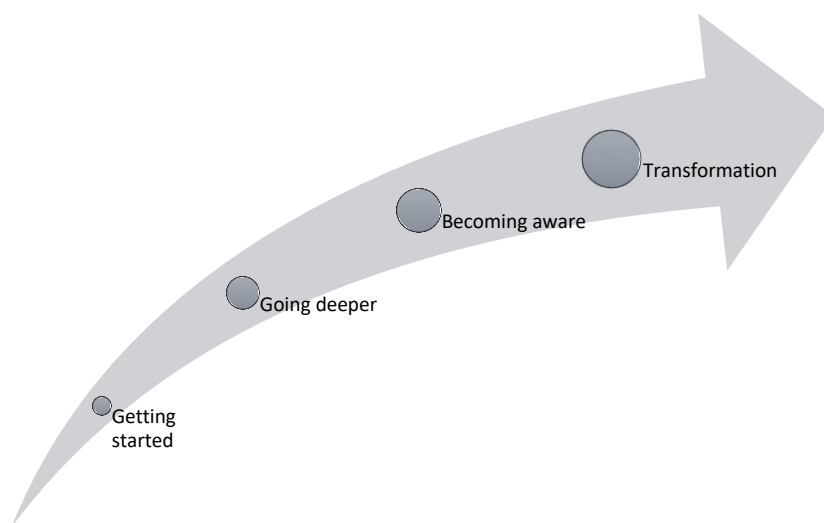
FIGURE 19 LEARNING TRAJECTORY FOR LEARNING ADVISORS (KATO & MYNARD, 2015, P. 203)

The intention behind the use of the learning trajectory for learning advisors as a framework for the activities included in this stage was to hand over to the teachers participating in this project as much of the control over their process as possible. By this I mean, the activities were prepared and presented in such a way that the participants would get to decide on their own, both individually and/or as a group, how far, how fast, how deeply they wanted to go and how they would achieve this. In the end, the framework simply encourages motion, progress, with an aim at transformation, and this is what the participants were invited to experience. All this work encouraged the amalgamation of their efforts into the shaping of a supportive community of practice where experiences were shared and knowledge and skills were gained together.

3.3.3. STAGE THREE

The main purpose of this particular stage was to provide the community of participants with a sense of accomplishment after the work done as well as being a way of recognizing expertise amongst peers. The community of practice formed by the teachers, worked together in recovering the experience and putting all of their points of views and lessons learned into a single summarizing vision. This would be a possible pathway to be used as a framework to run a professional development scheme that would allow participants to train to become language learning advisors by exploring their own autonomy.

In this final third stage the work that had mainly been an individual process of transformation in the second stage, became again a group effort as in the first stage. Together now, gathering each individual experience, the community pulled together the lessons learned to discuss, negotiate and agree on the suggestions that would ultimately make up the final proposal for the pathway.

Hand in hand with the choice of methodology that was used for the different stages of this project, came the decisions as to how data was to be gathered. Because the work done throughout the intervention had the underlying intention of promoting an awareness and the development of autonomy, different means to collect data had to be considered, as each participant was going to be free to get involved in the project in different ways. In this following section, I will discuss the different means used in the gathering of data.

3.4. ON THE GATHERING OF DATA.

A common tool in the research into autonomy, according to Benson (2011, p. 201) is the use of reflection into one's own practice on the part of those involved in the projects at hand. Reflection is also the most important step in the Ignatian paradigm (see 1.3. On Ignatian pedagogy) that we followed in the setup of the intervention. For this particular research experience, reflection was promoted by mainly providing participants with different opportunities to consider a question, an issue or a prompt. This would require them to analyse where they stood and to then share with the community their thoughts by the use of different means provided ranging from participation in meetings, forums, virtual chatroom discussions, and individual interviews. The framework was provided by the researcher and the participants were encouraged to decide if and to what degree they would be involved and ultimately which of the options for participation they would favour.

This, in my opinion, seemed as the most fitting methodology for this project since it echoed the format proposed by the Ignatian model we work under as well as it aimed at promoting an empowering of the participating teachers and tutors into forming a community of practice. This CoP would support them in developing and using their own autonomy and abilities to reflect, self-direct and evaluate their own practice for the sake of their own professional development. It was meant to be a way of encouraging autonomous learning. This gave strength to the thought that research on autonomy is "often best carried out in a local setting, in which learners and other teachers are treated as partners in the research" (Benson P. , 2011, p. 202). Participants, particularly in the second stage of this project, were given power of decision over a variety of choices that went from simple to complex (from meeting times to deciding on the next step in the process).

We established in a previous section (see 3.2 Methodological perspectives) the notion that within the research methods chosen to address the research questions posed for this project, data may be gathered through a wide array of different approaches and through the use of different tools given the eclectic nature of the qualitative naturalist methods put forward in this description. For ethnographic data, the possible sources of evidence could be participant observation, interviews and conversations, documents and field notes, accounts and finally notes and memos (Cohen, Manion, & Morrison, 2011, p. 223). To gather evidence from a case study, the sources could be documents, archival records, interviews, direct observation, participant observation, and physical artefacts (Cohen, Manion, & Morrison, 2011, p. 299).

Keeping in mind these options, teachers involved in this project were invited to carry out different actions (see 3.3. Stages of the research project) as part of the intervention. Keeping track of what the participants used and did became part of the data gathered for analysis. Participants were asked to keep an open mind about the process they were going through, reflect and learn from the experience. As part of that process, they had different choices to make and all of the actions taken or not were documented and serve as the basis for the discussion of findings in upcoming chapters. Table 5 illustrates those options the participants had and were able to choose from:

Proposed activity	Options for actions taken by participants
Make decisions about their own process	• choosing how and how much to participate in the activities proposed • choosing how and how much to interact with peers • choosing how and how much to interact with information shared
Actively participate in general meetings	• expressing opinions during meetings • making suggestions during meetings • voting on decisions during meetings
Do self-reflection on a variety of proposed aspects	• participating in forum discussions on Moodle • participating on Slack discussions (interaction application)
Keep notes on their reflection process and progress throughout the stages of the project	• using a personal learning journal
Share whenever possible with the rest of the community their thoughts	• looking for opportunities for personal interaction with other participants to discuss issues and topics • participating in forums and discussion chats replying to prompts and other participants' comments
Participate in workshops led by experts on different subjects	• doing self-reflection during the workshop through activities proposed by the expert leading the workshop • doing self-reflection after the workshop on the lessons learned from it
Interact with main advisor	• looking for opportunities to discuss the process they were going through • asking questions • answering questions

TABLE 5 OPTIONS TAKEN BY PARTICIPANTS

From these actions, evidence was gathered from participants in the form of:

- Written interventions on discussion chats
- Oral interventions on reflection and decision-making meetings
- Personal notes on participant learning journals
- Written and oral answers to direct prompts and questions
- Notes on the researcher's journal from her participant-researcher point of view
- An individual interview with autonomy in mind to recover the experience of the more personal second stage of the intervention

The degree of participation of the teachers involved in the project varied throughout the different stages of the fieldwork interventions and that in itself is also data to be analysed. For a more specific look at the specific activities and the data produced at the different stages and how it fed the general project see Appendix 8.

3.4.1. INTERVIEWS WITH AUTONOMY IN MIND

The individual interview to recover the experience of the second stage of the intervention represented a particular design challenge in itself. If this intervention was looking to provide participants with the experience of having opportunities to attempt, observe and finally develop autonomy, then even something as seemingly innocuous as an individual interview would have to be aligned with this objective.

I decided that just because we were going to have a final individual interview to close and gather the experience of the second stage of the intervention, there was no reason why this interview could not be another opportunity to encourage autonomy. And so, in my mind the design had to be consistent with that.

The design of the interview included a set of open questions that were written by hand on individual paper cards (see 6.1.1. Drawn from individual reflection). The cards and the questions on them were not numbered and were handed to the participants at the start of the interview in no particular order. The participants were told that they could choose which questions to answer: none, some or all. They were also told they could decide in what order and in however depth they wanted to answer the questions. The message I tried to convey was that they were in charge. This interview was basically one more opportunity for them to reflect on their experience, the difference was that they were doing it, somehow, together with me. I saw my role here as a sounding board, a witness to their reflections. My job was to facilitate their gathering of their own experience for their own sake.

The interview design allowed participants to make decisions at every step of the way, and this was how autonomy was present for it. Participants decided:

- Whether they accepted my invitation to talk about their experience in an interview.
- When they could come and see me for the interview.
- How long the interview was going to take depending on the time they booked with me. This was mostly determined by the time they chose for their appointment: half an hour or an hour before their next class, after their last class with no other commitment afterwards, during their lunch break, on a busy or relaxed day, etc.
- Which question or questions from the set to answer.
- In which order to deal with the questions.

- How in depth and personal their answers to the questions they chose to answer would be.
- Whether they wanted to answer the questions in English or in Spanish (or the common translanguaging process that we usually rely on in our team) (See more on this in 6.2. discussion of findings)

Both the experience of having had this type of interaction with me as their advisor during this process and the reflections themselves would become part of the participants' personal journey during the intervention. The information gathered by this method would also be the main source from which the work for the third stage of the intervention would take shape into the recommended pathway we would ultimately put together, as the main aim of the research project.

Having an interview format that was aligned with the general work proposed by the intervention not only made sense in terms of design, it also allowed participants to use the experience of the interview itself as part of their process of building confidence in their reflective skills. It showed them how a reflective dialogue with an advisor could lead to developing further awareness of their own process and their autonomy.

3.5. ANALYSIS METHODOLOGY

Qualitative research, according to Mays and Pope (2000, p. 52), "has much to offer" and it requires patience, thinking, practice and real skill. Throughout this project, I have certainly seen the potential and the use of it. A lot of thinking and patience has gone into this project and I have made the effort to develop that practice that will bring in the necessary skill to provide a sense of quality to the research.

In the constructivist view of the methodological assumptions behind this research and due to the nature of the research questions driving this project, the analysis methodology had to respond to the experiential nature of the intervention. A descriptive and narrative approach is used in the presentation of findings to begin with which is particularly relevant for the first two research questions as they intend to give evidence of how the participants lived (simple quantitative data) and experienced (perceptions and basic reflections as qualitative data) the proposed intervention.

For the third and final research question, which gathered the total experience of the complete intervention, an analysis of thematic networks (Attride-Stirling, 2001) was done to systematize the data gathered, present it and finally to interpret patterns that would allow the drawing of conclusions. This meant the familiarization of the researcher with all of the data gathered to allow for the establishing of certain basic themes, that could then be grouped into organizing and then global themes that would create the thematic network necessary for further analysis. All along, the analysis of the experience followed the framework set by the Ignatian paradigm (see 1.3. On Ignatian pedagogy) under which the research project was designed.

4. FIRST RESEARCH QUESTION

Focus on the first research question began as the process of the first stage of the intervention started to develop:

How would teachers respond when given "autonomy" in a curriculum change management process?

The set up for this first stage of this intervention looked to replicate the Ignatian pedagogical paradigm (IPP) which includes as its fundamental elements: experience, reflection, and action (see 1.3. On Ignatian pedagogy). In trying to get the cycle of the Ignatian methodology started, an initial step was taken using the element of **reflection** as the point of entry. This with the aim to incite participants into **action**, to allow **experience** to take place and to then circle back to **reflection** and keep the cycle going as the intervention continued.

To be able to answer this first question, a recovering of the teachers' responses in the different activities that took place during the first iteration of IPP for the curriculum change management process is presented here. The teachers' responses included attendance to face-to-face sessions and online presence in the Moodle page discussions and forums. These actions, seen through the IPP framework, are presented and analysed as evidence of the response provided by teachers to the act of being given autonomy during the curriculum change management process experienced in the first stage of this intervention.

4.1. PRESENTATION OF FINDINGS

4.1.1. ON REFLECTION

The initial reflection opportunity that was set for the participants in this first stage of the intervention, came in the form of three meetings and the opportunity to participate online in a page on the LMS Moodle platform, used at the time institutionally. The page was meant not just as a repository of information and resources, but as a place to "gather", to share thoughts and reflections, to participate virtually as well or instead of doing so physically in the meetings.

For this reflection step, I chose to use as a framework the reflection on practice model put forward by Farrell (2015, p. 23) as explained in 3.3.1. Stage one. I chose to use as an entry point into this model the "beyond practice" marker. Beyond practice in this framework for reflection, offers an opportunity to consider where a teacher stands in the grand scheme of things of the environment in which she exercises her teaching practice. It allows the teacher to consider what she does and how this impacts not just her students inside the classroom, but how it transcends beyond those four walls. Since we were going to be discussing these issues within the context of information gathered about the English language programme and how this could better fit the vision needed for our institution it served our purpose to begin the reflection process here. As we moved through the transition process we would continue to reflect on the rest of the aspects proposed by this framework (see Appendix 6 – transition calendar).

4.1.1.1. FIRST MEETING

The first general meeting took place on December 7, 2015. The meeting was called to present the challenge our department was facing in response to the work done with the academic dean, the director of the department and the coordination team after assessing where we stood in terms of the English language programme. Work had been done by the coordination team to analyze what needed to change to improve our contribution to the aims of our institution to better prepare our students for the world.

The idea was to use the meeting to share information with the whole faculty, to offer encouragement and to make it clear that we were setting a common goal for our English language programme: we were looking for change.

During the meeting, information was shared by the head of the department. Teachers were presented with the results of a survey applied to students and the resulting analysis that was to redirect the efforts of our team. The most salient points shared were the strengths and areas of opportunity recovered from the survey, see table 6.

Strengths	Areas of opportunity
• **The teacher support and feedback provided for students facilitates learning.** • **The use of interesting and fun teaching strategies helps to put into practice what was learned.** • **The centre has enough resources to help students learn.** • **Learning English is meaningful when they teach you things that are useful for your professional life.**	• There is no clear progression of contents or learning in the different levels, this gives you the feeling of seeing the same things and that every level is similar to the others. • Learning English is a sort of random act, it depends on the teachers you get and their methodology. • After finishing the levels of the PCI, students do not feel sure about having really mastered the language. • The level of demand in the classes is low; this means that there are students who pass the course without really having the knowledge for the level they are taking.

TABLE 6 - STUDENTS' PERSPECTIVES ON THE ENGLISH PROGRAMME (QUINN 2015)

Based on this information and the details provided by the survey, as well as the input gathered from the Academic Dean and the rector's recommendations, a number of specific desirable changes were decided upon by the coordination team in dialogue with the department head. The English programme would have to:

• Use a distinct academic and professional focus.
• Tighten up evaluation rubrics.
• Evaluate performance not effort.
• Improve overall structure; look for coherence and articulation across all the content of the overall programme.

The profile of the programme was expected to become more formal, academic and rigorous. All of this was presented to teachers from the perspective of the students' opinions, and the gate keepers (coordinators and head of department) and higher stakeholders (academic dean and rector). The teachers themselves were not included in the analysis process.

This first meeting had two objectives. On the one hand, it was about helping the teachers place themselves as actors in the context of the English language programme, the Language Department and the university as a whole. It was also meant to allow teachers to take the time to reflect on how their work was perceived as part of the strengths and areas of opportunity for improvement for the English programme. The process of reflection started from a general perspective with the intention of setting the stage for the upcoming work the group of teachers and coordinators would be invited to get involved in. With this, the transition project officially started. A decision was made to begin with the reflection phase proposed by the IPP, to then move on to action and experience.

In preparation for the meeting and considering these two objectives that we were aiming to achieve, I had an email discussion with the department head. I wanted to convey to him what I thought would be the most appropriate tone to set for the presentation of the information that he was planning to share with the teachers. In my opinion, I thought that it was our department head's job to present information yes, but to make sure he could inspire teachers and help them feel part of a team, a team that needed to work together towards a common goal. I shared this note from my research journal with him together with my recommendations:

> *"… we want teachers to see the need for change, to muster the right attitude for it, and more important, to own up to their part in the process so we can work towards it as a team, as a community."*

> Researcher's journal entry, December 3, 2015

We were, indeed, setting up the stage for the type of reflection we were looking and hoping for. During the meeting there were a few quick comments from some teachers, but they were invited to wait until our next meeting opportunity to share their thoughts. Our department head wanted them to take time to process the information. Teachers left that first meeting with some information and a vague idea of what was to come: a transition process we were going to work through together.

4.1.1.2. SECOND MEETING

A second opportunity for reflection came during a brainstorming session that was part of the activities organized for an Academic Day event we held on December 11, 2015, before winter break and the upcoming spring semester where we were to start working on all the changes. The activity asked teachers to think and work together in small groups to reflect on three questions.

Teachers and coordinators shared in small groups their answers to the questions and they captured the most salient points from the discussions in posters placed all around the room where everybody could read what other groups had written and find similar ideas or things they had not thought about in their group. A lot of nervous energy was evident that day, on my journal I made a note recording what I saw:

> *"In general, the palpable overall feelings were of anticipation, expectation and a good mix of concern and hope blended in every face. In any case, here we go; the journey begins."*

> Researcher's Journal entry, December 11, 2015

I thought it important for them to be able to recognize all the positive things and work that had been done so far and focus on the changes that we were going to need to make but from an optimistic positive perspective. The intention was for them to see that yes, improvements needed to be made, but we were walking over solid ground as a team. The questions they were invited to discuss and the themes that emerged from the answers provided were as follows:

Question 1 - What are we doing right and must continue?

From 39 answers, the major themes that arose were:

- Belonging to a good teaching team with people comfortable with change.
- Feeling appreciation for a good, professional, and inclusive work environment where people feel heard and well accompanied by coordinators.
- Recognition of professional development opportunities constantly offered and made available to teachers.

In these answers, I read an evident sense of being part of something, as well as an appreciation for the privilege of having support in the department and from the institution to learn and continue growing personally and professionally.

Question 2 - What innovations can we implement as a department?

The 46 answers concentrated around these themes:

- We should improve and homogenize evaluation criteria that aligns with programme objectives – answers from teachers.
- We should put a conscious emphasis on the motivational and emotional elements in teaching and learning – answers from teachers.
- We should set up formal and ongoing ways of recovering and sharing experience and expertise – answers from teachers.
- We should expand more online courses, the use of TICs and distance learning in general – answers from coordinators.
- We should create a departmental image to unify our mission and foster inter and intra departmental collaboration – answers from coordinators.
- We should offer the department's expertise in didactic strategies to other departments – answers from coordinators.

The answers go from specific aspects to do with the English programme first, to wider aspects that concern the department as a whole, and there was a clear line drawn between the answers put forward by teachers and coordinators. The teachers' answers centered on the programme, whereas the coordinators' tended to present "big picture" views and propose a farther reach beyond the walls of the department.

Question 3 - What can I adjust in my own teaching practice?

From the 12 answers to this question, the themes present were:

- Share knowledge, best practices and experience with fellow teachers within coordination teams and the department at large – 4 answers
- Continue learning and developing professionally taking advantage of what is provided by the institution – 5 answers
- Assume responsibility, know our limitations and ask for help – 3 answers

The coordinators restrained from providing answers to this question, because we were looking to have teachers come forward with initial personal commitments to face the challenges to come. Less than a third of the people participating in this exercise wrote something for this last question. Most of them angled their answer from a practical professional strategy, whereas three of them chose to do it from a more personal, perhaps more insightful point of view.

4.1.1.3. THIRD MEETING

A third moment we used to allow these initial reflections to occur from the whole team came with the general PCI meeting we held right before the start of the spring term 2016, this was the transition semester we would use for the first stage of the intervention. My perception of what transpired that day at that meeting can be read in the entry I made on my journal.

> *"I was in charge of the presentation of the calendar and action plan for the transition, and from that position at the centre of the room looking at a sea of faces I could not help but feel that we could really pull this off. I could see eagerness in some faces as well as concern in others, but the underlying sensation was without a doubt in my mind one of willingness. They were ready to give it a try, to make the effort, some were a bit worried or maybe even scared, but were still willing to try; and that was really motivating that day for me and for everyone else, I believe. The cynic in me of course thought that talking about things is one thing, having to actually do them is another story. We'll see."*
>
> Researcher's Journal entry, January 16, 2016

The entry reflects that eagerness and willingness that I was able to perceive in the teachers, I had just laid out the plan for all the activities we were proposing to do during the transition semester and it was obvious that we were proposing to do a lot. I was, just like them very hopeful that we would see a lot of collaboration and most of all participation in the experience, I hoped for a lot of action, but was also aware that we were asking for a big commitment in time and effort and it was not going to be easily done.

4.1.1.4. ONLINE REFLECTIONS ON MOODLE

Together with the opportunities for face-to-face interactions offered in the meetings, came the possibility of following and contributing to the work done during the transition process on an online platform (see Figure 20). Presence on the platform would give teachers the opportunity to express their thoughts and feelings. This would allow us to see how they were living the experience, it would provide an initial opportunity to see their capacity for reflection specifically with regards to the changes being proposed for the English language programme.

This online participation would also allow them to take part in asynchronous discussions on topics that would be part of the decision-making meetings (see calendar in appendix 6) before they took place, and after the meetings find out what decisions had been made, whether they had attended the meeting or not.

It would also give them access to the suggested post session tasks recommended as part of the reflection-on-action activities (see calendar in appendix 6). It would provide them with opportunities for asynchronous discussion on those reflective tasks as well. In addition, it gave them access to a calendar for the expert-led workshop options (see calendar in Appendix 6) they could choose from to decide which ones to attend.

Finally, it would also act as a repository of all the information created for and from the transition process: PowerPoint presentations, audio recordings from meetings, handouts and materials shared.

FIGURE 20 MOODLE PAGE

The initial reflections captured on the page about the first two meetings that were used to provoke discussion and to encourage reflections on a personal level over what was to come, show the growing shift towards a more positively charged attitude from everyone involved in spite of the worry underlying this need for change. Some expressed more personal feelings, and worded them as positive messages of encouragement for the whole community of teachers.

> *"[…] my feelings should influence my participation and performance as a teacher positively. I could sit down and say, "Oh well!" or I can be challenged and go for it! I am ready to begin with this new endeavour!"*
>
> <div align="right">Teacher _, post on Moodle, January 2016</div>

> *"I think if we all see the upcoming changes as something positive, we will succeed and it will be for good."*
>
> <div align="right">Teacher _, post on Moodle, January 2016</div>

Others commented on the more academic side of the changes that we were starting to discuss and stepped away from the more personal line others were following.

> *"I fully support the point that we need to have more consistency across the program and I love the idea of having a good book that everyone will use. That puts everyone on the same page in terms of objectives, level of difficulty, general themes and vocabulary."*
>
> <div align="right">Teacher's post on Moodle, January 2016</div>

In general, the feelings conveyed in the reflections can be summarized in this next post where the evident ambivalence of both being able to see the positive and the negative aspects of the situation we were in was present. At the same time, a call for action from an encouraging point of view was the most salient take away overall:

> *"During the presentation I was both happy about the positive things students said about the program and also worried about the negative ones. […] we need to change direction and do our best."*
>
> <div align="right">Teacher's post on Moodle, January 2016</div>

Once the calendar of activities was explained at the third meeting and teachers understood that they were being asked to participate in the decisions that needed to be made for the changes to the PCI programme, comments were made on the Moodle page that reflected a sense of gratitude for the opportunity to be taken into consideration. As this is not something that usually happens in most Mexican contexts, teachers were moved to comment on how this made them feel. Their feelings on this came in the form of posts and comments such as these ones:

> *"I also wanted to thank everyone in the coordination for this space. It makes me feel part of a team of professionals exchanging opinions for a common objective. After the meeting today I felt so motivated, so part of something important. Thank you for listening to us and to question us. This is a very interesting space to learn from others and from ourselves."*
>
> <div align="right">Teacher _, post on Moodle, January 2016</div>

> *"I am glad that I am teaching in an institution where teachers and administration are supportive and we help each other advance forward."*
>
> <div align="right">Teacher _, post on Moodle, February 2016</div>

4.1.2. ON ACTION

In terms of action, we will look at the participation levels of the teachers in the face-to-face opportunities provided by the calendar of activities: decision-making meetings, reflection-on-action sessions and expert-led workshops. And the online presence evidenced in the Moodle page in the form of posts in answer to cues and discussion forum invitations.

4.1.2.1. DECISION-MAKING MEETINGS.

In looking at the numbers on attendance to decision-making meetings, we must consider certain points that are part of the context in which this intervention took place. First, on a regular semester, teachers are usually only invited to attend one general meeting and one more meeting for their specific coordination group per semester. Second, attendance was not mandatory as such for these decision-making meetings. Third, the meetings took place with a frequency of one meeting a month in a fixed and "imposed" schedule although times and days chosen were based on historically successful previously used schedules, this together with a number of other activities. Finally, most teachers have a second or even a third job somewhere else, outside campus with demanding schedules as well.

These decision-making meetings were led by the team of coordinators and in occasions the Head of the Department also attended and participated in the discussions. Attendance by teachers at these meetings was consistent across the four dates on the calendar for the transition period (see appendix 6).

On average 30 out of 56 teachers attended the sessions, this translates into a 54% average attendance from the total of teachers in the PCI, with a 70% high on one of the more crucial meetings which focused on choosing assignments and making decisions on rubrics to evaluate them (see figure 21).
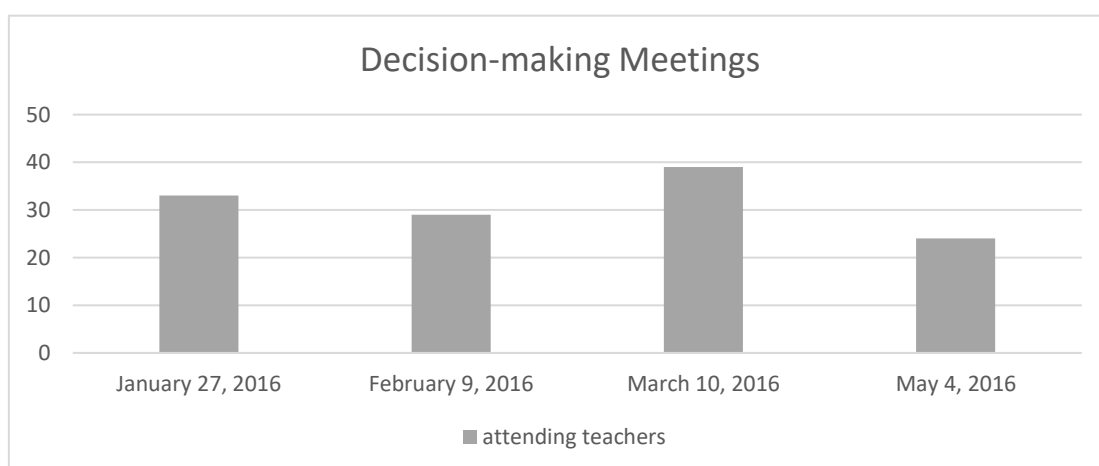
FIGURE 21 ATTENDANCE TO DECISION-MAKING MEETINGS

Although it was in most cases less than half of the teachers who did not attend some of the meetings, a number of the faculty did not attend any of the sessions at all. These teachers did not voice their opinions nor did they vote on decisions that were meant to shape the

programme they would ultimately work on. Further information on this point appears in 4.1.2.4. Online presence.

4.1.2.2. REFLECTION-ON-ACTION SESSIONS

These sessions were led by me, and in some occasions one or more coordinators from the team attended as participants. Attendance by teachers to these sessions was on average lower than that of the decision-making meetings, and it tended to be the same group of teachers regularly taking part in the sessions with a small number of new faces at some meetings.

On average 12 teachers out of the total of 56 attended the sessions, offered in the beginning in two different schedules to facilitate attendance. This is equivalent to an average of 21% participation from the team of teachers (see Figure 22).
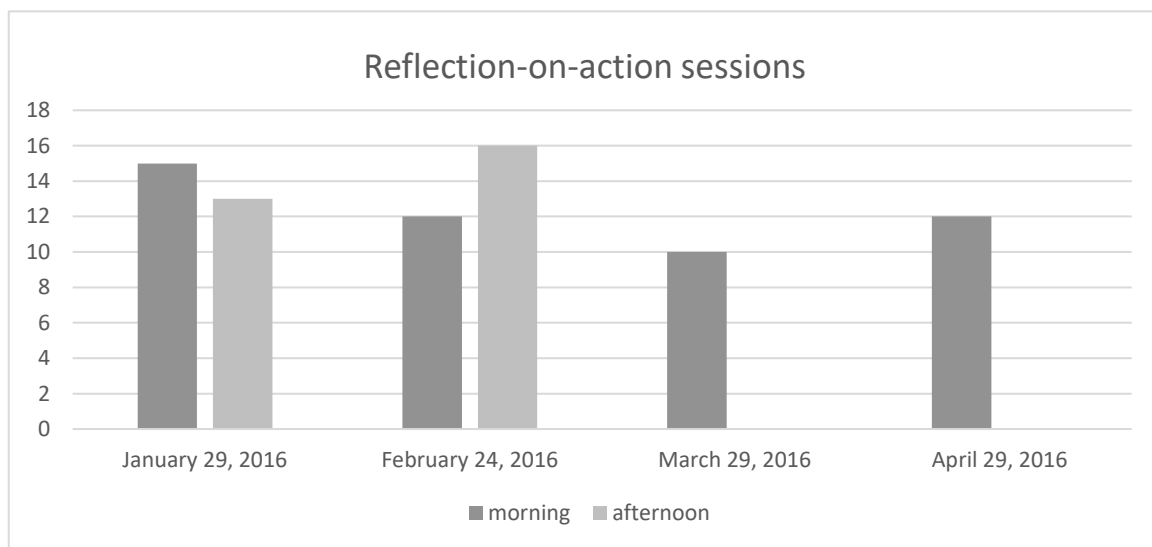
FIGURE 22 ATTENDANCE AT REFLECTION-ON-ACTION SESSIONS

The more consistent attendance to these sessions, tended to come from the same teachers who often respond to initiatives that I promote, who have participated in training schemes I have led in the past, or who have worked more closely with me in my coordination group. On my research notes, I started noticing this tendency and commented on it:

> "*I have realized that the more consistent attendance has come from teachers in my coordination group – that is, the ones I usually work with more closely, the ones who know me better. Are they attending because I am the one heading the sessions? Would they be attending this regularly if it were another one of the coordinators? Would teachers from another coordination group be more regular if their coordinator were the one leading the sessions? Are they coming to the sessions to be polite with me and is that why they will come but not engage with the work proposed as follow-up online?*"

> Researcher's Journal entry, April 5, 2016

4.1.2.3. EXPERT LED WORKSHOPS

Another element in the calendar of activities proposed for the transition was the expert led workshops. These workshops were the items on the calendar of activities with the best attendance records.

The workshop on "Accompanying, Ignatian Style" was facilitated by two academics from the university's Ignatian centre. This is an office dedicated to promote formative processes and accompanying amongst the community across campus, all of this from an Ignatian philosophy standpoint. Both of the experts in the subject who conducted the workshop have long careers in our institution and are well known to our teachers, because they have at one time or another taken other workshops offered by this centre. The workshop was offered in four different schedules, two options in the morning and two in the afternoon.

52 out of 56 teachers took the workshop in one of the four schedules offered (see Figure 23).

Workshop AIS

7%

93%

■ attended   ■ did not attend
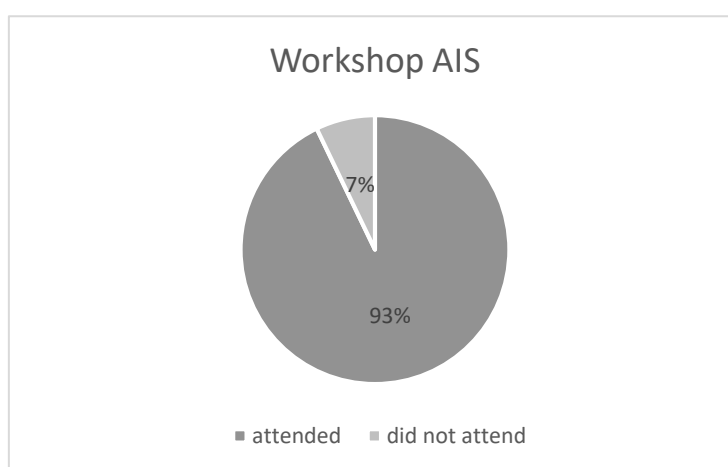
FIGURE 23 ATTENDANCE TO WORKSHOP ON AIS

The workshop on English for academic purposes (EAP) and using the new course book adopted for the new programme was facilitated by the academic consultant assigned to us by the publisher whose course book series we were adopting for the changes to our programme. This workshop was also offered in four different schedules, with two options in the morning and two in the afternoon. Most of the teachers did not have previous teaching experience in EAP. 100% of the teachers took the workshop in one of the four schedules offered.

4.1.2.4. ONLINE PRESENCE

As an initial action, a total of sixty-three people were signed up onto the Moodle page set up for this transition work. These people were: the head of the department, 6 coordinators and 56 teachers.

Out of the 63 participants, 31 participated with at least one post on the different discussion forums and two teachers never logged into the page.

This means that 49% of all the people involved in our curriculum change management process left some evidence of participation at least once.

The distribution of the number of entries in the discussion forums can be represented as seen in Figure 24.
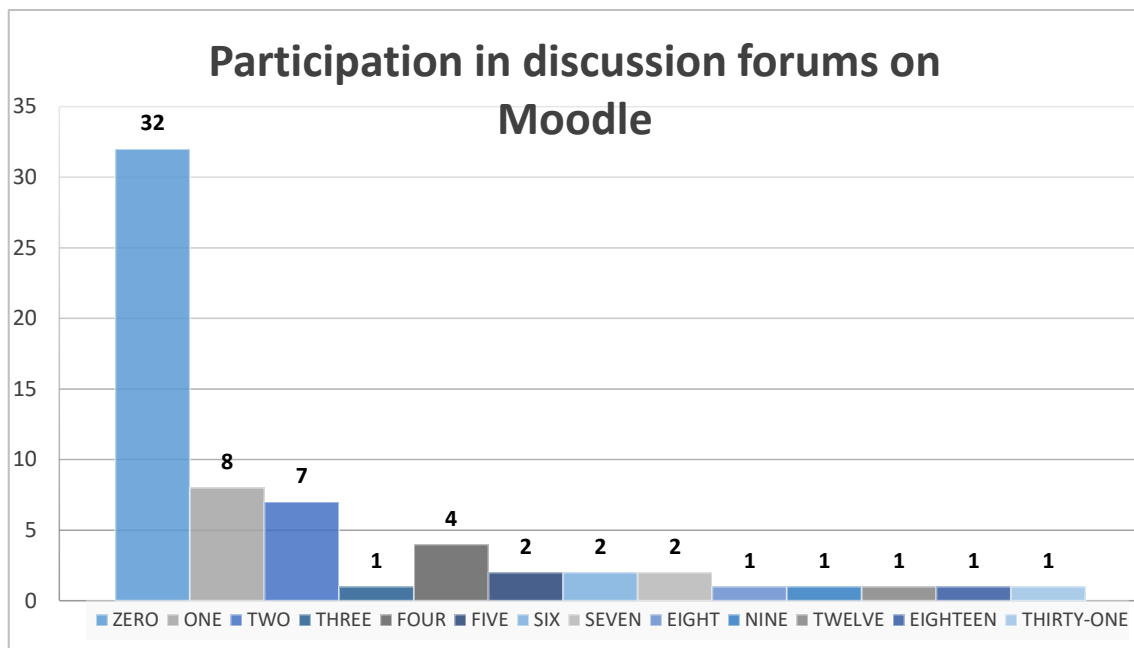
FIGURE 24 PARTICIPATION IN DISCUSSION FORUMS

Approximately 50% of the participants averaged five posts, this without taking into account the ones who only posted once and the highest one with 31 posts.

4.1.3. ON EXPERIENCIE

In terms of experience, I will present the type of more explicit evidence left by the participants of their involvement in the activities promoted for the intervention at this stage.

As evidenced in the online platform, it seemed easier for the most vocal teachers to discuss their opinions about general topics. The less vocal, seemingly less confident teachers mostly followed the discussions as evidenced by the activity logs of the Moodle page but did not participate. A few others, the "in-betweeners", made themselves present by using one-word responses that basically allowed them to be seen, to leave evidence that they were there, but without having to necessarily commit to any posture. Most of the single posts were one-word utterances coming from this latter group.

"Thanks!"

Teacher _, post on Moodle, February 2016

A small number of participants posted longer more personal reflections. Some of these participants engaging on deeper reflection on the online platform did not consistently attend the reflection-on-action sessions if at all. These more personal reflections, depending on who they came from, started to paint a picture of where the teacher stood in looking at this process that was attempting to promote change. A tendency in the perspective of comments started to

become evident to me. Teachers educated in Mexico spoke of their personal process from a different point of view than those teachers educated abroad, and it took them longer to arrive at more insightful conclusions in general.

The following two posts illustrate this very personal reflection experience by two teachers. Both of them were quite candid in their comments and I thought that was a good sign of the level of trust there seemed to be amongst the group of teachers. The initial prompt presented them with this extract and asked them whether they agreed or disagreed with the author and to explain why:

> *"Within the fields of education and second language education top-down approaches to professional development suggest that teachers should change their practice and take up a particular innovation or teaching method that is usually highlighted in a workshop given by an expert. The idea is that the teachers will improve their practice by implementing whatever is being delivered by the expert. What usually happens in reality is that many teachers, although they may think the new idea is good, revert back to what they have always been doing because the new idea may be difficult to implement. One reason for this is that teachers cannot change what they are not aware of what they do now."*

> Farrell, 2015: 32

The first post came early on in the process, in January. This teacher posted her response before we started work on the Reflection-on-Action sessions which in the end, she never attended. This teacher has always been able to carry out insightful reflection and is able to share it openly together with her opinions.

> *"I don't know about other teachers but I have to come clean . . I am guilty of reverting to old actions even though I know better. I have had years of teacher training and have reflected on my actions and even though I have done that, those 'bad actions raise their ugly head' and I revert back to them. That is why professionally observing each other and giving each other feedback and keeping journals . . or even making a mental note gives us food for thought and motivates us to reflect. For me old habits die hard. For example, the idea of 'facilitating vs fixing'. I sometimes fall into the old habit of giving the question and giving the answer without wait time. Wait time is not a 'new' idea and is a good action, so reflection can spur me into action and get me back 'on the wagon'. Reflection never seems to be a one time fix for my mistakes. Reflection ongoing over the years shows me 'what I do' or what patterns I fall back into. Sometimes it isn't about implementing a new idea but I certainly have to get past my own 'demons' and move on."*

> Teacher educated abroad, post on Moodle, January 2016

The second post came in March, after the third Reflection-on-Action session. This teacher has had a long career, but had not often been given the opportunity to express her thoughts openly and I believe that even though she is quite insightful she was lacking in confidence in herself and her abilities.

> *"Of course there are many reasons as to why we decide not to change, but in my case I must confess it´s fear of making mistakes and feeling "exposed". Feeling incompetent gives me a sense of weakness that I still have trouble identifying and controlling. And there is also fear to commit myself to the hard internal work it requires. But then again, I don´t need to fix everything at once and one step at a time will do. Moreover, if this happens to me as a "teacher", then I can be more understanding with my "students" who end up teaching me every single session. I´m so grateful and fortunate to be surrounded by critical thinkers willing to strive for more."*

Teacher educated in Mexico, post on Moodle, March 2016

In general, the more open the prompt, the more responses it attracted: "what do you think? What were your impressions? Share your thoughts on the idea of change", etc. The open prompts averaged 22 posts between initial posts and replies (see Figure 25), while the more personal ones averaged five posts (see Figure 26).

FIGURE 25 POSTS FOR MORE PERSONAL PROMPT

FIGURE 26 POSTS FOR OPEN PROMPT

When the topic of the discussion had to do with teaching in general, with changes to our programme, with sharing thoughts on what we ought to work on as a department, the participation flowed, people engaged and they expressed their opinions. In one of the more popular general forums discussing the need for change and being able to learn from mistakes, one prompt question generated seven initial discussion points and those in turn yielded 38 reply posts. Nineteen people in total participated in the overall discussion of this single point.

> *"It is pretty strong to realize that we don't know much about our teaching and this is why it is difficult to do new stuff. Maybe some ways to help ourselves out would be to ask other teachers to observe our classes (the teacher who wants to be observed should ask other teacher if they would be willing to observe them and give feedback) or to record ourselves when teaching and this could be done on many classes. I guess that discovering what we do now requires a lot of work and being brave enough to accept what we do wrong and needs to be changed. But, the good part is that this is something we can decide, we make the decision to change or not. So let's change!"*
>
> Teacher _, post on Moodle, February 2016

> *"The funny thing is that after making mistakes throughout my life and considering them as an enemy, at age 52 I see them as a means to become "humble", which is an indispensable factor in any learning process. For the first time in my life, I see them as my allies!"*
>
> Teacher _, post on Moodle, March 2016

By the second half of the transition period, the type of entries requested on the Moodle page started shifting inwards. The prompts started asking for more specific personal answers to

given tasks and with that, the number of posts and replies sharply reduced: 151 of the total of 155 entries were posted on the first half of the page where opinions and thoughts were requested. Only four posts were supplied as answers on the more personal prompts in the second half of the page and on further analysis they were deemed to be impersonal in nature. An example of this would be this single entry in response to the following prompt:

Forum: My teaching practice and the PCI 2.0
So… can you share some of your thoughts around these questions? - Where do you fit in the changes to the PCI? - What do you have to change in your teaching practice to contribute to the PCI 2.0? - How do you plan to implement these changes in your teaching practice? - What is on you? What do you need help with? Who can help you? How can they help you?

"I'm looking forward to hearing some tips and tricks regarding the integration of Skillful. Like every other program, such as ELL, ESL, and specific EAP programs, this new General program on English for Academic Purposes might call for continual professional development and seminars. One of my concerns stemming from the recent literature regarding this program, was the relative newness in Mexico (by recent I mean the implementation of such program in Mexico as far back as 1990 which isn't so long ago in academic years). Upon further research it appears that workshops/seminars do exist and can exist. In fact there are blogs on the subject. I see this as a great opportunity for collaboration and hope we can continue these teachers reflections but with a greater focus on GEAP so as they adopt it successfully into [our institution]'s cultural reality. To get a better idea to see how different this program is when compared to programs some might be more familiar with, here is a useful intro link: http://www.uefap.com/bgnd/eap.htm"

Teacher_, post on Moodle, May 2016

The teacher took the time to post a reply to the cue, but did not directly address any one of the issues they were being asked to write about. Where the cue was asking to do some personal introspection and reflection, the teacher, in spite of being one of the more analytical and reflective ones chose to deflect from the personal perspective to a more general comment without really engaging further. On my notes, I commented on this type of entry:

"I wonder if there really is any point in asking for this kind of personal stuff online, in such an open forum. We can talk about these things face-to-face, or at least some of us can, it seems, but to leave something in writing for everyone to see on the platform seems harder. I have noticed that most of them find it hard to say these things in person, and it seems that for some it's even harder to put it in writing."

Researcher's Journal entry, May 31, 2016

Ultimately, the more vocal people had more influence, both in writing before and after meetings and face-to-face during both decision-making and reflection-on-action sessions. This meant that it was their proposals that ended up shaping the decisions made for the whole programme, and it was their insights that gave direction to the reflections. Some teachers would just observe the process and remain on the side-lines not participating in the online discussions, not offering an opinion during a face-to-face discussion during a session or by not even attending the sessions.

4.2. DISCUSSION OF FINDINGS

The responses from the participants recovered in terms of attendance and online presence is discussed here in terms of the main concepts in the Ignatian pedagogical paradigm (see 1.3. On Ignatian pedagogy) that informed decisions for the design of the intervention as well as the gathering of findings and subsequent analysis. Experience, reflection and action are part of the cycle that the paradigm represents in a learning process as visualized in this segment in Figure 27 of the model in Figure 6.
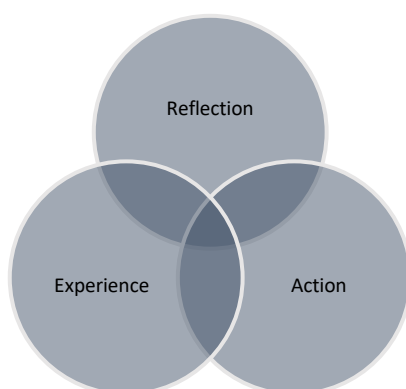
Figure 27 Segment of the Ignatian Pedagogical Paradigm

As explained by Duminuco (2011), experience in a learning process means acknowledging an understanding of something from an intellectual and affective level. This is both what we comprehend and how we feel about it. Reflection is a reevaluation of an experience in order to determine how it influences our stance and our life in general. Action on the other hand, is the product of the adaptations that we allow to take place within us thanks to our reflecting upon the experience we have had. The product I refer to is the choices we make based on what we learned that could ultimately bring about changes in our life and that of others (see 1.3. On Ignatian pedagogy). These aspects served as the points of reference for the presentation of findings for the first research question as the participants went through the experience of the curriculum change management process during the first stage of the intervention.

Coming in the next sections a discussion of these findings based on this framework is presented in more detail. In general, I could say that the response of the teachers to be given autonomy in the process of changes to our programme, could be summarized in a few relevant points that I summarize here.

To begin with, having a set calendar, a visible leader, a list of activities prepared for them and a place to find everything related to the transition, i.e. the Moodle page set up with information

and forums to discuss issues, offered all participants what seemed to be a secure structure to work from and this seemed to appeal to them. This allowed those interested in being involved to work consistently as a group, sometimes interacting face-to-face and other times asynchronously through the platform. In general, it appealed to a collectivist nature our society values where belonging to a group and being recognized, as part of the in-group is important and where harmony and good relationships outweigh the task (Hofstede, 2011, p. 11).

Being allowed to participate in the decision-making process did not automatically translate into guaranteed active involvement in the actual decisions needed to be made. On average, only half of the teachers were present in decision-making meetings. This is possibly explained by trust in the in-group to make the necessary decisions, an assumption that the decision would be or should be made by coordination (leadership) anyways or a rejection of this break in tradition where instead of being told what to do; you are being asked to give an opinion.

On that same line, although there was a clear sense of appreciation over the inclusion of teachers in the decision-making process, most of them, in particular the Mexican teachers did not put forward their own ideas. These teachers, for the most part, remained in the background allowing the more vocal, often the foreign (or educated abroad) teachers to dominate the discussion. This could be explained by a possible feeling of inferiority or deference behaviour as in malinchism (Arias , 2014, p. 40).

A small group of teachers participated in the reflection-on-action component and their participation was limited to attending the face-to-face sessions. The participating teachers were identified as a core group of people who often respond to invitations to structured professional development ideas led by an academic coordinator they are familiar with and under whose supervision and support they are used to working. This seems to be evidence of a sense of loyalty present in workplace interactions in particular, where one follows a leader who is recognized as someone who fulfils values viewed as important (Maertz, Stevens, & Campion, 2003, p. 122).

Participation in expert led workshops was the highest, as it seemed to respond to a familiar professional development set up that promotes top-down regulated activities. People knew how to behave and what to expect, it was familiar. On hindsight, I think it was a comforting space in the middle of activities that challenged tradition, like the reflection-on-action sessions or the decision-making meetings. Teachers in Mexico are not usually encouraged or expected to take on this type of more proactive roles. It reflects two main aspects of our cultural dimensions: large-power distance and strong uncertainty avoidance. In our society we assume that power is unequal and we learn obedience (Hofstede, 2011, p. 10). In terms of uncertainty avoidance behaviour, the evidence is found in a rejection for things that are seen as different. There is a need for "clarity and structure" that is expected in teachers who are "supposed to have all the answers." In rejecting anything seen as ambiguous, as it is equalled to chaos (ibid).

People seemed to make choices as to how much they wanted or were able to participate in the process with the certainty that objectives would be reached no matter how big or small their participation might be. These choices to participate did not seem to be the product of a strategy or a clear plan denoting agency, but rather seemed more dependent on availability of time, willingness to participate and get involved, or the confidence or lack of it to be outspoken.

The experience seemed to show that those teachers who were confident and who seemed to already have a clear sense of agency were the most willing to assume responsibility for proposing ideas and driving change. Being put in a situation that allowed for and promoted agency did not seem generate or further developed autonomy in those teachers who did not already have it.

4.2.1. ON REFLECTION

Starting this change-management process with opportunities for reflection, was, in my mind a crucial and necessary aspect of the experience. I actively lobbied to turn what was going to be a telling off session during the first meeting into an opportunity to share information, into a call to action, a chance to rally as a community behind a common goal and inspire a reflective attitude to welcome and drive change.

In the Ignatian leadership model, the authority's purpose is to serve. This service that the leader provides to his community is to help it grow. A growth that aims for transformation. This transformation is achieved with the different aspects that make up this leadership style: in order for the community to be able to discern, to make decisions, they need to be informed and be given freedom. The *magis* (see 2.4.3. Leadership for change) cannot occur if there is no trust.

These opportunities, to be fully informed, to express opinions, to participate in decisions that shape a programme, etc. are not commonplace in our Mexican educational context. Teachers have opinions about what happens in change management processes, but they are not generally asked to actually reflect on what is happening, how they are involved in the changes, and how they concern or affect them directly. This is most likely the biggest reasons why teachers kept expressing gratitude for being asked what they thought, for being part of a department and institution where they were being given an opportunity to express their thoughts and to actively participate in decisions.

Most teachers, particularly Mexican teachers with a Mexican education and long professional careers in our educational system, do not have much experience in reflecting on these issues. Teachers are used to being part of teams where the focus is on management and not on leadership (see 2.4.3. Leadership for change). When you have never been asked how you feel about something, it is difficult to expect that people will be able to form elaborate insightful answers just because they have finally been asked. Teachers were able to provide more practical answers centered on professional strategies at every turn of the work promoted for reflection. Only a handful of teachers allowed themselves the chance to reflect and actually knew how to do it, beyond superficial descriptions. It is a skill that we need to learn and develop, starting with those of us in leadership positions. Leadership without reflection cannot promote growth and transformation (Nicolás, 2014).

It is obvious to me now why the answers to the question on innovations coming out of our department had such a split in focus during the second meeting. Teachers are not usually given opportunities to build "big picture" perspectives, it is something of a privilege only afforded to those in coordination and higher leadership roles. How can they be truly part of a real transformation if they are not fully informed to begin with? I see this now as a flaw in the way we have managed our team, there has been a need for a more Ignatian vision in our leadership, for more trust and freedom, for more autonomy.

This would explain why even when teachers were given the opportunity to speak up, to voice opinions, to make suggestions, to be proactive, most of them would still not do much. They would put in time and effort, but not really "take charge". Metaphorically speaking, how could they run when they had most likely never been allowed to walk?

4.2.2. ON ACTIONS

A first level of actions that I was expecting to see in this stage of the intervention was that active participation whether it was through attendance to the different activities teachers were invited to or through the presence in the virtual space set up for interactions online in Moodle. This is where, the interest in the process of reshaping our programme was to materialize into action. To look into this aspect, in the next sections I will discuss the findings reported in 4.2.

4.2.2.1. DECISION-MAKING MEETINGS

Considering the context and the circumstances under which attendance to these meetings was expected (4.1.2.1. Decision-making meetings.), the levels of participation seen could be characterized as quite remarkable. The fact that even teachers who have to work in more than one institution to earn a living, could make the time to get involved in these activities was evidence of their interest in being a part of this. It seemed that just the effort to be present was in itself already seen as evidence of participation.

This participation, in my mind, denotes one of the core aspects of what we were hoping to accomplish in involving teachers in the decision-making process for the changes we wanted to enact in our programme: a community working together with a common vision. Especially considering the fact that, this level of open invitation to have a voice in decisions is not a common in our Mexican context or had not been done with such high stakes before in our department.

The teachers' comments showed their gratitude in being included in this process, seemingly reflecting back to the coordinating team a sense of the trust that was being placed in them to be able to contribute to the changes expected for our programme. The comments seemed to show how the teachers were choosing to turn possibly negative feelings into positive reactions. This is perhaps evidence of the evolution of our leadership style to really look to build the sense of community and trust needed for growth.

However, attending participants seemed to have been moved by a personal interest in being informed of what was at stake at these meetings first and foremost; and in second place, in less cases it seemed, by having a say in the decisions to be made. More on this last point in the following discussion.

4.2.2.2. REFLECTION-ON-ACTION SESSIONS

When looking at the participation records for these reflection-on-action sessions, the notion of a sense of loyalty as a factor in the decision to attend the sessions becomes relevant. Another factor, seeing as how some of these teachers have taken a number of training opportunities led by us, the coordinators in the PCI, is that based on past interest and perceived success, these teachers continue to invest their efforts in activities that they see as promoted by us.

These two aspects are part of the distinction discussed previously (2.4.3. Leadership for change) on the differences between managing and leading a team. When the work as a coordinator involves motivating and influencing your team of teachers through a focus on people's growth and working towards common goals (Gardner & Miller, Managing Self-Access Language Learning, 2014, p. 13); a sense of trust is built between the members of the team and their accepted (perceived instead of imposed) leader. This happens not because of a title or a name on an office door, but rather because it was earned through experience given by interaction.

I believe we have created to a degree such a culture of trust that has grown from years of working together, where we have become a learning community through interaction on a professional and personal level. Teachers join our initiatives because they trust our expertise and know that there will be professional and personal gains in participating. There is a big responsibility in this way of thinking, as it seems that if a proposed programme or initiative has our stamp of approval; teachers will be more likely to join in.

Accepting that there can be common personality factors or traits within a social group (Cruz Martinez, Rivera Aragon, Diaz Loving, & Taracena Ruiz, 2013, p. 1194), in the Mexican context where this experience developed, this tendency of a certain group of teachers to regularly respond to my invitations is a common phenomenon. People tend to create bonds and many decisions we take are based on those connections we have with other people. For Mexicans, in our collectivist culture, family and the work group are the two most important in-group (Kumar & Kelly, 2005, p. 75) we belong to. It is common for people to apply for a job at a place where a friend works, and to do or not do certain activities or participate in events and such, depending on who invited you or who is going to be there. Maertz, Stevens and Campion (2003, p. 125) point out, derived from their research into Mexican work places, that in our need for "low conflict, polite interaction and prevailing good feelings," Mexicans put a high value in "having friendly and cooperative relations."

Acknowledging this cultural trait, some years ago very early into this research project, I started promoting a monthly outing for the teachers under my coordination. The first Saturday of the month, I would book a table at a local restaurant for brunch and invite the teachers to join me. It was an open invitation, meant to promote socializing between "new" and "old" teachers and to help create a sense of community, to build trust and become more familiar with each teacher's personal context as we were going to be working towards changes in our programme.

I made the decision to launch this idea with the clear desire to start the job of creating a community of practice (COP) with the people who would ultimately participate in this project. The main purpose of a COP is to deepen knowledge and develop expertise in a given area (Wenger, McDermott, & Snyder, 2002, p. 4), and this is done through the on-going interactions of its members (2.4.1. Community of Practice). Therefore, promoting opportunities for participation in community building exercises outside the work environment to support the construction of an identity (Wenger E. , 1998, p. 4) in relation to this particular group of people made sense. It was also important to consider actions that would help bridge cultural gaps between all the teachers and their different backgrounds, and the idea of a COP provided opportunities to promote a deeper understanding of our own as well as others' identities, this "in an effort to foster more equitable and inclusive learning environments" (Costino, 2018, p. 119).

After a few months, when teachers in other coordination groups started asking about joining us, I extended the invitation to the whole of the PCI and we have been doing this for some years now. Only until recently, after all this time, people have stopped apologizing to me for not being able to come when they cannot make it, even though I have made it clear that they are not obligated in any way to be there, but it is not about obligation, it is, it seems, about loyalty.

A picture starts emerging with all of these thoughts, where we see most of these teachers following a leadership when they trust it and where they recognize expertise. From research done into the Mexican culture in the work environment, Maertz et al (2003, p. 122) explain this phenomenon as a sense of loyalty developed towards those in leadership positions seen by the worker as fulfilling "work values" that are perceived as important. They report this as the origin of a "psychological attachment" to that particular source of values. Furthermore, Diaz-Guerrero's research into the Mexican ethnopsychology, explains that in our socioculture "power is bestowed, traditionally, upon those you love". This means that we tend to make decisions based on affiliation, and it is because of this, that we become "interdependent, obedient individual[s]" (1975, p. xvi).

Making this analysis, I wonder now if the participation levels would really have been different if the other coordinators had been involved in leading the sessions as well. I wondered about it and made a note on my research diary, but did not react to it in time to make a possible change to the setup of the activities. I have asked myself questions about this. Why did we not have more coordinators facilitate these sessions? On hindsight this could have been a collaboration that I could have led but not do all on my own. Perhaps it was yet again more evidence of how we are used to working. There was trust from my fellow coordinators in what I was proposing, and once someone assuming a leadership role in a project, we are good at supporting and following that lead, without much questioning.

Continuing with the analysis of participation on this aspect, as mentioned in my personal notes (see 4.1.2.2. Reflection-on-action sessions), teachers were attending these sessions regularly and quite successfully fulfilling the reflective tasks I prepared for us during the session, but did not, at all, engage with the proposed follow-up reflective activities suggested on the Moodle page. The activities were meant to support the work carried out as a group during the sessions, but allowing for a more personal and deeper insight. At first, I thought that people were just not sharing their reflections online through the use of the Moodle page, but on closer follow up with them, I learned that they were not actually engaging with the tasks at all. No one kept a journal, none of them wrote notes, and no one tried the suggested reflective tasks available on the Moodle platform.

A description of the work proposed for the sessions had been made available from the moment the calendar of activities (see appendix 6) was first discussed and as the semester progressed, people talked about the work being done on these sessions as relevant and helpful in their personal process as part of the transition to the new programme. Still, the teachers invested in the reflection-on-action initiative, participated in the face-to-face sessions and then just waited for our next appointment and let themselves be guided by the facilitator to do what was asked of them there and then, no more. In my notes, I reflected that I did not want to "force" people to do work, I wanted to see how much they would do or not, on their own, by their own initiative.

> *"No one is doing anything more besides attending. At some point last week I wondered if I should explicitly ask people to hand in some product or products when they come to the next session, but then I decided not to. I think their coming to the meeting is as much as they will do (at least at this stage, I hope that changes later), they don't want to or they simply can't or have the time to do more. The funny thing is, in our Mexicanness, at least three of them have told me how bad they feel because they haven't done anything, but they still won't do it and I don't want them to do it just because I am asking for it. Is this a bit schizophrenic of us?"*
>
> Researcher's Journal entry, February 25, 2016

A possible explanation for this seemingly minimal further involvement was that none of this work was compulsory. Teachers had been invited to take part in these reflection sessions, they were told that it was completely up to them whether they could make it to them or not. The actual work done towards the changes to our programme was done in the decision-making meetings, the reflection sessions were *just* an accompanying personal experience.

My reading on this was that if attendance to the sessions was so open, so free, then doing follow up work fell on an even freer realm of choice. This initiative being part of a full calendar of activities became, for most teachers it seemed, one more thing to add to their already busy lives. In addition, this being a less concrete contribution to the transition process in the sense that it was only *just* promoting self-reflection and no decisions directly impacting the programme were made, it seemed to have become the last item on the to-do list for most of them.

Furthermore, the teachers' decisions to attend the sessions or not, and engage in follow up work or not, seemed to not have been made consciously or deliberately. Had they seemed to have been so, I think I would have been satisfied that agency had been served, decisions made by thought-out choices. The way things stood, it seemed to me that teachers were almost randomly making a choice whether to come or not, more to be there for me than because there was a true and clear understanding of the need for personal reflection as part of the process of change in our programme.

After considering all of these aspects in more careful reflection, I have come to the conclusion that a clarity seemed to have been missing from the work promoted in this branch of the transition process: an explicit understanding that this was a professional development opportunity (see 2.4.2. Teacher development). When this aspect was proposed as part of the activities calendar, the team of coordinators and I clearly saw the need for it, a recognition that in order for "change and growth" to happen, teachers needed to develop personal awareness and do self-reflection (Head & Taylor, 1997, p. 1). This was not a topic discussed and decided with the teachers. This was part of the top-down design of the work we were suggesting for the transition process. It is hard to expect agency, when not much room for it is given. Providing apparent opportunities for autonomy, did not necessarily aid in promoting it when the "how" was not accompanied by a "why".

All of this brought clarity to me about how we go about "promoting autonomy". If you transfer this to teacher/student relationships, how can you expect a student to engage in autonomy promoting activities when you are, as the teacher, the only one with the big hidden agenda, the great mystery plan to help them develop autonomy, but they are not part of the conversation that brought it to life. Basically, as teachers we know it is good for your students

and that is why we do it, but we do not usually discuss it with them. We decide for them, and then we are surprised and even disappointed by their lack of involvement.

4.2.2.3. EXPERT-LED WORKSHOPS

The high level of attendance to these sessions could be explained by a few factors. One of them could be the wording on the invitations to these sessions as they strongly suggested that measures were taken to look for maximum attendance. The sessions were offered in four different schedule options "so everyone could find an option that suited them" (emailed invitation). In addition, people were asked to confirm attendance to the specific schedule they chose, knowingly leaving a record of participation. In our programme when offered a tentative teaching schedule for an upcoming term, teachers are reminded that their active participation and attendance at institutional training sessions is part of the criteria that informs the class-assigning roster. Participation in these formal training sessions then is not only encouraged but, in a way, also rewarded or at least considered. (see 5.1.3. Reflection through Participants' views on their levels of commitment).

Also, the fact that it was only two workshops in a semester, and people were notified of the available schedule options up to two months in advance may have helped. This with the intention that agendas could be arranged to include this activity in busy work and personal lives. Another factor was that the topics for this activity were chosen by the coordination team for their relevance to the preparation of the teachers to face the challenges of the new more academically focused programme. Teachers recognized the need for this and expressed clear interest in receiving this training, as well as recognizing the expertise of those in charge of delivering the sessions, in both cases based on good and solid previous experiences.

A further relevant point that I believe positively influenced attendance to these sessions is that the proposed format for the sessions was aligned with a traditionally accepted professional development scheme: an expert transmitting knowledge. This is relevant in two main aspects: it is familiar and it is expected. In Hofstede's study on national cultural dimensions, we find evidence to explain this behaviour. The Mexican culture falls into the category of "large power distance" in the Power Distance dimension. This means that those considered "less powerful members of organizations or institutions [including the family]" not only accept but also expect power to be unequal. This is seen in our society in aspects such as obedience being taught to children, relationships with older members of the group of both respect and fear. In educational settings the work is teacher-centred and in workplace situations "subordinates expect to be told what to do" (Hofstede, 2011, p. 9). Thus, receiving instruction from an expert is expected and in line with tradition, we know how to behave.

4.2.2.4. ONLINE PRESENCE

In analysing the findings around the online presence of the participants in the Moodle page and the different activities promoted there as part of the recovery of the experience, a number of thoughts arise.

First, in general it seemed easier for the usually more vocal teachers to post/share and discuss their opinions on the platform, especially when it came to the more general topics. These same more usually vocal teachers, did not normally attend any of the reflection-on-action sessions, and so it most likely means that they were using the opportunity provided by the

Moodle page to do some of the more personal reflection work that we knew would necessarily accompany the changes to the programme and that we were hoping would take place in the reflection-on-action sessions in face-to-face interactions and in the follow up personal activities.

As long as the expectation of participation in the prompts on the online platform was not too personal in nature, the more secure more vocal teachers were able to share thoughts with a degree of ease. The less vocal less confident teachers participated personally during the reflection-on-action session, but would not post much or at all on the online platform, nor would they openly express their points of view or opinions during decision-making meetings in general.

As possible reasons for the phenomenon of lack or reduced participation in general, I started considering an array of possible options that could explain this. These options went from the more positive, i.e. a sign of trust in the decisions made by the team, to the more negative: a lack of sense of community, a lack of sense of ownership, a general lack of interest or simply a disbelief in the possible impact of their participation.

In informal conversations with some of those quiet teachers what they seemed to reveal was actually a lack of confidence in the value of their own opinions in comparison with that of those who seemed to be (or they saw as) more experienced, more knowledgeable. To them, being more vocal meant that those were the teachers who really knew what they were talking about, so they were the ones who should lead and shape the decisions. A sort of deference behaviour, coming primarily from the Mexican teachers in the team. Two examples of this can be read in the following extracts I recorded in my researcher's journal and my own reflection on it:

> *Teacher _: "You decide (-coordinator-), you tell us what it should be…"*
> Teacher talking to one of the coordinators during the decision-making meeting about grading criteria. This particular coordinator is a foreign national.
>
> Researcher's journal, February 10, 2016

> *Teacher _: "I don't think I know as much as they do".*
> *Me: "You have been teaching for just as long as they have and have more training than some of them."*
> *Teacher _: "I don't know. It's like I don't believe it … that I can … contribute as much. I'm not used to giving my opinion."*
> Conversation with teacher after decision-making meeting.
> Researcher's journal, March 11, 2016

Together with the understanding of the Large-Power distance dimension (Hofstede, 2011, p. 9) that characterizes our society, there also seems to be a sense of diminished self-esteem or self-worth coming from these teachers. Derived from the work she did for her dissertation on "Addressing attitudes of anxiety and inferiority among English language learners in Mexico," Guillermina Arias discusses in her findings a feeling of inferiority that Mexicans seem to experience in a variety of contexts. Arias (2014, p. 40) puts forward that this may be derived from a long history of conquests, a need for comparisons with neighbouring countries (The U.S. in particular) and the concept of malinchism (*malinchismo*) which is a pejorative term

used in Mexico derived from the name given to [the *conquistador*] Hernán Cortés's Indian mistress *La Malinche*. This term encompasses, Arias explains, an inferiority complex at the heart of the Mexican culture that is evidenced by a preference for foreign things. This preference is often translated into a sort of reverence or admiration for all things (people included) foreign over things local/national, sometimes even, it seems within ourselves in comparison with others.

This could explain in part the lack of confidence from those Mexican teachers in the team to express their opinions, or to even consider the possibility that their contributions could be of value. The more vocal teachers tended to be either foreigners or teachers with educational experiences with foreign institutions where agency is developed, promoted and expected in students.

4.2.3. ON EXPERIENCE

In terms of how the participants lived and recovered the experience of this stage of the intervention, one point seems relevant. It appears that the level of self-confidence that each teacher felt in their own abilities and their perceived degree of knowledge determined their readiness to openly and actively involve themselves in the activities promoted and in believing that they could make valuable contributions to the process of change and thus act upon that.

Looking at the attendance and the participation records, a few points worth mentioning arise. Those teachers recognized as more vocal during face-to-face decision-making sessions and online discussions, did not generally participate in the reflection-on-action activities. The more vocal teachers in the face-to-face sessions and on opinion posts tended to be non-Mexican or Mexicans who had studied, lived and/or worked abroad, or in particular for the more opinion-charged posts, people who are used to doing more introspective type of thinking and are strong self-critics.

They were either choosing to not come to the sessions but still do some reflection using the tools provided online, either because they did not think they needed the sessions, or because they could not make it to them, but still wanted the chance to "have a say". Or knowing that they could reflect online did not see the need to also come to the reflection-on-action sessions. If it was a decision consciously made, I believe this would show agency. However, if it was just it not being mandatory and a matter of just not putting in an effort to make it to the sessions, then perhaps there was a lack of clarity about the relevance of the community reflection process.

The teachers that regularly attended and did successful work during the reflection-on-action sessions, were mostly the *quiet* teachers. Teachers who would consistently attend face-to-face sessions, be present on Moodle, but rarely put forward opinions either in writing or in person. Teachers who when asked, timidly explained that they did not feel they had much to contribute, that they would rather let the more *knowledgeable* others lead the decisions. Most of the *quiet* teachers were Mexican, the majority of them with long careers and extended training.

It was surprising to me, how little confidence teachers with long careers and good training could have in voicing their opinions and in their abilities to make decisions and choices. This is something I was not expecting, at least not at the level that it happened. I mainly observed the behaviour and tried whenever possible to discuss the point with some of the teachers (see a

sample conversation in 5.2. Participants' views on their levels of commitment), but did not make any changes to the work proposed aside from continuing to promote reflection on the sessions for reflection-on-action. This was something I hoped to be able to address as we moved on to the next stage of the project.

The experience here led me to reflect that we are, in Mexico, far too used to and dependent on being told what to do. It eats away at our confidence (Diaz-Guerrero, 1975). It seems that it was more about building confidence in themselves with the Mexican teachers. Reflection would help them build that, allowing them to have a say would help them start believing more in themselves. I wonder, if that is the biggest difference between people educated abroad and Mexicans? We are usually not allowed or given a chance to make decisions and express opinions and so our self-esteem and confidence suffers and we assume we cannot contribute, that it is not our place to express an opinion. We are not allowed our autonomy, we held back from exercising our agency, so we do not know how to do this. We need to learn from the ground up. Recently, one of the Mexican teachers told me that in her upbringing respecting someone was the same as fearing them. How many layers of understanding could we draw from those few words?

These are the points gathered after the first stage of the intervention for the first research question. After this, a new set of queries started to guide my thinking in preparation for the second stage. What would happen if instead of having everything prepared for teachers, as we did for the transition, they had to make decisions as to what needed to be done? What would happen if, these very prepared, capable teachers got to decide what they needed to train themselves as Language Learning Advisors?

This following section will offer some insight into the possible answers to these queries as the second research question is explored.

5. SECOND RESEARCH QUESTION

The second stage of the intervention in this research project consisted of a period of approximately 8 months in which the PCI teachers were invited to take part in an initiative to train ourselves as Language Learning Advisors (LLAs). The objective was to refocus the efforts coming from the Self-access Lab to better accompany our students in their language-learning journey, not as tutors, but as advisors. Considering the lessons yielded by the first stage of the intervention, and looking to see how teachers would react after the previous experience, the second question was addressed:

What happens when you hand over complete power of decision to the teacher/participants in a professional development scheme with the intention to promote autonomy in them?

To answer this question, the following items will be presented and discussed in the upcoming sections:

- Action through participation levels: attendance to face-to-face sessions for meetings and workshops and presence in the discussion platform
- Experience through their engagement with reflective work
- Reflection through participants' views on
  o their perceived levels of commitment to the initiative
  o their perceived levels of achievement

5.1. PRESENTATION OF FINDINGS

The activities that ultimately constituted the work carried out for this second stage of the intervention in this project, grew organically out of the interactions and discussions as they started to occur once the first meeting was called to explain the initiative. In contrast with the work done for the first stage of the fieldwork, activities were not pre-set; there was no calendar prepared or schedules chosen ahead of time. The intention was precisely to try to gauge the type of commitment that participants would bring and what they would promote and accomplish acting as a self-regulating community of practice (see 2.4.1. Community of Practice).

This meant that this initiative's first action was the only decision made solely by me in my role of Head of the Self-access Lab. It consisted of an open call to the PCI teachers to participate in a first meeting to discuss the need to add value to the work that we do in accompanying lab users in their language-learning journey. This need, I explained to the attending teachers, would be covered by a training scheme that would allow us to improve on our roles as tutors, by becoming Language Learning Advisors (LLAs) through a focus on our own autonomy.

The training scheme proposed that in order for us to better understand what it takes to develop learner autonomy, which is one of our main objectives for our lab users; we would make use of this autonomy to train ourselves as LLAs. And so, we would start working together to make decisions about what we needed to do to move from tutoring into advising.

As the work started, suggestions and decisions began to take shape and more of them were added as time progressed. In the end, this is what we ended up experiencing:

- Meetings to promote reflection, face-to-face discussion, interaction to build a sense of community. These were decision-making meetings to gauge progress and decide future actions as well as training sessions to practice skills together.
- One-on-one sessions between the researcher in her role as Advisor with the participants as they required and requested them to promote reflection on experience.
- Reading materials (articles and books) made available in the Sas Lab for study and discussion, with prompts to encourage reflection and collaboration.
- Training materials made available in the Sas Lab to practice specific advising skills.
- An expert-led workshop requested by the participants to work on main concepts.
- A final decision-making meeting to summarize efforts and recognize achievements.
- Final workshop to put together a proposal for a professional development pathway generated from the experience.

A deeper exploration of the specific details involved in this process will be presented in the coming sections. First, an analysis of the actions taken through participation levels achieved by the participants as tracked by their attendance to the different types of sessions (meetings, workshops, etc.) and their documented presence on the discussion forums in the LMS platform. In second place, the participants' points of view in terms of their perceived levels of commitment to the project as they thought about their experience. And finally, the participants' reflections on the perception and self-evaluation of their level of achievement at the end of the experience.

5.1.1. ACTION THROUGH PARTICIPATION LEVELS: ATTENDANCE TO FACE-TO-FACE SESSIONS FOR MEETINGS AND WORKSHOPS AND PRESENCE ON THE DISCUSSION PLATFORM

In this second stage of the intervention, a total of fourteen actions were part of the catalogue of options that made up the process we went through:

- Six face-to-face meetings.
- Three concrete activities related to Slack: signing up and participating in two discussion tasks.
- Two activities that promoted self-reflection.
- Two workshops: one expert-led and the final workshop session to gather the experience in a pathway proposal.
- Counting as one more action, with the option of this happening as many times, as the participant decided: the opportunity to have one-on-one time with the advisor.

For the six face-to-face meetings, 17 teachers came to one or two of them. Thirteen teachers came to three or four, and there was one teacher who came to all six of them (see Figure 28).
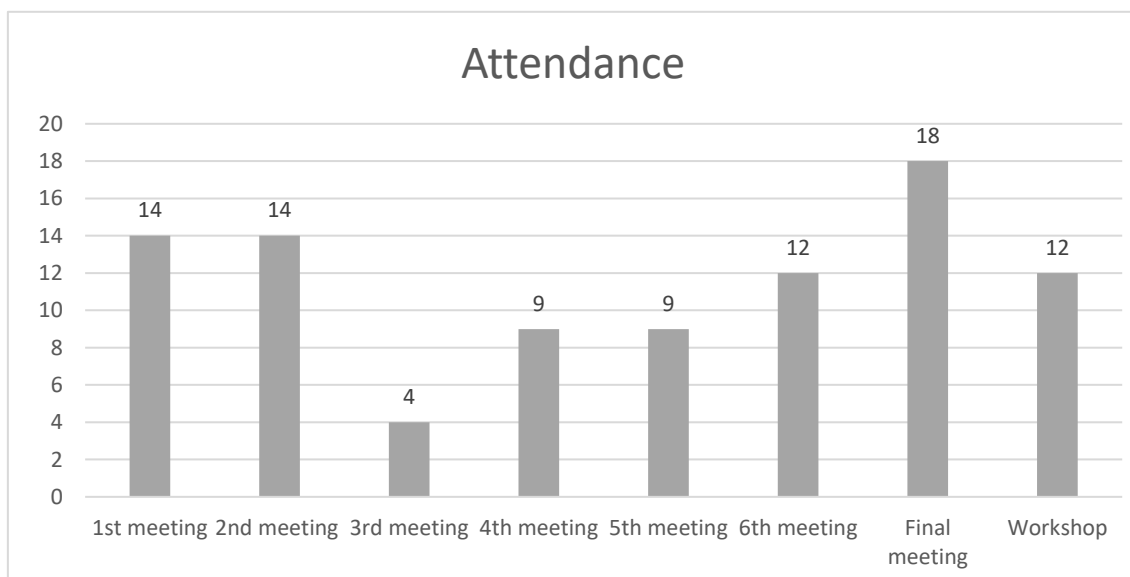
FIGURE 28 ATTENDANCE TO FACE-TO-FACE SESSIONS

Out of the 56 teachers in the PCI programme, forty-three (77% of the whole of the PCI) took at least one action towards this initiative: sign up to the discussion platform on Slack. These teachers had access to invitations to meetings, could follow and participate in discussions, and

could interact with other participants. All of this, if they decided to do so. Six teachers actively participated in two discussion tasks set up as reflective practice; with most of the others signed up to the platform making only occasional greetings and comments in response to cues to promote social interaction. See a discussion of these findings in 5.2.1. On action.

5.1.2. EXPERIENCE THROUGH ENGAGEMENT WITH REFLECTIVE WORK

The activities that promoted self-reflection included a suggestion to keep a learning journal of the experience and tasks meant to help participants look back at the work they had done during the initiative. Eight participants carried out the task promoting reflection-on-action. Three teachers kept notes that they identified as a journal, although on closer inspection these turned out to be study notes from the readings the teachers had been engaged with, with the exception of a short narrative on a couple of tutoring sessions in the form of stream of consciousness.

There was one expert-led workshop requested by the teachers with two schedule options chosen by the participants through a voting app on Outlook, to which 12 teachers attended in total.

The final workshop to put together a pathway proposal also had two schedule options chosen by the participants with 18 teachers attending in total. Four of the people participating in this final session had not attended any of the previous meetings or participated in any other direct way prior to this.

Ten teachers sought out at least one opportunity to have a one-on-one advising session with me, with four of them making this an intentional action occurring with some frequency.

Fourteen out of the 43 teachers participated in a minimum of six activities out of the 14 total actions. Another 14 teachers did at least one more thing besides signing up to the discussion platform. A further fifteen teachers only signed up to the platform, but did not participative in any other activity including discussions on the platform itself (see Figure 29).
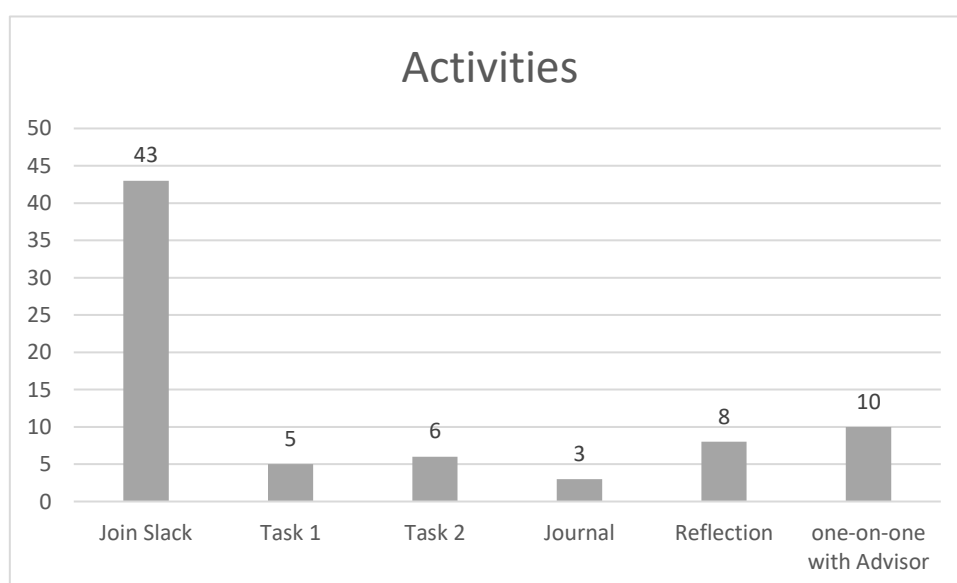
FIGURE 29 PARTICIPATION IN ACTIVITIES

As I had previously expressed, there tends to be a group of teachers who usually follow up on calls to action that the team of coordinators puts forward, and I was not surprised to see them join this initiative from the start. This group was joined this time, by another subdivision of teachers, those who usually respond to the open call to participate as tutors in the Tutoring Programme in the Sas Lab.

Out of the more frequent and consistent participants, a core group of 4 teachers stands out in this process. These are the four teachers who engaged on a more personal and committed level to the process of this proposed non-traditional professional development scheme. They did more than attend meetings or participate in discussions. These teachers were the ones truly involved and invested in the initiative although only on a personal individual level as they did not collaborate much with the rest of the participants.

Out of this core group, two participants were far more prolific in their understanding and use of strategies for self-directed work, they did not struggle to get organized and to make use of everything at their disposal to work toward their personal objectives. I will refer to them as the highly-confident high-achievers (HC+HA). These two teachers were native English speakers, educated abroad (one in the U.S. [Mexican-American] and the other one in the U.K.). The other two teachers were not as versed in their understanding of what it takes to stay on track, remain self-motivated and set and work towards self-directed goals. That, nevertheless, did not stop them from seeking help, focusing on tasks, trying out suggestions and finding their own way in achieving their goals. I will refer to these participants as the low-confident highly-motivated (LC-HM). These two teachers were non-native English speakers, Mexicans educated in Mexico. See 5.2.2. On experience for a discussion on this point.

5.1.3. REFLECTION THROUGH PARTICIPANTS' VIEWS ON THEIR LEVELS OF COMMITMENT

One way in which I tried to help teachers reflect about their experience in this project was to ask at the end of the intervention a question about commitment. The specific question was: "some people would say that there was not enough commitment to work on the project, what would you say to them?"

The answers provided offered information on the way the participants lived the experience. For most of them the answer to the question came along the lines of how could there be lack of commitment when there were no to specific or explicit deadlines, requirements, or minimum work to produce. A sample answer along these lines is:

> Teacher _: "I would say that commitment is relative, I think that if we talk about that traditional commitment where, and it says here on another question, where there's a set up with predetermined content, activities… If we were to talk about the traditional way, again, maybe for some people that's what they feel comfortable with. If this project in general needed that consistency and structure, probably yes, it would have been better. But I think, and as I have understood, it's part of the process and we all need to forgive ourselves, a way of saying, if we didn't have a chance, and do whatever we can as to be part of the project. In my case, I would say yes, I wish I had had the time. But on the other hand I feel like whenever I had the chance, like right now, I could share a little bit of what I have done and learned. So no, I would say to these people that

a commitment depends on the definition and on how they see it, how they see the project."

<div align="right">Teacher's response – end of project interview, May 2017</div>

On the other hand, the HC+HA teachers had something to say about commitment and it seemed to be directed at their fellow participants. For example, in this next abstract, in answering the question Teacher B did not speak about her own level of commitment to the project; she was one of the hardest workers in the group. She took the opportunity to talk about what she saw in her peers and *their* levels of commitment, which, from her experience and perspective, it seems were not as high as they could have been based on what she says about it. Notice all the references to "they" and "them" as I emphasized them in the text.

> Teacher _: *"I don't feel that it was not so much that **they** were not committed, because for **them** to be stressed out over due dates, that means **they** were committed, in some shape or form. **They** actually did care, or else **they** would have been like "Yeah, whatever, I'm not gonna come to the meetings and not really follow up with things". So I do think that there was really some commitment, just the problem is probably is the timing, organizing your time. Because I think, that's what it was, that **they** were so overwhelmed with other things going on. But **they** need to learn to… **they** don't need to learn it, it's up to **them**. But it is good to give time for this profession, for what we're learning, for how we're growing as a person, as professionals, as advisors. […] I don't feel that we weren't committed, I just feel that, yeah, **they** should have… **They** are probably just going to need some organization skills, that's it. Something that we can all work on."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

A further analysis of more personal responses to this reflection are presented in the discussion of findings in 5.2. discussion of findings.

5.1.4. REFLECTION THROUGH PARTICIPANTS' VIEWS ON THEIR EVALUATION OF THEIR OWN ACHIEVEMENTS

Participants were asked to gauge their level of achievement at the end of the intervention. This was part of the final individual interviews that I conducted with those who responded to my invitation to have a final one on one to discuss their experience and answer some questions I had for them.

Sixteen teachers responded to my invitation. Two of these teachers did not really participate in the research project aside from knowing that it was taking place and occasionally apologizing for not being more involved. This seems to be further evidence of this sense of loyalty to a leader discussed previously (see 4.2.2.2. reflection-on-action sessions). They came to the interview none the less, in what I see as an act of support for the work we had been doing, and in that same tone I carried out the interview with them even though their answers did not

reflect any evidence of work and could not ultimately be used as they had not lived the experience.
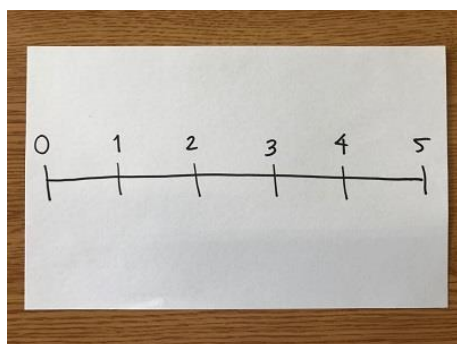
FIGURE 30 LEARNING PROCESS CONTINUUM

I asked each of the teachers I interviewed to think about a continuum from zero to five (see Figure 30) and decide where they stood at the end of this project. I would explain to them that they should think of zero as "I know nothing about Advising, Learner Autonomy, etc." and five as "I am a certified Language Learning Advisor." Their responses concentrated at the halfway point, between two and 3.5, with one participant (foreign, experienced in autonomy) choosing the highest value of five (see Figure 31).
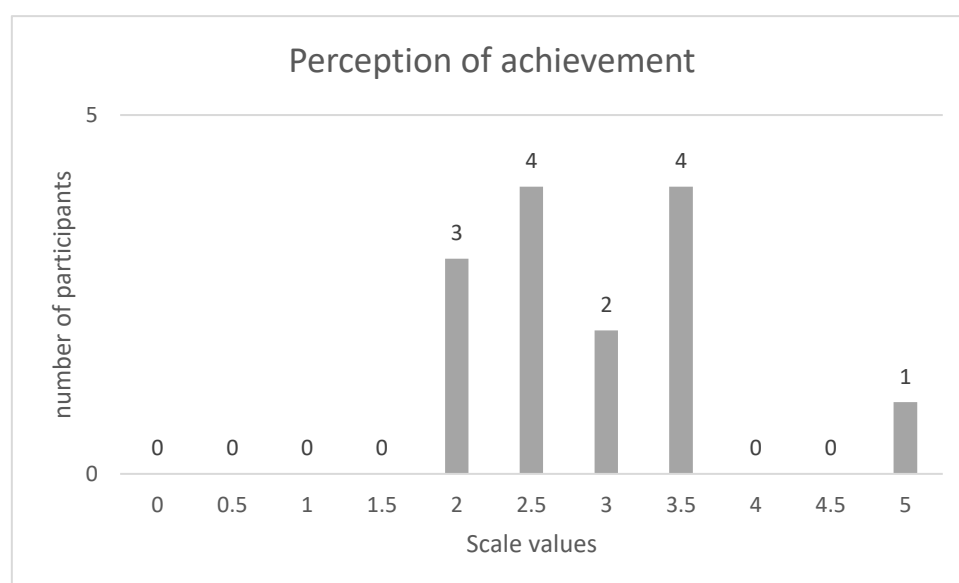
FIGURE 31 PARTICIPANTS' PERCEPTIONS OF THEIR LEVEL OF ACHIEVEMENT

They all acknowledged a sense of achievement in the work they did and recognized that there still was work left to be done. Their reflections touched on the knowledge that they still needed to acquire as well as the skills that demand more and more practice still, but in general, they all reported the progress they had made along the way.

> Teacher _: "I'm going to say three because I feel very confident in what I'm doing, you know? […] there's sometimes occasions where I feel that I'm giving advice, I'm trying to get the student to be independent in taking those decisions themselves, and it's not quite working. And me having to exercise patience and, you know, not push things as a teacher would on certain things. That makes me think I'm probably a three, because I still feel that there's so much more that I need to learn, especially on how I conduct myself and the expectations I have of the people. I'm really motivated, but not everyone is. […]"

> Teacher's response – end of project interview, May 2017

Teacher _: /points to number two on the chart/ *"I'm in the process, and I'm trying and I'm aware. Like last tutoring… two students came because they were working on their assignments and they had the transcript that they were going to record themselves, right? And it's all, it pops! It's like now that we have done all this it's like… first thing I did was take the paper and begin to read and corrected. And I was like "No, no, no. This is not what you have to do". And it's so difficult, because now I'm aware of what I'm doing wrong or shouldn't do. It would have been better maybe to "Okay, let's sit down, look at the sentence. What do you think…?" Something different, right? No, the teacher comes in and… "Now the spelling". So, I think I'm here because I know what it is about, I think I know some of the strategies which I don't apply… […] I need to leave the teacher thing."*

Teacher's response – end of project interview, May 2017

For some, the process seemed less of a struggle and more a matter of practice and there was an acceptance of the difficulties involved in learning a new skill set:

Teacher _: *"I think between two and three, going back and forth because sometimes you feel very confident because it's always easier said than done because when you think "Oh, I do that very well, I have done it all my life", but then, when you're here and you are in front of a student and you're practicing, it is difficult to break all those schemes and start fresh again. So I think I could be somewhere around here, sometimes feeling here and then going back to the beginning. It's a reflective process thinking "Okay, it's not that bad, let me go back". So I think we are here, I mean, I am here. Back and forth."*

Teacher's response – end of project interview, May 2017

For others, the ones experiencing the deeper changes that learning about themselves and their own autonomy brought about, the reflection seemed even more impactful and not really around progress in a training or professional development scheme but on their outlook on life.

Researcher: *"Where do you think you are right now in that journey?"*

Teacher _: *"At the beginning I would have said "Ah, three, four". Now I really don't know."*

Researcher: *"Okay."*

Teacher _: *"The more I see, the lower I go."*

Researcher: *"But you do feel like you're moving?"*

Teacher _: *"I am moving, I am moving. I'll be nice and say like a three, but I cannot guarantee it, because then again, every time I understand something else, I need to move back a little."*

Researcher: *"Okay, but you move back when you realize that you don't know that, but then once you've learned it, once you understand it, then you're up again?"*

Teacher _: *"Yes, yes. But it takes me a little bit of time when I realize something's not okay, I always feel like I'm back and trying once again…"*

Researcher: *"I think that's a very good way of putting it, because that's how it is."*

Teacher _: *"Okay, I think that's how I feel. So, no, I think I still have a long way to go. I suppose that the key is going to be when people talk to me and I really listen to them and wait for them to say what I need to hear in order to know. As long as I continue thinking that I know, I know I'm not there."*

Researcher: *"That makes sense."*

Teacher _: *"So I'm learning to ask. And wait. That's basically it. So I would say a three."*

Researcher: *"Okay, I think that's a fair impression."*

Teacher _: *"You do?"*

Researcher: *"Yeah."*

Teacher _: *"Good."*

[…]

Researcher: *"I think so too. I have seen you."*

Teacher _: *"Yeah, you see things, right?"*

Researcher: *"It's very obvious. Maybe you feel like you haven't done enough, but I've seen huge, huge changes happening with you. Look, I can see it in your eyes every time you go over these things."*

Teacher _: *"Yeah, I love this. It's life-changing. If we could do this, like, spread it all over, our society would be so different."*

Researcher: *"So different. But then each person, you know, takes what they decide that they need from this. For you, it is this big movement coming from within. And for other people, it's just a training program, to learn how to do all these things."*

Teacher _: *"There's no way to do this from the outside. I don't see it. I don't see it. Even actors need to go inside to perform."*

Researcher: *"The good ones do."*

Teacher _: *"Yeah, the good ones. […] Yeah, this has been a great discovery for me. At the beginning I just wanted to have the tutoring thing. That's all I wanted.*

> *And it sounded interesting, but I didn't understand a thing about it. And now I have a better idea."*
>
> Researcher: *"It's maturing."*
>
> Teacher _: *"It's becoming more mature, basically."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

This reflection came from one of the LC-HM teachers. Her willingness and capacity to reflect not only on the practical procedural aspects of the experience and her clarity to see the reach this exploration could have, allowed her to extrapolate what she gained from this experience to aspects of her personal life. More on the impact of that in the discussion on 5.2.3. On Reflection.

Towards the end of this stage of the intervention, the teacher-participants now had an understanding of the issues that could only have come from the type of first-hand experience they had just gone through. We needed to take advantage of the perspective and knowledge we had gained to summarize it all in something concrete. And with this we would address the third research question.

5.2. DISCUSSION OF FINDINGS

Putting someone in a situation that seemingly demands autonomy does not automatically develop autonomy. We know that autonomy is not necessarily an innate capacity in a learner, that it may be developed by degrees and it is not a stable permanent state (Sinclair, 2000, p. 11). For teachers and advisors to be able to accompany a learner in the process of developing autonomy, it stands to reason that they would need to not only know about autonomy but also to understand what it takes to develop it. Autonomy is an act of developing confidence in oneself (Benson P. , 1997, p. 25), and it is hard to convince someone to feel self-confident in something when you yourself do not know what that feels like.

Looking to give teachers a chance to see autonomy from a learner's perspective, this intervention was designed to allow them to experience what it would be like to be put in a situation where they were given full control over a learning process. I wanted to see what would happen. Could it be assumed that because they were adults, trained teachers, college educated professionals, they were autonomous learners? Would they be able to work in a self-directed way, making decisions for their own process: taking stock, planning, implementing and evaluating their work (Little, Dam, & Legenhausen, 2017, p. 15)?

What seemed to have happened when the participants were given complete power of decision over the professional development scheme was that for the most part, those teachers who were already autonomous were able to take advantage of the experience, the human and material resources available to them and made progress in terms of their own learning objectives. They were allowed to do, given the resources they requested to do it with and provided with support along the way to do it, and because they knew what to do with all of this, they gained knowledge and an awareness of what they still needed to do to accomplish the ultimate objective of becoming a certified Language Learning Advisor. The clearest examples of these cases were the HC-HA teachers.

Those teachers who were not already autonomous, did not necessarily make as much progress in terms of their learning objectives. However, they were able to gain perspective over their own selves as learners, and in some cases became quite aware of their lack of autonomy, the need for it and how much of a difference it would make to a learner to have it. For some, this process even served to awaken an awareness of a historical, culturally denied lack of autonomy in their lives and how that has impacted them and their relationships with the people around them, not just students, but family members as well. The LC-HM teachers represent this segment of the participants.

Not having someone making decisions for you, telling you what to do, how and when for, was disconcerting and sometimes even discouraging for some of these teachers. The notion that you could make those decisions yourself was such a different concept from what they are used to that instead of feeling like an opportunity and a sign of trust, they felt at times like *being abandoned to their own luck*.

Teachers who were not used to reflective learning/teaching struggled to initiate or follow through with suggestions for reflection, making obvious that being given opportunities to reflect will not necessarily build skills for reflection.

In terms of the learning trajectory proposed by Kato & Mynard (2015), illustrated in figure 16, most teachers in the community got started in their process of becoming learning advisors. They took the initial steps in visualizing this role as something separate from the one of a teacher, but did not go much deeper after that. The HC-HA teachers, it seems, managed to get a deeper understanding of what being an LLA means, but did not gain any awareness on the difficulty that it entails for someone to not have much experience in autonomy to suddenly start working towards it. They were not able to relate to their peers when they struggled. The LC-HM teachers, through their very personal reflections on their own process successfully became aware of not only where they stood at this point, but managed to identify elements in their past and present contributing to their situation and made plans for a possible future transformation. They seemed to have made the most significant progress in terms of this trajectory.

I find in all of this some ideas worth mentioning. It seems that if you develop autonomy for one area of your life you can extrapolate that capacity to other aspects, situations or circumstances. The principles will be basically the same. On the other hand, if you have not been given the chance to develop autonomy, and you have not had a need to do so on your own, you will not gain it without working for it.

Autonomy requires an understanding that it is something you have to build by doing, it is an active endeavour, you cannot be a passive recipient of autonomy. Knowing what it takes to develop autonomy will make you better at accompanying someone else in the process of developing it for him/herself.

It is possible that people who had to work to develop autonomy later in life might be better at accompanying others in the same situation because they will have a first-hand explicit understanding of how and what it is required. Those who are raised from early on into autonomy, know how to do use it to their advantage, but they do not necessarily understand all the work it takes to develop it when you have lived a big portion of your life without it.

What follows in the next subsections is a discussion of the relevant points used to document what happened as the participant teachers were involved in the professional scheme proposed to them with the intention to promote their own autonomy. The same elements from the Ignatian paradigm used to discuss the findings in question one, were again used for this second question.

5.2.1. ON ACTION

The numbers on the participation levels at the start of the initiative seemed quite promising, especially considering the number of teachers who voluntarily signed up to the discussion platform I chose to use for the interactions we were going to have for the duration of this project. I believe that people were curious to, first, find out what I was proposing to do to change the Tutoring Programme and second, they really hoped they could take part in at least some of the activities that were going to be proposed. On my research journal, I noted:

> *"So far 26 teachers have signed up to the Slack group. Some of the others have expressed interest in the project, but they have not signed up for Slack. Some report difficulties signing up to the app. Others, I think, have signed up because the process was simple and because they are probably curious about the project, but I don't think they might actually act out on that interest much. I also think, some of them signed up out of a sense of possible "loyalty" to me, and not really from a personal conviction."*
>
> Researcher's Journal entry, October 20, 2016

A few points emerged that could explain their less than consistent participation. First, not having a set calendar and activities defined in advance, seemed to have made the teachers intentions harder to keep. They could not make long-term arrangements to be present or participate in more activities. Second, this was not an initiative that would directly affect the main English programme, participation was voluntary and it would not, for better or worse, impact teachers' chances to continue working in the Tutoring Programme. This was made clear in the consent forms signed at the first meeting where the project was presented and explained.

Third, this being a completely self-directed professional development opportunity meant that those who needed or expected more guidance, felt somewhat abandoned and they did not have the strategies to work towards overturning this feeling and so did not strive for more consistent participation it seems. On the other hand, those teachers who consistently participated and, in particular, those in the core group, reported a clear understanding of the personal benefits of taking part in this initiative and always made an effort to be present in as many of the activities as possible.

5.2.2. ON EXPERIENCE

The four teachers in the identified core group seemed to have made the best of the experience, but only on a personal level. They did not engage much with the rest of the group either because in the case of the HC+HA, they were faster and further away in their process because they were more efficient than the rest of the group, or in the case of the LC-HM because they saw themselves as unexceptional with nothing much to contribute.

In my research journal, I reflected on the experience one of the HC+HA teachers was having:

> *"(Teacher A) has seemed really invested in this project from the get go. I sense that to her it is natural to undertake a professional development opportunity and see it through, single file, steady step, work work work. She uses this same pattern in her classes, works hard, does what needs to be done, worries about doing things right, makes sure you know what she's doing and gets the job done, to the letter. She always has a clear plan of attack and she sticks to it, gets results and is able to evaluate, although with a tendency to be a bit too self-critical (of both herself and others) which supports this mentality of "getting the job done to the best of your abilities, no matter what."*
> *Nothing wrong with all of that, except when you find yourself in the middle of a group of people who you are supposed to be working with and sharing objectives and they don't seem to have a clear plan of action, nor the actual drive to get things done, today.*
> *There is a bit of anxiety it seems from (Teacher A) because the rest of the people in the group don't seem [to her] as committed to the project as she was expecting them to be, namely just as she is.*
> *She worries, because she knows that she can't do this alone and I don't seem to be making people work as much as they should.*
> *I tried to explain to her, that part of this experience is for everyone to realize the little and big things they each need to realize to start "getting it." How do you go about promoting autonomy when you yourself are not aware of what it takes to be autonomous? I am not going to push people to follow "a plan (my plan)," nor force them to keep to set (by me) deadlines, which would give her a lot of peace. Is it a cultural thing she wonders, and I with her.*

> Researcher's Journal entry, November 19, 2016

The answer to this question, does seem to be at least in some measure related to culture. Those who have experienced ways of learning that foster and promote autonomy took well to this experiment, and by this, I mean: they knew themselves well enough to know what they each needed to do to get things done and they set about doing just that without much prompting. They got on with work in a timely fashion and were prepared with knowledge for face-to-face sessions. These are those teachers who were educated outside Mexico where not only in school, people traditionally are educated and raised "to be" independent. Mexican teachers do not seem to have a lot of first-hand experience in being autonomous learners, and consequently had a hard time with many aspects of this experiment. This confirmed some of the summarizing points from the previous stage of the project (see 4.2. discussion of findings), but it also made me wonder how much of this was a matter of personal commitment to the project. Possible answers to that question in the following section.

5.2.3. ON REFLECTION

The reflection around the levels of commitment towards the project yielded some interesting responses from the participants. They were aware of the fact that they perhaps did not do as much as they could or should have done. On the one hand, the setup of the experience was so open and free that they basically argued that if you are not given a deadline or a minimum of work to do, and you do not do it, you are not really failing at it. While one of them spoke of

"forgiving herself," another one wondered why "we" did not do more and speculated that it could be a cultural trait.

> Teacher _: "That's the thing that happens, I think, when it's so free. Like, we're used to this controlled… Like "We're meeting these days, mark it on your calendar, and the evaluation might be filling something". And… I don't know. Because it depends on what you're asking for. If you want reflection, it's free. It should be something with liberty. So, I think the way you did it is fine, the problem is us, that participants need… probably need rules. And maybe we don't know how to work with so much freedom, and it's something we need to learn. And it's something that I'm learning right now, because it's a reflection that I have had in my Masters too. Like, we don't know how to work with freedom and do good, and do well. Not only what is the minimum required, like really well, make changes and really do what should be done. And it's something that I think about, because it's like… I don't know if it's cultural or…
>
> Researcher: "Do you think it might be?"
>
> Teacher _: Yeah, because why don't we do more? Either we do it because it's paid or we do it because we're afraid we're not gonna get the job later, or we do it because it's our boss… Yeah? So those are the things that I've been thinking about. Why don't we do it because we just want to learn and we want to improve our practice? Because it takes time? Yes, it takes time, it takes coming here, it does. Working online? It does. And… I don't know, I think it's a cultural thing of being… of doing things because you have to. Not because we can. […] It seems like learning is a bad thing or something that will take over your life, instead of taking advantage of the opportunity to learn."
>
> Teacher's response – end of project interview, May 2017

The reflection this teacher makes is indeed a powerful one. One that goes to the core of what this experience seems to have taught us. We, in Mexico, are not taught autonomy and it shows in aspects such as the ones this teacher describes in her reflection here: we are used to control, we need rules, we do not know how to work with freedom.

One of the LC-HM teachers analysed this even further for her own experience as evidenced by her comment in her reflection for this question:

> Teacher _: "[…] commitment comes from within. Nobody can do anything for me to commit. Nobody. So, if there's lack of commitment, talk to each person. It's not the course, it's not what we're being provided, it's not the input. It's us, and lack of commitment in my case is related to fear. Whenever I get scared, I postpone. And all this process of moving from a simple tutor to an advisor requires a lot of mind flexibility, perception flexibility and it scares me because I lose control. So that's when I postpone, when I get scared. Normally, yeah, that's what I do. So no, I don't think it's lack of commitment because of the project, but because of each person."
>
> Teacher's response – end of project interview, May 2017

She managed to go as far as realizing that this process of exploring her own autonomy has challenged her capacity for flexibility and it was scary for her because she felt that she was losing

control by surrendering and admitting some flexibility. For some of them, it might have been lack of time or being overwhelmed by having to participate in this project on top of work and personal life. For others, it seems, it goes deeper. Challenging yourself to think and do in a way that you are not used to doing, can bring in feelings of fear. Benson (2000, p. 112) very well said that "autonomy is not simply a question of freedom of choice, but also one of shaping our lives."

In that sense, the reflections that came from the question on the teachers' evaluation of their own level of achievement can also be quite significant. For some of the teachers, as illustrated in the samples presented in 5.4. there is clarity as to the work that is still left to be done, the knowledge and skills that still need to be developed. But for those teachers who were able to reflect on what the real challenge they had faced had been, for those teachers who allowed themselves to experience deeper insight into what the intervention had tried to show them, for those teachers the reflection yielded honest opportunities to shape their lives.

For one of the LC-HM teachers in particular, this journey has meant challenging her thinking about how she relates to people, including her family. Learning about the impact of actively listening to someone has made her think about how she was raised and how she has replicated those patterns with her own children. Thinking about her own autonomy has led her to consider what she has done to foster or inhibit the autonomy of her students and her children.

> Teacher _: "I can't help but think of all the things that I've lost on my way to get here just because I didn't know. Or because I was raised to obey and my perception has been so limited."
>
> Researcher: "Okay, things that could have been different?"
>
> Teacher _: "Different, yes. Or things that [my children] are carrying because I just couldn't see. Or students that didn't do their best because I couldn't see. Or my relationship with my husband because I couldn't see, or with my parents because of the same thing."
>
> Researcher: "Right, you do know that you are not the only one responsible for all of those things?"
>
> Teacher _: "I know, I know. It's just… Yeah, I know that. But it's still painful, I'm [years old], I'm not 27."
>
> Researcher: "But you're not 70 either."
>
> Teacher _: "No, I know. And I'm still here. And like, I'm not gonna quit just because I'm [years old], I'm not gonna do that. As a matter of fact, I think that now more than ever, I'm willing to try stuff. But it's kind of sad, I would say. Yeah, it's kind of sad."
>
> Researcher: "I think for me, it would be sad if you never came to this point. But now you're here. Now you're seeing, now you're learning, now you're open."
>
> Teacher _: "More open."
>
> Researcher: "Yes."
>
> Teacher _: "Not totally open."
>
> Researcher: "Yeah, but you're getting there."
>
> Teacher _: "Yeah, and when something I don't like happens, that's when I need to really try to see, because my emotion's learning completely. And that's, I suppose, the hardest part. Yeah, I'm very different from the beginning. Very. I don't know how much more I need to move…"

> Researcher*: "Who knows?"*
> Teacher _: *"Yeah, I don't know."*
> Researcher*: "You're the one who's gonna, you know, feel it, the signs."*
> Teacher _: *"[…] yeah, I think I'm stronger. I think I'm stronger."*
> <div align="right">Teacher's response – end of project interview, May 2017</div>

It has not been easy to reconcile a life time of doing things in a certain way and suddenly seeing that you are not only part of it because this is how you were taught but that you are also an instrument perpetuating the same patterns through your influence. Exploring their own autonomy has been an insightful experience for some and for others it has even sparked some painful reflections. Nonetheless, they all agree that it has been helpful, eye opening and they have a hopeful outlook on what they can learn from it not only to inform their teaching, but also their personal lives.

6. THIRD RESEARCH QUESTION

After the experience lived, the lessons learned allowed the community of practice formed by the teachers participating to put forward what we believe to be a sound proposal for a pathway that may be followed in training as language learning advisors using our own teacher and learner autonomy. With this, I answer the final question in this research project:

> *Based on the participants' perspective and experience, what is their recommended pathway to follow in order to become a Language Learning Advisor through the development of learner autonomy in the participants within an Ignatian paradigm?*

To answer this question, two sources of participant reflection will be presented and then analysed for discussion in 6.2. Discussion of findings. A first source comes from the personal individual insights of each one of the participants as drawn up and brought about by their individual final interviews, where an analysis of the thematic networks generated by their answers was made and those basic themes are presented here for later discussion. The second source comes from a collaborative, group perspective from the community of practice as a whole, their ideas based on the experience they lived. In both cases, the ultimate goal was to use the experience lived, the reflections it brought about individually and as a community, to put forward a suggested pathway for professional development on how to become a Language Learning Advisor through the development of the participants' own autonomy.

For the first section, arising from individual reflection, three aspects emerged and will be presented within 6.1.1. Drawn from individual reflection. First, the participants' points of view with regards to the training set-up itself and what they suggested as most ideal for this professional development goal. Then, a detailed description of the specific actions promoted during the experience, the results obtained from them towards the overall intervention and the themes arising from the participants' views on them. And finally, a summary of the ideas the participants saw as the most salient points to consider overall in the design of a pathway for professional development, with the characteristics needed to emphasize the need to experience autonomy by the participants.

In the second section the collective experience is presented in the form of the collaborative work the community did in gathering their individual experiences, reflections and group

discussions. This is presented in two main points: a recovery of the experience and the final proposed pathway put together by the community, all of this within 6.1.2. From collaborative work.

All of this is presented here in terms of findings and the discussion arising from analysing them will be put forward in 6.2. Discussion of findings.

6.1. PRESENTATION OF FINDINGS

6.1.1. DRAWN FROM INDIVIDUAL REFLECTION

Towards the end of the project, in May 2017, fifteen participants responded to my invitation to come and talk to me about their experience in the project. They each made an individual appointment to see me in my office at their convenience. To start the conversation, the participant was handed a set of questions. Each question was written on an individual card and they were not numbered. The participants were handed the complete set of questions and were invited to read them first and decide which ones they wanted to answer and the order in which they would answer them. The rationale behind this was that even if they had come to the interview just because I had invited them and derived from the previously discussed sense of loyalty, they would have control over what they would talk about.

The questions the participants received in the cards during the interviews were (see Figure 32):

I. Imagine we were back at the beginning of this process, back in October 2016, when we began talking about Language Learning Advisors, are there things you would do or would not do? In other words, if you were back at the beginning of this process, would you do anything differently?

II. Some people would say that the best way to have a successful training scheme is to have a controlled set up, with predetermined content, activities, steps to follow, products for evaluation and deadlines, what would you say to them?

FIGURE 32 INTERVIEW QUESTION CARDS

III. What do you think the ideal training programme on how to become a language-learning advisor at the Sas Lab would be like?

IV. Would you say that a way to promote and prepare learners for autonomy should include the teacher's own experience as an autonomous learner?

In answering the questions, the participants had to reflect on the overall experience they went through in the eight months of work this project took to develop. From their answers to these questions, certain themes arose and they were used to establish the major points participants ultimately considered most relevant to include in a professional development scheme that

would make the best use possible of their potential for autonomy and a better understanding of what is required to develop it.

Participants gave a variety of responses to the different questions showing the aspects they, on hindsight, were now prepared to put forward as the best options to include in a professional development scheme. All of this based on their personal experience after having participated and learned lessons about themselves during the project, after having gone through the learning trajectory proposed by Kato & Mynard (2015) for language learning advisors (see figure 16).

I will start this presentation of findings from individual reflections with an exploration of the bigger topic present in the answers to one of the questions put to the participants, that of the set-up for the training scheme.

6.1.1.1. ON THE SET-UP FOR THE PROFESSIONAL DEVELOPMENT SCHEME
Since the set-up we used for this particular training experience was non-restrictive and decided by the participants as we moved through the process; the question put forward for the final interview (see II) was meant to elicit their thoughts in comparing this more autonomous, organic experience to a more traditional and familiar one for them. An experience where there would be predetermined contents, activities, steps to follow, products for evaluation and deadlines: a controlled set up. The term is meant to convey that all the decisions for the training scheme are already made and put in place by the trainer or facilitator.

Their comments reflected a wide array of views on this matter. From defending the organic set-up as the only way to truly understand the job of the advisor to conceding that for some people more structure would be helpful, to proposing that without deadlines and a controlled set-up very little would get done. Interestingly but not surprisingly, the comments defending the organic set-up came from teachers educated outside Mexico, and the other side of the argument was presented by teachers who have had all their education in our country.

"/Controlled set up is better?/ No, because that's not the way advisors work ... I don't think you do the discovery and the reflection..."

"[...] if there were more like deadlines to do something, because procrastination, people leave stuff till the end and maybe if we had that pressure or something like that, I think I would have committed a bit more."
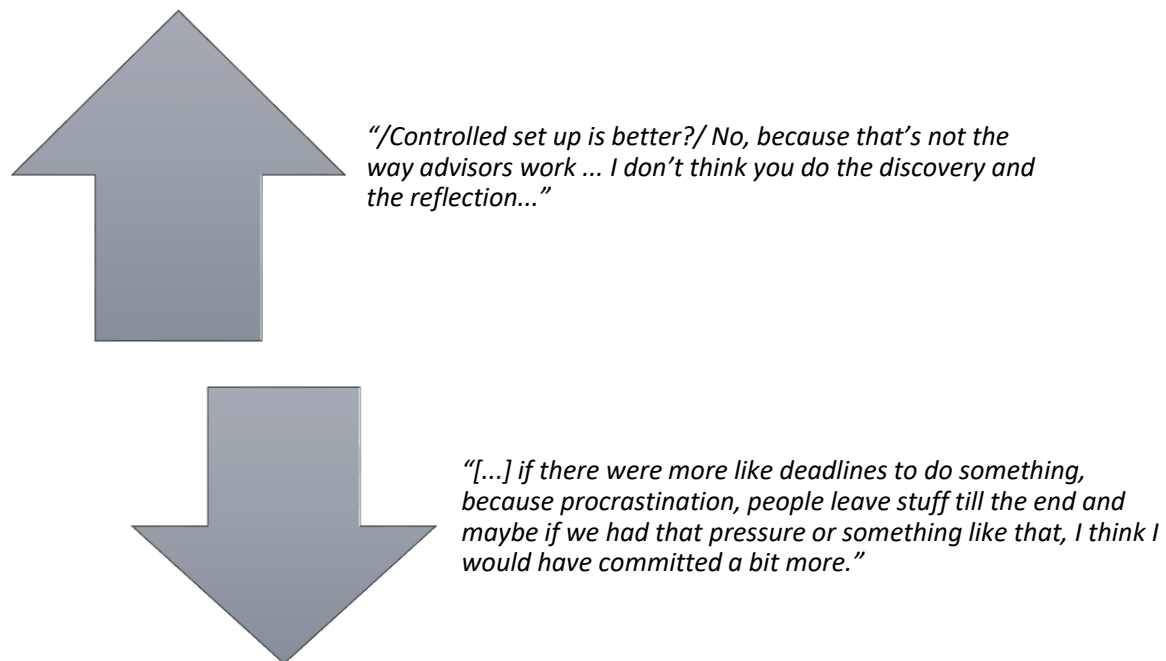
FIGURE 33 TWO DIFFERENT VISIONS

The opinions on this matter, as presented in Figure 33 show comments 1 and 6, illustrating the two different visions at the opposing ends of the spectrum in terms of the participants' stand on this answer. However, a second and more important aspect in viewing these comments, is noticing what we find in comments 4 and 5 (find all comments from 1 to 6 in Appendix 9).

> *"[…] for some people it might not be the easiest way, because they're so used to following rules […]"*
>
> Comment 4, Teacher's response – end of project interview, May 2017

> *"[…] I don't think that it would harm us much if we had a lot of activities and steps to follow for people who really need that structure and who feel much more secure if somebody is scaffolding all through the way […]"*
>
> Comment 5, Teacher's response – end of project interview, May 2017

Overall, there was also a strong support for the existence of minimum parameters such as deadlines, for example, which seem to be of particular importance to our Mexican culture. This need for deadlines will be more fully discussed in a coming section (see 6.1.1.2.2. Having assigned work and deadlines), but the message in the responses in the interviews was very overwhelmingly clear:

> Teacher _: *"[…] with some of my colleagues, […] they were stressed out at the fact that they had so much time to do whatever they wanted. And the idea of not having a deadline was for them overwhelming […]"*
>
> Teacher's response – end of project interview, May 2017

> Teacher _: *"[…] some people believe that if there is no deadline nothing gets done. And perhaps, because of our culture in Mexico, we need deadlines […]. If we have those deadlines, we feel a little bit more compelled or we feel a little responsibility, but it's a cultural thing."*
>
> Teacher's response – end of project interview, May 2017

From this point and to continue building up a picture of what we learned that is becoming clearer in the analysis of this experience, I will move on now to discussing certain specific actions. These actions are either something we tried and a report of its influence in the experience is made; or something that on hindsight the participants reflected as something that could have been helpful, and a backtracking vision of the evolution of the action is offered to better understand its relevance. All of this derived from the reflections made by the participants of their own experience and insight into it, as well as the evolution of the work done throughout this stage of the intervention.

6.1.1.2. ON CERTAIN SPECIFIC ACTIONS

In presenting the responses from the participants in the final individual interviews, certain specific actions can be identified as relevant. This relevance is seen first in the fact that the participants themselves bring them up in their discussion and second, because there is evidence in the process we went through in the eight months of the intervention that at some point or another these actions were explored in some form. This section presents these identified specific actions and offers a wide-angle view into the experience from the different perspectives involved in the process: the face-to-face interactions at meetings, the recovery and analysis of the work done and the participants' personal reflections on the overall experience and what they learned from it, especially about themselves.

6.1.1.2.1. READING PRIOR TO DISCUSSIONS

For most teachers, even the ones with degrees in ELT or TESOL, learner autonomy was a novel concept, something they had never really encountered, read about or really discussed. Only a handful of the participants had heard, read or thought about learner autonomy in their training, but none of them really knew that much about it. Even the ones who had been tutors at the self-access lab for a time now. This meant that they were all starting from the same point; the basic ideas had to be built from zero for everyone for the most part. In a way, this gave the work a very democratic feeling, at least at the beginning.

The participants realized very early on, at the very first decision-making meeting actually, that they needed to learn about Learner Autonomy, Self-Access and of course Language Learning Advising. So, one of the first actions taken, requested by them, was to provide them with articles, books, reading materials curated by me to get them started in building common knowledge about the main concepts.

> Researcher: *"Give yourself a goal and give yourself a bit of a timeframe. Right now, we're talking about the beginning of this semester, so what do you think you would like to do in the next couple of months? How far do you want to go? What do you think you need from me to get there?"*
>
> Teacher B: *"[…] what books do you recommend on the subject?"*
>
> Transcript from First meeting – October 13, 2016

In an effort to encourage discussion and the socializing of information, the reading materials were made available to the participants in physical form; there were no electronic versions of the materials shared. The readings were organized in individual folders and left in the tutor's section of the self-access lab. This area is a common meeting space for teacher-tutors coming and going in and out of the self-access lab as they go about their workday, so the thinking, my thinking, was that they could see each other, talk about their choices of readings, discuss what they had learned, exchange ideas as they worked through the materials (see Figure 34).
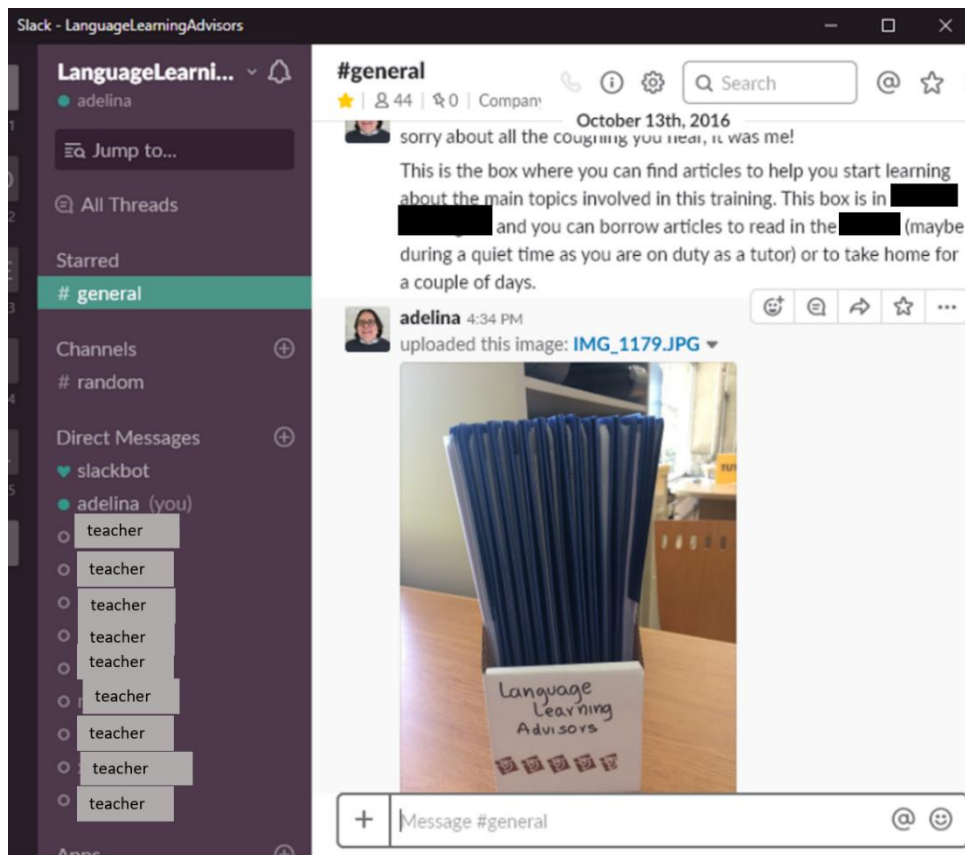
FIGURE 34 INITIAL READING MATERIALS

FIGURE 35 READING MATERIALS

At our second meeting on November 10, 2016, one month after their initial request for reading materials, we reflected on how their goal of learning more about the main concepts through reading was going (see appendix 10, transcript of segment meeting – Nov 10, 2016). By then the number of articles shared had gone up to 42 (see Figure 35) and not much activity had been recorded on the feedback/reflection sheets included for each article. The feedback sheet asked that those who read the article left answers to two prompts: 1. You should read

this article if you want to know more about…, and 2. One important thing I got from this article was…

It was only after our discussion that day that a clearer understanding behind some of the decisions made finally prompted more activity in this reading initiative. More notes (see Figure 36) started to be shared on the feedback/reflection sheets on most articles and loans went from two or three people borrowing an article a week to sometimes up to eight people a week. This was about half the number of active participants in the project.
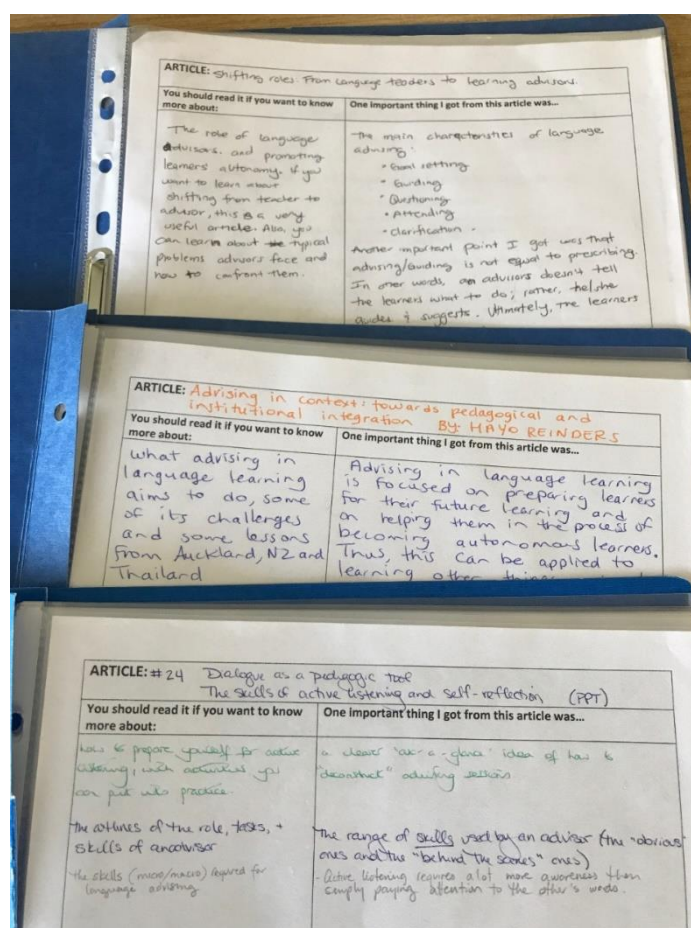
FIGURE 36 NOTES ON ARTICLES

For some of the teachers the number of articles available and the lack of more explicit directions as to how to choose what to read, especially because you did not want to or were not able to read everything, became an issue. Those teachers struggled with the freedom they were afforded to make these decisions and asked not just for more explicit guidance, but, the way I saw it, asked for someone else, a perceived "expert" to make the decisions for them. During our fourth meeting after three months had passed and still some had not done much reading, these were the requests made by some of these teachers:

> Teacher _: *"I would like if you and [Teacher A – HC + HA teacher] could nicely recommend like … basically, I think A, B, and C have articles that have what I think you guys may need, and maybe you can read A, B, and C. that's what I would like."*

Teacher _: *"In my case, [Teacher B - HC+HA teacher] was very helpful because she was with me and I said 'I know you've probably read them all, so just tell me which ones to read'."*

<div align="right">Transcripts from Fourth meeting – January 12, 2017</div>

6.1.1.2.2. HAVING ASSIGNED WORK AND DEADLINES

During the face-to-face decision-making meetings, the questions about what they were going to commit to do and by when were always raised. The intention was to have them be the ones deciding what, how much and by when. In this extract from the second meeting, I can highlight the very direct question from one of the teachers on whether the work being suggested was to be considered obligatory: a requirement. She seemed to be already deciding where on her list of priorities this was going to fit. In my trying to foster both autonomy and a sense of ownership of their own process, I kept bringing up the notion that they were the ones deciding how much they wanted to or could do and then when they thought they could do it by.

/trying to set up a date for the next meeting/

Researcher: *"on that day, we're going to discuss, you know, everything that we would have read by then, what kind of personal goals can you set for yourself? What are things that you think that you would like to do?"*

Teacher _: *"Read."*

Researcher: *"Read! That's a good goal. I am all for that one: read. Just read the articles or maybe reflect on the articles? One thing doesn't necessarily mean the other."*

Teacher _: *"Is it a requirement?"*

Researcher: *"Not really, this is your own process. Is it going to be enough with just reading the articles? Fine. Is it better to read the articles and reflect on them? Maybe. Are you going to have time to do that? Remember we said realistic goals, so don't set a goal for yourselves that is just going to frustrate you. Doesn't have to be by 2 weeks from now, could be by 3 or 4 weeks from now."*

Teacher _: *"But how is December for a deadline?"*

Researcher: *"Yeah, could be. It doesn't have to be by two weeks from now, could be by three or four weeks from now. December, who else."*

Teacher _: *"It could be on the week from the fifth to the ninth."*

<div align="right">Transcripts from Second meeting – November 10, 2016</div>

As seen in this sample exchange from one of those meetings, I did not provide a set amount of work to be done nor assigned any soft or hard deadlines myself. I intentionally chose not to do this, I wanted them to be the ones making those calls for their own process. Find a discussion of the relevance of this in 6.2.2. summarizing and analysing the themes from individual reflections.

6.1.1.2.3. DOING PRACTICAL WORK

During the second meeting, and considering that teachers had already started reading articles as the first activity they identified as necessary in their process, I started a conversation about including more practical work. In the discussion during the meeting, the participants recognized that the articles read did not directly contribute to their developing skills as advisors and so the idea of including activities that would provide them with the opportunities to learn and practice the different skills necessary for language learning advising was presented.

> Researcher: *"So, at some point we were talking about active listening. So, how much of that do you think that you're able to do? Would it help you if we set up some exercises where we practice our active listening skills? That could be on top of the reading that you're doing. The reading is the more theoretical part, where you're understanding how all of these concepts work, but doing activities like the roleplaying thing would be like the more practical side, and you can get a feel for what it would be like to wear the advisor hat instead of the tutor."*
>
> Teacher _: *"The articles, the one I read, a research paper, it's very hard to actually make it something we can use when you're advising."*
>
> Researcher: *"Yeah, that's my thing about the articles. They tend to stay in the theoretical abstract world. We need to bring these things down to the more practical, real world where we can grab things. So, it's nice to talk about advising and read about what people are doing in Hong Kong and Japan, but how do I get to become an advisor? What do I need to do? What is that gonna look like? Why isn't it the same as tutoring? How am I gonna get that feeling unless I start seeing it happening? So how about it? If we set up some of those activities, would you be interested in doing that?"*
>
> Teacher _: *"We would."*
>
> Transcripts from Second meeting – November 10, 2016

In that discussion, I proposed the idea of having a set of self-access materials that the participants could make use of to learn about the different skills. I also suggested ideas for how they could go about making use of them, ways of working on their own or with a peer and of getting feedback on the work they would do (see Appendix 11 for an extract on the discussion around practice on this meeting's transcript).

Little practical work was done and some of them recognized that they focused more on the theoretical part and invested the time and energy they had in reading.

> Teacher _: *"I did a fair amount of the reading, but I did not much of anything practical."*
>
> Teacher's response – end of project interview, May 2017

> Teacher _: *"I would probably do more of the… what it implies, the implication of it, what it means carrying out the actions. I feel like I haven't really put into practice, you know what I mean? I've been very theoretically focused, and I kinda see what the vision is and where we're going, but I maybe if I had had more hands on, because it's just the way… I mean, I didn't really do that and I should have."*

> Teacher's response – end of project interview, May 2017

Further comments from my perspective on this and discussion in 6.2.1. General themes from individual perspectives.

6.1.1.2.4. KEEPING NOTES AND/OR RECORDS

As I mentioned before (see 5.1.1. Action through Participation levels: attendance to face-to-face sessions for meetings and workshops and presence on the discussion platform), three participants kept some kind of notes or records related to this experience. In two of those cases, the notes were summaries of information read on articles and they came from the HC-HA teachers. The third was an attempt at keeping a journal or log of the experience, but unfortunately, it did not amount to much, as it was a one-off entry for a single reflection of a single tutoring session, that read more like an exercise on the teacher's part in trying to find her voice. It is a shame that the teacher did not keep the intention going, as it could have amounted to a more clearly defined reflection on her experience during the project.

I made it a point to allow things to run their natural course during this project and although there were suggestions made to keep notes, little was done about it, even by the people who pointed out the need for it. This was the initial suggestion, from one of the participants on our very first meeting about keeping notes:

> Teacher _: *"If we are going to try to pass on to the student position, you have to remember how it feels to not have known something. So, keep some sort of journal to be able to say 'at the beginning I felt shocked, scared or whatever'.*

> Researcher: *"'But now I understand this', or 'I still need to figure this out'. Absolutely, I would say that last one is a very important recommendation."*

> Transcripts from First meeting – October 13, 2016

Not only did the participants not keep track of notes or reflections; but only one of them made an explicit comment with regards to this aspect when interviewed at the end of the project and was asked what she would have done differently if she had a chance to do it again:

> Teacher _: *"[…] why didn't I take notes at least of some things? Like, in my notebook. I always carry the same notebook. And I could have taken a few notes. Just like "Okay, we did this, this and this". Maybe like the final reflection that I had. Not something big, just something to keep track and I didn't do it. […] I felt bad about it, because I mixed everything […] I should have taken notes at least of every session to keep track and organize the moments.*

Researcher: *"In general, do you think there would be value in having those notes?"*

Teacher _: *"Maybe yes, because later … for later. It would be good to know what I did, in my personal way, my notes, to think about the process. Because if not I think I'm just forgetting, and it's not that I don't take advantage of what I did every session, but it's like no memory. And that's not good. So I think it's best to take notes, to be like 'okay, this is what I did first, and this is what I did next, and this is what we saw later. And in the end my conclusion was this."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

Nobody else reported any attempts at keeping personal notes, records or reflections in any shape or form: written, audio, visual, etc. However, when encouraged to leave a note on the articles as they read them, many of them did so.

6.1.1.2.5. WORKING WITH OTHERS
Reflections around this action came from most of the participants. The first teacher in the samples below, more directly than the second one, refers to this need to interact with others, to construct knowledge with someone else who is going through the same experience you are going through. She reported particularly feeling this as they were on the first stages of the experience reading articles to gather knowledge.

Teacher _: *"Yeah, in the readings I did, it was… For instance, on two of them… If you have this feeling that you've read something and you don't get it. I get it, but how am I going to actually use that? If something looks great in a folder in a box, but what do I do with that? And for me it was very much the case, and I really missed having people to discuss it with. We should talk to another person about this, they don't really get it, but for me it's very important. If I learn it by myself, if I don't share it, talk about it, if I don't somehow interact with people about what I've learned, I will forget it and put it into a folder and say "I did that" and move on. And the first thing that I learned, because… It can mean lots and lots of things, where we are in that process. And who I am as a teacher, to be able to step out of those shoes and step into an advising role. So for me, I really missed being able to interact with people for my benefit, really. If we read something, we could interact with each other and say 'I read this, what do you think?'"*

<div align="right">Transcripts from Fourth meeting – January 12, 2017</div>

Teacher _: *"[…] one thing that might have worked here is peers, kind of a peer partner thing, someone to… so you have some partner because it's hard to arrange things, but if you ever peered sometimes you can maybe skype or just… if I'm missing a meeting, they could take a meeting, and sometimes is just good to exchange them. Something like that, but I thought it allowed us to exchange quite a bit."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

A third teacher expanded this further explaining how the experience of having had a "trusted" peer with him at the time of interacting with a learner had helped. He emphasised the value of

having another perspective, another pair of eyes looking at the same event. However, it seems, it cannot be just anyone. He talks about 'getting along' with this peer and 'having the confidence' to say what needed to be said.

> Teacher _: *"I would personally benefit on is maybe somebody being with us, maybe observing, maybe recommending something, or just putting something on the table so we can have maybe an alternative of how to do things. I'm saying this because, for example, a couple of times* [names a teacher] *has been around and… Because we get along so well and she has the confidence to tell me things in the moment, and I am open to suggestions and things like that… At the moment she was able to advise something that helped me take a different route and do things a little bit better. So, that helped me, because maybe when I was doing things at that moment it wasn't too effective…"*

> Researcher: *"It was a decision that you made just from your point of view. Having another pair of eyes…"*

> Teacher _: *"Yes, recommending something, or advising something. "You know what? Why don't you try this?" Or "Don't you think maybe that's a more difficult route to what you're trying to achieve? Maybe you can try something else". And maybe that could be something, because, for example, we have you. Maybe you can, at times, I don't know, it's just my idea, to accompany us while we are tutoring, maybe hopefully somebody else will come around and test us on our environment and how we're doing things. Maybe there's something that comes up that we can take a different route, that can be a little bit better. Or there's something that we haven't tried and there's that opportunity to try it.*

> Researcher: *"OK, so maybe like a peer who is there, like a buddy."*

> Teacher _: *"Yes, so that they can put like an extra perspective, or maybe knows a different way of doing things that can work, that can even work better. Or just like having more tools, no? Because at the moment we're just trying things ourselves and we think it's the best, but maybe there's something else that can even work better. Personally, I would benefit from that. If you ask me, maybe that's something that could be added to what is there right now. I don't know."*

> Researcher: *"Sounds good."*

> Teacher _: *"And of course, follow-up meetings."*

> Researcher: *"OK, getting together…"*

> Teacher _: *"Still discussing, because I do believe this is still developing, this is going to be a long route, right? And of course we have a different taste of things."*

> Teacher's response – end of project interview, May 2017

The need for someone else to provide feedback is put forward by other participants as well. This someone else seen as the more knowledgeable other who accompanies you in your process and advises you as you carry out intentional focused practice.

Teacher _: *"I would practice a little bit more. And maybe if I have someone observing me would help, I think…*

Researcher: *"And who do you imagine that someone being?"*

Teacher _: *"It could be one of my peers, it could be yourself. Anyone who knows about what we are doing, and what our aim is."*

Researcher: *"Just to have that discussion with someone else. "This is what I saw, what did you see?""*

Teacher _: *"You're still doing this as a tutor, so maybe we can do this other thing."*

Teacher's response – end of project interview, May 2017

Teacher _: *"One of the things that I would have liked, I mean, I think that most of the meetings that we had and sharing experiences, I think it was great. But I would have liked to have more follow-up and more practical context or situation, where more accompanied in that way. Where maybe have an observer or someone being there while I was tutoring or giving advice to a student. Have someone there observe me and say 'OK, at the end, I would have done it this way. This part you did well. Or maybe you tended to be a little more tutor instead of an advisor'. Some feedback, but not really planned. Like someone being there, just showed up and started observing me at the moment, without anything planned, to make it more real, to have more feedback for me.*

Researcher: *"In that practical sense."*

Teacher _: *"In that practical sense. In that moment. I would have liked that."*

Teacher's response – end of project interview, May 2017

Part of this, also has to do with a need for guidance and even evaluation by an expert. The comments about needing to work with someone else, a peer to discuss matters being learned, came from teachers who have had different learning experiences. The comments more directed towards having someone to work with them, to help them see what they are doing right and what needs to be improved came from teachers who have had a more traditional upbringing.

6.1.1.2.6. IDENTIFYING BEST PRACTICES.
Even though we had already discussed working with others and this could be an addition to that, I have given it a separate point because although it does involve working with others, it sees it from a different perspective. It does also involve learning with and from others, but it suggests the person learn from his own actions over what is being observed. That is, the person observes or listens to interactions between a tutor/advisor (actor) and a learner and then works to notice and identify best practices. It does not necessarily involve a direct dialogue with the actor, but rather it is centred on providing the observer with materials to study and learn from.

Teacher _: *"Maybe observe how the tutors did their jobs, no? How they were tutoring, kind of notice if they were giving answers. Or "You have to do this, you have problems with learning, you have to do this". Prescribing everything. So*

maybe it would have been useful to observe a few different tutors to see how different they were. Or maybe have a few readings before observing, about advising, to see what the experts say advising is and then now knowing the characteristics, observing some advisors trying to see the work actually towards the advising or towards the prescribing and tutoring."

Teacher's response – end of project interview, May 2017

Teacher _: *"These talks that we have, they really feed me. Something that really clarified was your modelling, recording yourself. It really helped me, that's when I noticed that I need to listen. That your conversation was not because you had all this knowledge, you were just waiting for the person and following the lead. That was really…*

Researcher: *"So would it be helpful to have more of those?"*

Teacher _: *"For me, yes. I would love to have; for example, I would love to see how you would deal with a conversation with [specific student]."*

Teacher's response – end of project interview, May 2017

Further comments on the relevance of this action in 6.2.1. General themes from individual perspectives.

6.1.1.3. SUMMARIZING CONTRIBUTIONS FROM INDIVIDUAL REFLECTIONS

Another one of the questions put forward for the teachers to ponder during the final interviews, was one about their opinion on what would be the ideal training or professional development programme. This might seem a far too subjective question to ask, but I was not asking it at the beginning of the process, I was asking it after we had already gone through the experience. These were people who already had an informed opinion of what it could be and they also brought to the table their individual history both personal and in terms of their professional development experiences from this project and all of their previous training, as well as their educational background.

There were a variety of comments from the teachers who chose to answer this question and together with the rest of the reflections drawn from the other questions set to them, the basic themes can be recovered. Those themes make up the contributions made through the individual personal reflection process of the teachers who participated in the project. Their ideas can be summarized in nine essential points that we would ultimately include in the overall design of the final pathway put forward at the end of this experience:

1. Living the experience as a learner
2. Having options to choose from to develop autonomy
3. Having opportunities for guided reflection
4. Having the experience of being advised
5. Having a visible approachable leader
6. Having a visible structure and deadlines for work while providing opportunities to exercise agency
7. Being held accountable by having minimum attendance requirements and opportunities for evaluation
8. Doing practical work together with learning from theory
9. Having focused training work sessions

The analysis for each one of these points is presented in 6.2. discussion of findings.

6.1.2. FROM COLLABORATIVE WORK

After the final interviews, participants were invited to attend a workshop session to work together in recovering the experience of the intervention. The work I proposed for the group of teachers attending the session was to start a first layer on the decision-making process of putting together a pathway for Language Learning Advising. I invited them to decide from all the aspects that had come out of the interviews which ones they considered to be most relevant to include on a proposal for a pathway that gathered all their points of view and what they saw as the most salient aspects needed in a training scheme of this nature. A scheme that would allow participants to develop and exercise their own autonomy to achieve their professional development goals in becoming Language Learning Advisors.

The upcoming section will present a detailed account of the process the participants went through in their analysis of their experience. In the second section the results of the work in pulling in all the lessons learned and the products from the final discussions from the community in bringing all of their ideas together in a proposal for a pathway is presented.

6.1.2.1. RECOVERING THE EXPERIENCE

A decision-making meeting (the sixth meeting) on July 7, 2017, allowed us to socialize all the elements provided by the interviews and start to visualize how they could be put together into a proposal for a training scheme. We opened up the session by looking at an extract from Herbert's Dune, that I chose to start up the conversation on the relevance of the work we wanted to do for our learners:

> "Many have remarked the speed with which Muad'Dib learned the necessities of Arrakis. The Bene Gesserit, of course, know the basis of this speed. For the others, we can say that Muad'Dib learned rapidly because his first training was in how to learn. And the first lesson of all was the basic trust that he could learn. It is shocking to find how many people do not believe they can learn, and how many more believe learning to be difficult. Muad'Dib knew that every experience carries its lesson."

> From the humanity of Muad'Dib by the Princess Irulan

> Herbert, 1965

We moved on to a series of prompts that asked the participants to provide their points of view with the intention of recovering knowledge and experience. The prompts were (see Figure 37):

- A language learning advisor has these: personality traits / skills
- A language learning advisor's job at (our self-access centre) consists of/is about…
- To become a language learning advisor: you have to / you should / you could
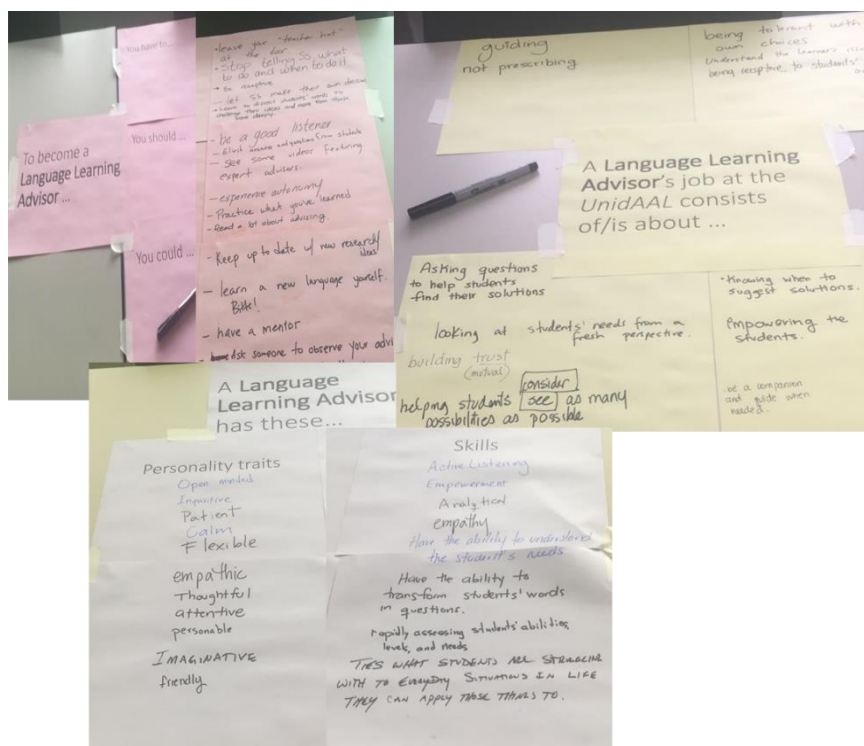
FIGURE 37 PROMPTS TO ACTIVATE SCHEMATA

After this initial activity to activate schemata, we then worked with the elements suggested during the final interviews in individual cards (presented in table 7).

Meet face-to-face as a group	Have a buddy (buddy system)	Read relevant information (theory)
Participate in discussions	Role-play situations	Have an action-plan (set deadlines for specific actions)
Record video/audio of our advising sessions	Live an experience as a learner (study a language, learn a new skill)	Practice advising
Reflect	Be a tutor first and then start learning about advising	Have deadlines for certain actions
Have choices and make our own decisions (what to read, how to recover knowledge)	Watch/listen to advising sessions	Practice advising in the classroom
Participate in Slack (discussion forums)	Be advised	Unlearn some things
Evaluate progress	Share the experience, build a sense of community	Be motivated
Analyse advising sessions	Check with learners what they feel about our advising	Have workshop sessions to practice advising skills
Have live demonstrations of advising	Read articles in small groups and discuss them	Discuss a set of questions or analyse a case together
Discuss the idea of "commitment"	Keep a journal	Analyse my teacher-self

TABLE 7 - ELEMENTS DERIVED FROM INTERVIEWS
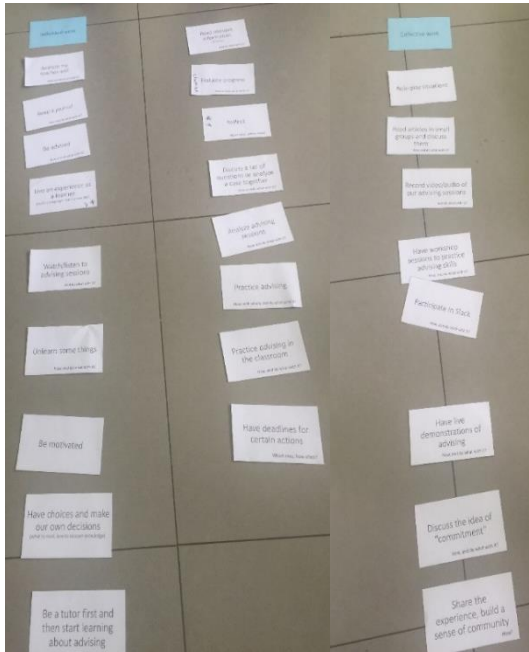
We discussed and negotiated if we thought the activities could be better done individually, collectively or both (see Figure 38).

FIGURE 38 CARDS (INDIVIDUAL, COLLECTIVELY AND BOTH)

We then looked at the conditions put forward by Marzano et al (2012) to develop expertise (see 2.3.1. Advising) as we moved on to the next step in this workshop. The steps being: having a well-articulated knowledge base, having focused feedback and practice, having opportunities to observe and discuss expertise, having clear criteria and a plan for success and recognizing expertise. We made sure we had actions that represented these conditions present throughout what would be the proposed pathway.

We then discussed a possible order; a way of organizing and prioritizing activities and we made a projection of how everything could be arranged and managed in a given time frame (see Figure 39).
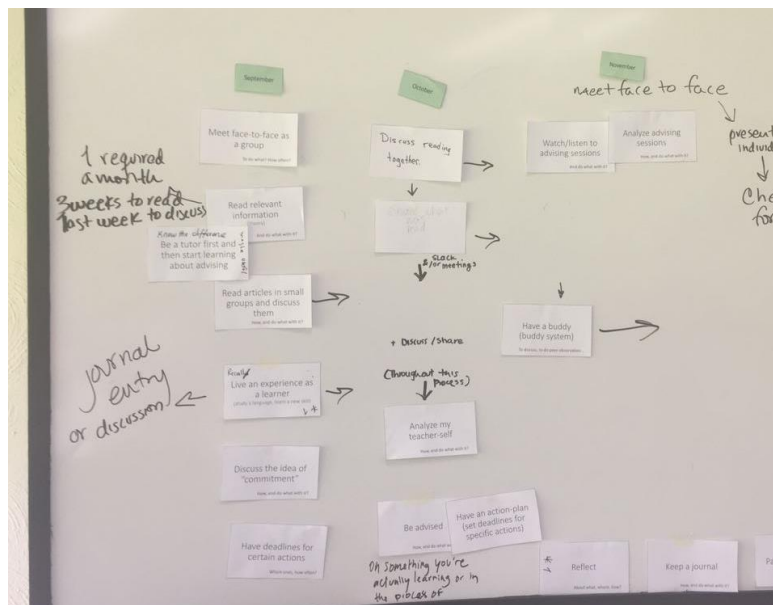
FIGURE 39 PROJECTION OF ACTIVITIES IN A GENERIC TIMEFRAME

All the work that came out of this meeting was summarized in an internal working document (see Appendix 12) that was shared with all the participants for their consideration as a starting point for the work we would do on the final document that would present our suggested pathway to the academic council of the Language Department for its consideration and approval.

A final meeting and workshop offered in two different schedules to promote attendance and as much participation as possible, allowed us to work together on the proposal that would be submitted to the department. A format was provided by the Office for Continuous Education (OEC), this format is used in our institution to present new professional development schemes to the OEC first and then as the starting point for presenting the scheme to the community.
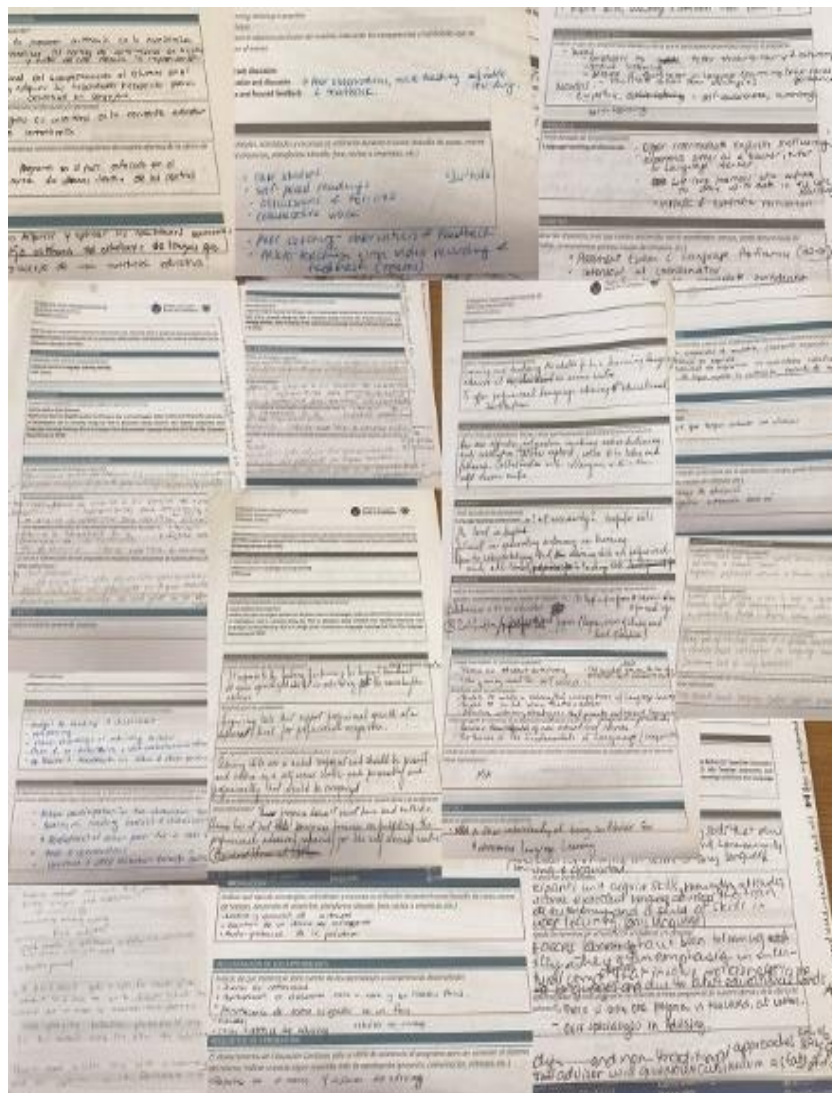
FIGURE 40 TEAM CONTRIBUTIONS

We worked in small groups to allow discussion and negotiation to take place (see Figure 40). Each small group worked on their own document and from all of those forms a single document was then put together. This final document represented all the work done by the participants and it was put forward for revision to the Language Department. The Academic Council of the Language Department returned our document with minor suggestions and once

they were addressed, our proposal was accepted and validated by the department and passed on to the OEC (see Appendix 13 – Proposal for Diploma Course in Language Learning Advising).

This Diploma course has been used to train Advisors since 2018. To this date, five cohorts have completed the programme, with two more starting this 2021. The first two courses were done in English only for teachers in the Language Department, and the rest of the cohorts have been done in Spanish to allow participants from other departments to join. The focus of the training was widened to learning advising instead of just language learning advising.

6.2. DISCUSSION OF FINDINGS

To discuss this final research question, the main themes emerging from the participants' reflections on the actions and experiences lived through the intervention are analysed. In the presentation of findings, data is shared first in terms of the individual reflection process of the participants and second in terms of the collective reflections coming from the collaborative work the teachers did in gathering the experience as a community at the end of the intervention.

The discussion that follows here in the upcoming sections echoes the presentation of findings made through 6.1.

6.2.1. GENERAL THEMES FROM INDIVIDUAL PERSPECTIVES

The first aspect analysed from this standpoint is the pertinence of having a controlled set up for the training scheme of future language learning advisors. The answers provided by the participants around this theme, showed a wide spread of opinions, ranging from the absolute rejection of a controlled set up that, in their point of view, would restrict the experience of reflection and discovery; to the suggestion that without controls set by the facilitator to add pressure people would not fully commit (see Appendix 9).

In the middle of these two opposing views, stood those comments that expressed an understanding that perhaps there needs to be a middle ground, especially considering the main target audience for this proposed professional development scheme, namely teachers raised and educated in Mexico. If Teachers "need to recognise and assert their own autonomy" (Breen & Mann, 1997), it is this understanding of how they did this for themselves that will allow them to become "authentic instruments in the development of autonomy in learners" (ibid). However, if you, now a teacher, have never been encouraged to learn through autonomy, you have a long road ahead of you, to first do this for yourself to then be able to accompany learners in their journey.

The teachers' recommendations in comments 4 and 5, discussed the value of looking for ways to support and model autonomy through the training experience, but taking into consideration that a basic structure, the necessary minimum scaffolding, had to be present to help teachers transition at their own pace to a point of more awareness, self-knowledge and finally autonomy.

Besides this basic structure, the concept of deadlines was also a common occurrence in the personal reflections. After the experience and upon reflection, most of the Mexican participants seem to agree that deadlines are absolutely needed and it seems need to be

dictated by the 'person in charge' of the scheme to be successful in aiding a good work rhythm. More on this aspect later in this section when discussing specific actions.

To continue in this discussion of the findings from the personal reflections done by the participants, we will now look into the specific actions around the experience of the intervention and we will analyse the lessons learned derived from them. An important point to highlight over this analysis is the clarity that the reflections on the experience brought to the participants about the double task intended for this professional development scheme. The project was not only meant to train participants in matters of language learning advising but to also allow them the opportunity to experience the process of better understanding what it is like to work towards learner autonomy from the learner's perspective. This last aspect is perhaps the biggest contribution made by the participants' experience because of the novelty that this represented to most of them. Going against a lifetime of traditional teaching-learning models that do not truly promote autonomy was a challenge for those participants who have not had the opportunity to work under less traditional circumstances both as teachers and as learners.

The first action presented in the findings is to do with "reading prior to discussions" (see 6.1.1.2.1. Reading prior to discussions). One of the lessons learned from the experience was that having reading materials available did not necessarily translate into actual reading. Whether it was because they had to actually come and collect a folder instead of having electronic versions accessible online, or there were too many options in no particular order or no explicit demands on how much to read by when, nor expectations as to what else to do with what was read, except improve your own understanding of concepts, the amount and rate of reading of the materials was small and slow.

Freedom to choose, a variety of options, self-determined deadlines, all of this did not necessarily translate into self-propelled action for the majority of the participants. At the final interview, one of the teachers reflected on how helpful it might have been for her if she had done reading previous to our discussions.

> Teacher D: *"Yes, I would do something differently. Before entering the first meetings, I would have started reading, because if I had read before going to those meetings, I would have understood what it was about faster, sooner. And when you do that, then you can see more things. So, yeah, that would be one of the things that I would have done differently. Reading. Definitely. Because I didn't know about it, so it took a while until I realized that I had to read…"*
> Researcher*: "to get into it"*
> Teacher D*: "Yes. Because I lacked all the information …"*
> Researcher*: "But at the beginning, we were all in the same place."*
> Teacher D*: "Yes, but then again, at the beginning I realized there were tons of ways of doing things. That was the first discovery. Like 'this guy does things so differently' and 'This is so cool, this is so … non-understandable for me'. So I think reading would have given me like the vision of all these differences and maybe I could have focused on something else."*
>
> Teacher's response – end of project interview, May 2017

The only obstacle in her way, it seems to have been herself, but I wonder if she had been able to see that this would have been helpful if she had not "failed" at it first.

A second action was "having assigned work and deadlines" (see 6.1.1.2.2. Having assigned work and deadlines). These two points usually came up during discussions in face-to-face decision-making meetings, during the second stage of the intervention. I would usually ask the participants what they were planning on doing, how much and by when. My expectation was that they would set parameters for themselves, at the beginning maybe they would be overly ambitious and little by little learn to gauge their real response capacity.

The energy during the meetings was always good and encouraging. They would engage in the discussion and make suggestions for all the questions I asked and they would set up their own deadlines and talk of committing to the type and amount of work they would aim to do by said deadlines. In the end, the work would still not get done. From the final interviews, the teachers attributed this to the lack of set deadlines and explicit work assigned by me, the person in charge.

When discussing levels of commitment (see 5.1.3. Reflection through Participants' views on their levels of commitment), a comment by one of the teachers managed to summarize in a few words the lesson learned, informed and shaped this into a guideline for the pathway we are looking for, where a need for assigned work and tasks with deadlines seems essential. The teacher said:

> Teacher _: *"We don't know how to work with so much freedom, and it's something we need to learn."*
>
> Teacher's response – end of project interview, May 2017

For some of the teachers, it was a matter of having to deal with the freedom to decide when and how much to do, wanting to do it, but still finding themselves with a long to-do list where other concerns would end up being prioritizes over the work for the project.

> Teacher _: *"… The only thing I would do, and going back to the thing we were talking about, cultural patterns, perhaps I would assign different readings to different people and we can… You did that, you said "The readings are there", but it was a very free and very open invitation. But perhaps if in one of the meetings we would say "Okay, there are six readings here with best practices, each of you are going to be responsible for reading, synthesizing and sharing. And then to put into practice and give us some feedback or reflection, so we can learn from other people's experience and try to reflect on the process". Perhaps that's the only thing I would do, to make it a little bit more obligatory because otherwise we get carried away with the rhythm of life."*
>
> Teacher's response – end of project interview, May 2017

> Teacher _: *"The only thing that really helps me is the deadlines. I need deadlines. The rest can be moved, but the deadlines are important because I postpone things and I still do that. So, I need those deadlines. I need to have that limit. And then I get ready for things. So yeah, I still need those."*
>
> Teacher's response – end of project interview, May 2017

Having a sense of where the minimums are, the things you are expected to do and by when, what is *obligatory* is, from their comments, what drives or triggers the sense of responsibility that moves you to do what you are supposed or expected to do.

The notion of this being a cultural trait came up in half of the interviews, and all but one referring to or implying how it is a Mexican cultural phenomenon. In our culture it seems, we need to **be given** deadlines, we need to **be told** what is the minimum expected by when.

> Teacher _: *"Now, on the side of deadlines, talking about deadlines, some people believe that if there is no deadline nothing gets done. And perhaps, because of our culture in Mexico, we need deadlines, like you did. "We are going to have a meeting and you are going to have to…" Well, not "have to", but "you're invited to come and share your experiences. Let's do this, let's reflect, let's write a little bit in Slack". If we have those deadlines, we feel a little bit more compelled or we feel a little responsibility, but it's a cultural thing…*
> Researcher*: "Yeah, I think so too."*
> Teacher _: *"So we do need those deadlines, I think they're good."*
> > Teacher's response – end of project interview, May 2017

Directly tied to this previous action, comes one on "doing practical work" (see 6.1.1.2.3. Doing practical work). During discussions on a face-to-face meeting the idea of doing some practical work to ground the theory they were reading about in the articles was brought up. I was the one who brought up the idea and to suggest possible ways to go about doing it. Analysing this point, I realize that in spite of looking to encourage autonomy and promoting an organic set up for the training scheme, I did not invite in their contributions to make decisions for how this was going to be done. It was obvious that practical work needed to be done, but they did not get to make suggestions or decide how that would happen. There was no sense of ownership over what was suggested for them and that was most likely an important factor in how little practical work took place.

In the final interviews, participants did recognize the need and the place the practical aspect of the training had. They suggested some practical activities that could be implement in a future pathway to have the opportunity for practice. The message being that more structure be given to setting up these activities, as from the experience lived, leaving this practical component of the training up to the participants to organize for themselves was not successful in generating practice.

> Teacher _: *"I think that we need to do practical things, in which we recall different conversations that we have with students and analyse really what we've said, the types of advice we've given, and together it becomes a project for all."*
> > Teacher's response – end of project interview, May 2017

> Teacher _: *"It would be nice to have these role-plays or like problem-solving cases that we can discuss and share ideas…"*
> Researcher*: "That sounds good."*
> Teacher _: *"Things like that, practical things. But more spontaneous stuff. Because that's the thing, I'm not good at it because in the moment I try to solve."*
> Researcher*: "Your first reaction is always your teacher reflex."*
> Teacher _: *"Yes, and I need to leave that aside and try to think different and try to ask questions instead of answering, I need to ask. So, also I need help in that."*
> Researcher*: "So maybe putting together workshop sessions where we practice roleplaying with people."*
> Teacher _: *"Yeah, I need help with… Not online, I need to work on it."*

Researcher: "Yes, interact with others. See this happening."
Teacher _: "Yeah, I want to be the student and I want to be like them and I want to see what the others do."
Researcher: "Okay"
Teacher _: "And maybe I can learn from what they do, and maybe I can start doing that too in some of the role-plays. Putting it into writing gives you too much time to think…"
Researcher: "And this is a quick reaction."
Teacher _: "This is a quick reaction, I need to learn that. What do we do in that moment? Because that's the part where… I would be willing to come to these workshops."
Researcher: "Perfect, that sounds great."

Teacher's response – end of project interview, May 2017

Teacher _: "I would say that if we record ourselves…"
Researcher: "OK, for example, that's a good way to do it."
Teacher _: "Show it to you or others in the group. That would really help. And then have a session where…"
Researcher: "Where we discuss the cases and see how you're all doing."
Teacher _: "Or do some roleplaying."
Researcher: "Yeah, that could be good."
Teacher _: "It's always fun to be the student, right?"
Researcher: "Being naughty and make you suffer."
Teacher _: "Yeah, I think we need more, more of something less abstract."
Researcher: "You can actually experience it, right?"
Teacher _: "Feel it."
Researcher: "OK, sounds good."

Teacher's response – end of project interview, May 2017

Another action brought forward by the themes analysed in the individual reflections was that of "keeping notes and/or records" (see 6.1.1.2.4. Keeping notes and/or records). In analysing this particular action, I need to consider some contextual aspect of our specific situation. I have been an academic coordinator for more than ten years at this institution and most teachers I have spoken to about their teaching over the years; admit to not doing much formal reflection-on-action (Schön, 1987). This, taking time to look back and think about what we did, how we did it and what kind of results we got from it, is not something we are in the habit of doing. If there is any reflection on our teaching done, it tends to be reflection-in-action (Farrell T. S., 2015); in the moment, you assess what you are doing and you make decisions and adjustments and they have an immediate impact on what you are doing right there and then. However, unfortunately, there is usually no time or action taken afterwards to recover the experience or systematize what was learned. It becomes part of your collection of lessons that you learned as you go and trust you will remember it next time. It is not usually seen as a strategy that builds knowledge or helps to develop skills further, as it is seen when Marzano et al (2012, p. 5) put forward that "reflective practice is critical to expertise."

Many teachers, for example, tend to struggle when doing end-of-term self-evaluations for our coordination. They tend to focus on giving their side of the story in response to students'

comments and seldom get to really reflect on their own process and experience. Reflection is not something we are taught or even encouraged to do in our educational system in Mexico, as learners or as teachers. This means that we need to learn to do this, first as learners so we can then apply it as teachers.

For this experience, as presented in 6.1., the action that did get a response in terms of notes was the suggestion to leave a note on the articles they read. In my mind, the fact that the articles had the form attached for the reader to leave a note and it had been an explicit request, might have made the difference. The personal notes or records were a mere suggestion to help organize their own work and process, there was no sense of accountability attached to it other than to themselves. Again, the fact that this was not a requirement and no explicit guidelines were given for it meant that not much energy was put into it.

The next action was "working with others" (see 6.1.1.2.5. Working with others). The notion of working with peers came in from two apparently different positions. On the one hand, some teachers commented on the need to have someone to share the experience with, a sounding board. And on the other hand, some comments were made more along the line of having someone, a peer maybe, but not necessarily, someone acting in the role of what Vygotsky referred to as the "more knowledgeable other" (Abtahi, Graven, & Lerman, 2017, p. 276), working with them to build knowledge and expertise. Someone to help them see or tell them, what they were doing right and what they needed to improve or simply do differently.

The teachers' reflections also support the notion of having a sense of community built to allow these types of interactions to really take hold. It is easier to receive constructive criticism from someone whose opinions you value, someone who you recognize as worth listening to, someone who you trust is doing and saying what they are saying for your own benefit. That level of trust is something that needs to be built and earned. Hara (2009, p. 113) discusses the types of knowledge that can be socially constructed in a community of practice and considering how rapidly knowledge can change nowadays within a single discipline this is quite relevant to our situation. Consider this typology (see TABLE 8):

Professional identity	Cultural knowledge	
		Tacit
	Practical Knowledge	
Subject-matter Knowledge		Explicit
	Book Knowledge	

TABLE 8 KNOWLEDGE TYPOLOGY IN COMMUNITIES OF PRACTICE (Hara, 2009, p. 113)

The cultural knowledge built within the community is what will give this particular group of people training as Language Learning Advisors their professional identity. It will be the common shared tacit knowledge that identifies them as members of the CoP. Practical and book knowledge are also important constructions as seen in previous sections. This is what gives strength to the argument in favour of forming a community of practice with the teachers involved in the scheme as a way of not only building knowledge and developing expertise, but doing so surrounded and supported by people they know, and whose opinions they trust and value.

Of course, there is another side to this working with others and that is to do with a need for guidance, approval and even evaluation, done by the 'expert', the person in charge. We are

used to an educational model that puts forward the teacher as a directive guide who is not only in charge of organizing activities, but is also responsible for the work being done and assessing its effectiveness. The participants' comments reveal their stance on this issue as seen in 6.1.2.5.

Taking this into account, would mean providing opportunities during the professional development scheme for self-evaluation, peer evaluation and expert evaluation, to both promote self-reflection, its application to someone else's work and the incorporation of the expert's perspective to close the circle (see Figure 41).
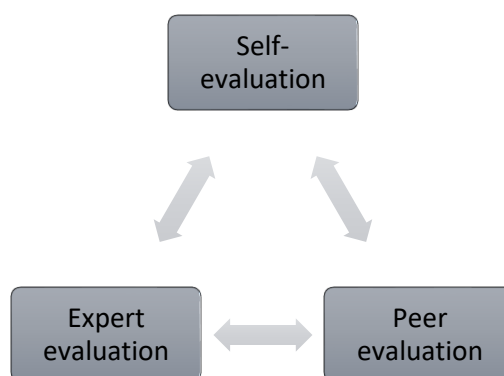
FIGURE 41 EVALUATION CYCLE

It also means recognizing that learning and learning within a community of practice situates this process "not in the head or outside of it, but in the relationship between the person and the world" where the individual and the social feed on each other (Wenger E. , 2010, p. 179).

"Identifying best practices" is another action and it is closely related to the work that can be done as part of the community (see 6.1.1.2.6. Identifying best practices.). Having the chance to watch or listen to a poor or a good advising session, could provide the teacher opportunities to do a lot of noticing on her own, it would provide clear examples of what to do and what not to do. Similarly, as the second teacher commented in the sample provided for this section in 6.1.1.2.6. Identifying best practices., observing her advisor was also helpful. Having the opportunity to be advised and experience the advising session as the learner who can also keep an eye on what the advisor is doing to notice modelled behaviour could also fit in this specific action.

Another key element here would be to have a chance to do collaborative work with the rest of the group, to encourage discussion and as a way to keep everyone on the same page. This aspect was not explicitly mentioned by the participants, which seems to point to the very personal introspective nature of the learning process we are working towards when learning to become language learning advisors, but that can also benefit from the social side of learning as a community.

An aspect that might be overlooked for its significance is the language we used for our communications as a team. The way in which we communicate is another form of community building exercise and even, a form of marking the sense of belonging in the participants that builds confidence as a group. All the participant teachers are bilingual in English and Spanish. We tend to do some code-switching, and also rely on a lot of translanguaging to communicate more effectively knowing that we can all pull on both languages (García, 2009). This supports the short-hand we have with each other as a community and it added an extra layer to the communication we were building together as a community of practice participating in this

project. It is common for us to start a conversation in one language and carry on in it and when an element in another language is introduced to switch to that other one. Or to use certain words, concepts or ideas in on language even when the communication is developing in the other language. Or chat histories in applications used for team communications show how fluid and efficient this ability makes our conversations.

6.2.2. SUMMARIZING AND ANALYSING THE THEMES FROM INDIVIDUAL REFLECTIONS

In this next section, an analysis that looks to summarize all the contributions derived from the individual reflections from the participants is done. The nine essential points drawn from the findings in the participants' reflections are presented either individually or in a small cluster when appropriate. Where necessary samples from those reflections are used to illustrate the discussion and analysis.

6.2.2.1. LIVING THIS EXPERIENCE AS A LEARNER

The first point recovered from the intervention was that of the importance of living this experience as a learner. Teachers recognized that having the perspective of the learner allowed them to see what it took to develop their own process towards autonomy. Some of them have had previous experiences in training and professional development schemes where they have seen the benefit of being at the receiving end of a formative experience, where you are expected to do and not just receive instruction.

> Teacher _: *"Ideally, I don't know if it's gonna be possible, but ideally, I would imagine maybe us learning another language, or learning something else in an immersive context. And going through that experience. And maybe that's not feasible completely, but maybe there could be … you know. I took the online course […] the e-tutoring, and I'd never actually been an e-tutor, but I thought it was a really good experience because it does promote autonomy and it does force you to reflect on your work … So maybe something like that, using an online element or something, could be used to develop the training programme where we have to do some research or … one of the elements of the e-tutor was that we had to work on a project together. And each one would present their idea but together we decided 'we're gonna go with this, but we're gonna add this idea', and we made the complete project. I think something like that would have to be immersive so it allows us to live the experience."*
> Researcher*: "to live it from that other side, right? As in the learner."*
> Teacher _: *"Yeah, because I think that was a valuable thing from the e-tutoring course, I saw how it would be to be the student on the other side. So, I think that would be the ideal training programme, doing that direction."*
>
> <div align="right">Teacher's response – end of project interview, May 2017</div>

There is an implicit recognition of the place of first-hand experience in developing their own autonomy as learners themselves to better understand what it will take for the learners they will get to work with and help them to develop it too.

6.2.2.2. HAVING OPTIONS TO CHOOSE FROM TO DEVELOP AUTONOMY

Part of that same process of developing their autonomy first as a learner through this experience, would include having options to choose from to develop a sense of agency and autonomy. Some of the deeper work that happened as part of this research project and the

intervention that took place was a challenge to the traditional way in which we are used to working, teaching and learning in Mexico. Octavio Paz in his analysis of the Mexican culture in his celebrated The Labyrinth of Solitude says that "the modern [Mexican] worker lacks individuality" (1991, p. 67). In this same sense, Diaz-Guerrero talked about *La Obediencia Afiliativa* a sort of obedience by affiliation, which he explained by saying that Mexicans obey for love instead of power (Diaz-Guerrero, 2017, p. 102). We are used to being led and we do as we are told because we trust the person directing us. Fortunately (or unfortunately, depending on where you stand on this), things are changing for newer generations. More recent studies into this cultural dimension of the Mexican ethnopsychology reveal a slow shift in adherence to this belief. Diaz-Loving (Díaz-Loving, 2017, p. 977) reports that with a higher level of education the observable percentages for obedience by affiliation are visibly lower, it seems from his conclusions that more current types of education are indeed producing generations of Mexicans who are learning to be more assertive and self-assured. It is in this line, that the teachers who were not necessarily educated for autonomy and consequently have not had many opportunities to exercise agency, get to experience it, learn what it takes to turn it into autonomy and to then be able to accompany someone else in the process of developing it for him/herself.

This teacher, for example, reflected on how the training scheme had to adapt to the different needs of those taking it and in doing so offering opportunities to attend to individual needs and providing options to develop agency.

> Teacher _: *"Each person is a different planet. What works for me won't work for someone else. And that's what I'm learning with students. What I think is super necessary to learn, it's not for some. And for some it's perfect. So, just trying to broaden the possibilities and, again, the commitment for each person to choose whatever works for them. No, this is a complicated training programme, in terms of planning it. You provide and people just take."*
>
> Teacher's response – end of project interview, May 2017

6.2.2.3. HAVING OPPORTUNITIES FOR GUIDED REFLECTION

Many of the seemingly obvious activities proposed for this experience turned out to be more difficult to carry out than expected. I believe that reflection was one of those activities that could have been better handled or exploited. However, just like agency and autonomy in general, reflection is not something we can just expect someone to do by simply asking them to do it. I have denominated this third action as having opportunities for guided reflection because this is, I understand now, a process that you build up.

Teachers have to be given the opportunities to reflect in different ways and about different aspects of their process. At the same time they also have to develop the necessary skills to be able to actually carry out reflection from the more basic and up to the more complex levels it is necessary to be truly meaningful and really help them make "informed decisions about their practice" (Farrell T. , 2018, p. 15). From the final interview and on the question about an ideal scheme, this teacher chose reflection as an important factor to include:

> Teacher _: *"Reflections might work. Being a little more reflective. I know you told us to do our journals and that's really helpful, it is a good tool. But, unfortunately, I don't see that many actually value it or have the time for it, maybe it's time more than value […] it's part of autonomy too. It's part of learning on your own,*

> *kind of figure out what works for you, what you need to improve, how to move on."*
> Researcher*: "So, in your ideal scenario there is reflecting."*
> Teacher _*: "There is reflecting happening. I mean, even if it's just a five-minute before or after session, where we're like 'ok, take your time, write down what it is you're thinking, what's in your mind about this in particular'. At least organize our thoughts and have a presence."*
>
> <div align="right">Teacher's response – end of project interview, May 2017</div>

Building up reflective skills that allow teachers to learn to go from looking at their practice first from a descriptive level, to then a comparative or conceptual one and finally to a critical level (Farrell, 2015), would enable them "to act in a more deliberate and intentional manner" (Farrell T. , 2018, p. 11). This, in turn would give them true ownership over their process.

6.2.2.4. HAVING THE EXPERIENCE OF BEING ADVISED

Having the experience of being advised is another important action on this summarizing list of ideas gathered from the intervention. In living this experience as a learner, the teacher gains perspective into the process of developing autonomy from the other side of the formula: s/he will one day accompany learners in their process and having gone through it themselves will ultimately help them better understand what it takes to see it through. In that same sense, getting to experience advising from the advisee's point of view can also be very formative, especially considering that the role of the advisor is to help activate the learner's "reflective processes in […] learning through one-to-one (intentional) dialogue" (Kato & Mynard, 2015).

This teacher listed "getting advised" as one of the points that she would include in the ideal training scheme and explained it this way:

> Teacher _*: "I guess getting advised."*
> Researcher*: "You receiving the advice?"*
> Teacher _*: "Yeah, I mean, if you are advised in the way that you are supposed to be an advisor, the same process, then you can repeat it with language contents. So, this is good, because it's free, it's loose, everybody gets their own rhythm to where they want to get, which is the same thing as you are supposed to do to help the other learners, just different subjects. So, this is … I mean, do the exact thing that you're supposed to do later. You're supposed to guide others, so you're guided the same way."*
>
> <div align="right">Teacher's response – end of project interview, May 2017</div>

Having the experience of being advised, of seeing a model of advising in action as an example seems to be a good idea for a component of this type of scheme. One of the recommendations made by Benson (2011, p. 196) to increase effectiveness in the process of educating teachers for autonomy is that they get to experience as a student, pedagogical strategies for autonomy (2.1. Autonomy). Having the opportunity to get to observe and analyse work that you are able to dissect because you know what is going on and at the same time, receive the benefit of the experience for your process, seems to provide the participant with a unique, personalized and valuable learning experience. The participant has the opportunity to live the experience in two different levels of awareness.

On one level, the participant engages in reflective dialogue with his/her advisor to discuss his/her experience and receives the benefit of having this interaction. This means understanding that although self-reflection offers a great number of benefits and opportunities for deep learning, it is still limiting as it only offers one point of view, your own. On the other hand, a dialogue with another person "offers possibilities to restructure one's established assumptions and beliefs" and this in turn lead us to develop even further than we would have with just our own perspective (Kato & Mynard, 2015). This reflection through dialogue aims for "transformatory learning" which is the bigger goal, as we saw, of an Ignatian pedagogy.

On a second level, the participant becomes an observer who critically analyses the advising session to see examples and models of skills and strategies being used by the advisor, learning from this first-hand experience. This, in a way, is another form of experiencing the mediation of a "more knowledgeable other." According to Vygostky (2012, p. xxxix), it is the mediation done through a variety of psychological tools and interpersonal communication that produces the higher mental functions that ultimately allow a person to transform "spontaneous concepts" derived from regular everyday life experience into "academic concepts." Herein also lies Marzano's proposition that in order to gain and develop expertise, one must have effective models to see, analyse, and follow (Marzano, Boogren, Heflebower, Kanold-Mcintyre, & Pickering, 2012).

6.2.2.5. HAVING A VISIBLE APPROACHABLE LEADER

With a solid connection to this previous idea, having a visible approachable leader is also another important aspect. The connection with the previous idea of having the experience of being advised hinges in great part on the relationship constructed between the members of the community, where the leader or facilitator is seen both as a guide and as a trusted companion (*acompañante*).

> Teacher _: "I think the process that we're following is good, there has to be a lot of reflection, keeping our logs, sharing. And I think that having you here and knowing that your door is always open and that we can come with certain concerns or for advice or addressing certain issues that we don't know exactly how to tackle is the right way to go. And I think that, of course, learning from other people who have gone through the process is ideal, learning the best practices is ideal, keeping a log … I think everything we have been doing is part of it, it's a good path that we have been following."
>
> Teacher's response – end of project interview, May 2017

This comment from this teacher encapsulates the sort of peace of mind that comes from having the certainty of the presence and support from a certain type of leader. In the tradition of Ignatian accompanying (1.3. On Ignatian pedagogy), it is the leader's job (usually a teacher) to "create the conditions, lay the foundations and provide the opportunities for the continual interplay of the student's experience, reflection and action to occur" (Mussi, 2010, p. 9). It is in this line that the presence of the leader becomes a significant aspect in this process, not in the sense of someone to make decisions *for* the participants, dictate actions to be taken or instruct, but rather in being there to accompany the person in his/her personal journey through the experience.

This accompanying is done through a relationship of trust and friendship and it is aimed at the "formation of the whole person" (Kolvenbach, S. J., 1993, p. 6). In this perspective, careful

consideration must be given to balancing the influence of the leader. On the one hand, encouraging freedom while on the other offering opportunities for reflection and discernment in making decisions. This in itself is of pivotal importance for our Mexican context, as it can make the difference in breaking from a traditional cultural need to follow instructions blindly from whoever is viewed as in charge. Through the accompaniment given by this type of leader, teachers can be empowered into trusting their own decisions, building confidence in their own skills and assuming more control over their own process. Teachers can learn to trust their learners' decisions and capacities if they, in turn, have been trusted.

6.2.2.6. HAVING A VISIBLE STRUCTURE AND DEADLINES FOR WORK WHILE PROVIDING OPPORTUNITIES TO EXERCISE AGENCY AND BEING HELD ACCOUNTABLE BY HAVING MINIMUM ATTENDANCE REQUIREMENTS AND OPPORTUNITIES FOR EVALUATION

In what would seem as an interesting paradox after the previous paragraph; the following two aspects are highlighted in the participants' reflections over what is essential for a professional development scheme of this nature to succeed: having a visible structure and deadlines for work while providing opportunities to exercise agency, and being held accountable by having minimum attendance requirements and opportunities for evaluation. In the recovery of the experience for reading prior to discussion, the findings pointed towards a need for a certain degree of structure. The reflection in that section led me to think that too much freedom could be overwhelming. This is especially true for teachers with little experience in professional development or training schemes where participants have to manage their own time and make decisions over work distribution and personal deadlines. Their comments reflect their concerns with regards to these points:

> Teacher _: "I think it would be good […] I think you might have to have the attendance commitment […] like there could be, in the respect that there are 10 sessions. I would attend 8, and that's contractual. That's what they say they'll do. I think it could work that way too. Or have some sort of evaluation at the end […]."
>
> Teacher's response – end of project interview, May 2017

> Teacher _: "Well, I remember when we had a meeting and we were worried that we didn't follow you, like we didn't understand what you wanted us to do. So probably, yes, sometimes we do need somebody to tell us 'this is what I will want from you'. […] So, too much freedom can be confusing, I think, or like vague, maybe. I was lost a little bit, like I don't know what I need to do. But, on the other end, like the extreme could be like it's too rigid, and I wouldn't like that either. So maybe …
> Researcher: "Some middle ground."
> Teacher _: "Or maybe like 'there are four papers. You have to read only one. One focuses on this, the other one … and you choose the one that you feel you need more. You need to read for you personally'. A combination would be nice."
>
> Teacher's response – end of project interview, May 2017

> Teacher _: "Okay, the ideal way … I would combine. I would combine a little bit of both sides. I think it is … My opinion, in order to obtain more results and like really what we want with projects, and maybe we need that, like, teachers need a little of pushing but also have some freedom, not all, a combination of both

things would be fine. I would have no problems with that. I mean, I didn't have problems with this freedom, 'ok, decide when you want to come' and I did. No problems. But me, if I had a possibility to do something like this, I would do both. Like, a balance between both, because maybe the results would show more and we would work better. And maybe we would know what we're doing. Like, why, why we're doing this. 'We're working on this project because we want to get here and we're doing all of these activities of things or whatever to get there. And there are certain deadlines that we need to meet but we have the freedom to do it like this, this or this.' Fine. And, yeah, that's fine. I don't know, I think that we still need some structure."

Teacher's response – end of project interview, May 2017

The key seems to be, from their reflections and suggestions, finding a balance that would allow teachers to have basic guidelines to help them organize their time, work, and participation levels and at the same time offering them opportunities to take part in the decision-making process at varying stages or levels of the experience. The participants would have to be aware and become proficient in the handling of all of the elements that have to be juggled in the very dynamic process involved in developing learner autonomy. Tassinari's model (2016) can provide an idea of what these elements are and can offer support in working towards a better understanding of how to use them for the learner's benefit (see figure 42).
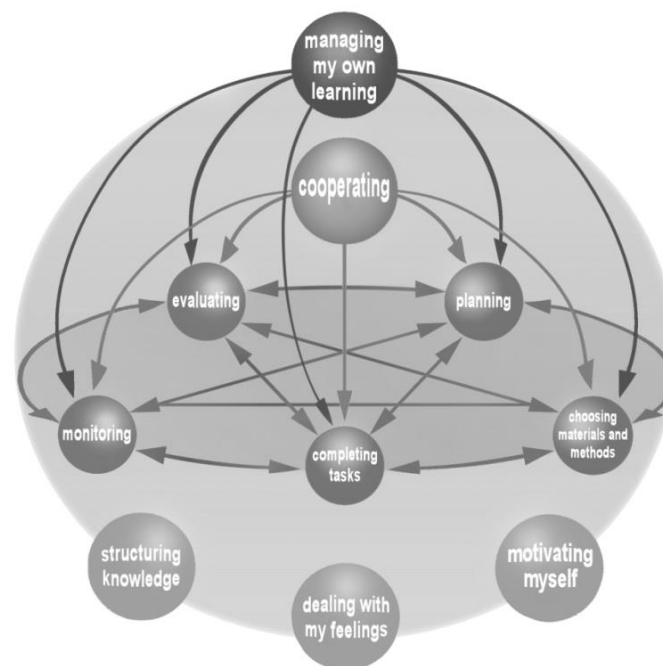
FIGURE 42 - THE DYNAMIC MODEL FOR LEARNER AUTONOMY (TASSINARI, 2016)

The work would have to rely on an andragogical rather than a pedagogical approach as explained by Knowles et al (2015, p. 52) and presented here in TABLE 9:

Element	Pedagogical Approach	Andragogical Approach
Preparing learners	Minimal	Provide information Prepare participants Help develop realistic expectations Begin thinking about content
Climate	Authority-oriented Formal Competitive	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive Openness and authenticity Humanness
Planning	By instructor	Mechanism for mutual planning by learners and facilitator
Diagnosis of needs	By instructor	By mutual assessment
Setting of objectives	By instructor	By mutual negotiation
Designing learning plans	Logic of subject matter Content units	Sequenced by readiness Problem units
Learning activities	Transmittal techniques	Experiential techniques (inquiry)
Evaluation	By instructor	Mutual re-diagnosis of needs Mutual measurement of program

TABLE 9 PROCESS ELEMENTS OF ANGRAGOGY (Knowles, Holton III, & Swanson, 2015, p. 52)

The difference relies on the basic assumptions previously discussed (see 2.4.3. Leadership for change) that acknowledge that adult learners bring with them to the learning process their whole life experience. They need to understand why they should learn something and its value to their lives. In addition, they learn better through problem-solving experiential means.

6.2.2.7. DOING PRACTICAL WORK TOGETHER WITH LEARNING FROM THEORY AND HAVING FOCUSED TRAINING WORK SESSIONS

Echoing these principles, two more aspects are added to this list of recommendations: doing practical work together with learning from theory and having focused training work sessions. They have a clear connection to the previous points made about adult learners and the participants' comments regarding these issues included the following:

> Teacher _: "You see, ideally … I know what I like, I like theory, but I feel like not everybody likes it. Or they don't value it as they should. I feel like something very hands on seems to be something that everybody is very on board with, for some reason."
> Researcher: "Do you think something more practical would reach more…?"
> Teacher _: "Yeah, it would. More practical and then seeing it in action helps a lot. Because theory does take a certain amount of self-reflection. When you read it you're like 'Ok, how does this apply? Where does it go? How does it go with my…?' Some are better than others, I've noticed that for some it's like … you're making them … they're becoming more stressed with the idea of 'what do I do with this idea? What do I do with it?' So maybe practicality might work, but with some theory in it. […]"
>
> Teacher's response – end of project interview, May 2017

> Teacher _: *"I would say some reading, if it's fair of me to say this, the chapter that you lent me, that you gave me a copy of […] that was partially more related to classroom teaching, it was more focused on classroom teaching, but still very, very applicable here. And it got me thinking a lot, it was more practical than a lot of the meetings. Honestly, I think a little bit of roleplaying would be good, if there was ever a chance. Like, we've had scenarios ... one person walks in … […] some anecdotes would be good, things that we've done wrong. […] I think at some point it would also be, probably in the early-on of that process, have a half a day or a full day of training, just let people chew on the concept of what's the difference between tutor and advisor, or what do we mean by autonomous learning … how do we get there … why."*
>
> Teacher's response – end of project interview, May 2017

Teachers understood the need for the construction of a theoretical background of all this knowledge that we were proposing to explore, but, more importantly, they realized that all the theory would not give them the proficiency required in the skills necessary to carry out this role we were aiming to prepare ourselves for. Special care would have to be put into designing a clear sequence of "learning projects" (Knowles, Holton III, & Swanson, 2015, p. 65). The projects could include theory and practice in an experiential model that would allow for different combinations of resources both human and material: peers, experts, students, literature, activities (role-play, simulation, etc.), models (active listening, advising, strategies, etc.), reflection tools, feedback tools, etc.

All in all, the broad lessons put forward based on the individual reflections of the participant teachers make for very clear recommendations for this pathway. In summary they are: first living the experience as a learner, having options to choose from to develop agency, and having opportunities for guided reflection. Second, having the experience of being advised, and having a visible approachable leader. Third, having a visible structure and deadlines for work while being provided with opportunities to exercise agency, and being held accountable by having minimum attendance requirements and opportunities for evaluation. Finally doing practical work together with learning from theory, and having focused training work session.

6.2.3. THE EXPERIENCE RECOVERED IN COLLABORATIVE WORK AS THE PROPOSED PATHWAY

The proposed pathway put together by the participants is a blended 120-hour course, where 44 hours are done face-to-face in eleven 4-hour sessions (Saturdays 9am to 1pm once a month was suggested as a possible workable schedule – in the new reality of the pandemic these sessions went from being face-to-face to being online videoconferences) and the rest of the hours are online self-directed individual, peer-to-peer or collective work. A possible proposed calendar with the distribution of hours is presented in TABLE 10 to provide an idea of the distribution of the work in a given school-calendar year.

Session	Topic	Time	
Module 1: Metacognition and Autonomy		*30 hours*	
		synchronous	*asynchronous*
Session 1	My learner and teacher-self through metacognition	4 hours February	6 hours
Session 2	Motivation in learning, learning in motivation	4 hours March	6 hours
Session 3	Understanding autonomy as a learner and as a teacher	4 hours April	6 hours
Module 2: Learning Advising in theory		*40 hours*	
		synchronous	*asynchronous*
Session 4	How we learn	4 hours May	6 hours
Session 5	Autonomy and self-access learning	4 hours June	6 hours
Session 6	Learning advising	4 hours July	6 hours
Session 7	The role of the learning advisor	4 hours August	6 hours
Module 3: Learning Advising in practice		*50 hours*	
		synchronous	*asynchronous*
Session 8	Building expertise	4 hours September	10 hours
Session 9	Practice and focused feedback	4 hours October	10 hours
Session 10	Observation and discussion	4 hours November	10 hours
Closing		*synchronous*	*asynchronous*
Session 11	Wrap up and follow up plan	4 hours December	4 hours

TABLE 10 PROPOSED CALENDAR

The proposed work done includes community-building activities, activities to promote peer work on analysis, reflection, and feedback. Presentations and discussions are part of the synchronous work during the Saturday sessions, as well as role-playing, simulations and micro-teaching type exercises. The online work includes forums, discussions and collaborative tasks on the LMS platform developed for this course. The participants are asked to write reflections on given topics they read and discuss relevant bibliography, discuss and work on case studies and audio/video recorded advising practice for analysis, discussion and reflection, both individually and with peers all of this around the learning projects defined by the session topics (see summarizing contributions from individual reflection).

For the synchronous sessions a pre, while, post format is proposed for the work on the learning projects, where participants are encouraged to do both individual and collaborative work in all three stages. A variety of tasks is set for each stage of the sessions and participants are given choices and encouraged to make decisions on different aspects of the work:

- Tell your teaching-life story visually (Yamada, 2012).
- Explore through a questionnaire and the analysis of your answers to it what your level of reflection is and become aware of what you still have to do to get to a critical reflection level (Farrell, 2015).

- Engage in reflective writing (Bolton , 2010).
- Choose from options for self-reflection tasks (Farrell T. S., 2004).
- Choose from options for given articles on a specific topic.
- Choose to read a given article in English or in Spanish.
- Do collaborative reading of a given article, who are you going to work with and what are you each going to do?
- Do collaborative reading of different articles, discussion of the readings and writing of a summarizing paragraph pulling all of the ideas together.
- Explore your own motivation by analysing where you stand in the self-determination continuum for a chosen activity (Ryan & Deci, 2000).
- Have extra reading materials on a given subject to decide how much more to study on it.
- Carry out self-reflection on a personal wheel of learning and discussion with peers (Kato & Mynard, Reflective Dialogue, 2015) to keep organized, motivated and active.
- Do small group work on identifying elements of the roles involved in teaching, tutoring and advising (Riley, 1997).
- Do work on identifying beliefs about language learning (Gass & Selinker, 2001) (Horwitz, 2008) and discussion with peers on how these beliefs influence our jobs as teachers, tutors and advisors.
- Decide which beliefs about learning need to be better informed and engage in further research to inform personal reflections.
- Reflect on the effect of opportunities for learning beyond the classroom (Benson 2016).
- Participate in discussion forums online.
- Read an assigned article, present the content and discuss it with a team of peers. Work together in generating a summary (format of their choosing) to share with the rest of the group via online platform.
- Build knowledge through collaborative reading, discussion and reflection of specific given topics and information
- Make a choice to read the articles that peers were assigned besides your own reading for a collaborative reading activity.
- Think and figure out possible ways to learn a list of words in an unknown language to explore strategies and your own coping mechanisms.
- Reflect on the differences and similarities between intentional reflective dialogue (Kato & Mynard 2015) as a method for language learning advising and Ignatian accompaniment (Zatyrka, 2018).
- Participate in discussion forums to decide on basic parameters used for self-reflection, peer reflection and expert evaluation to analyse advising practice sessions.
- Individually and collectively, brainstorm ideas to activate schemata on a given topic.
- Challenge assumptions about adult education through peer discussion and reflection (Knowles, Holton III, & Swanson, 2015).
- Carry out reflections to wrap up the experience of each individual module.
- Decide what evidence will ultimately be part of the self-generated portfolio at the end of each module.
- Carry out and analyse, individually and with peers (through discussions forums) advising sessions with learners/people.
- Attend and analyse, individually and with a peer, advising sessions with the course facilitator.

Participants are expected to have an active participation throughout the course, and to comply with 80% attendance to the synchronous sessions for each module. The products that participants have to turn in are:

- A self-generated Portfolio that includes elements of self-evaluation, peer evaluation, and expert evaluation (cross-reference).
- A self-reflection on each module and a final overall one.
- Reports and reflections on four advising sessions conducted by them.
- Reports and reflections on four advising sessions with the course leader.

In order to be eligible to take this course, it was decided that participants should fulfil the following requirements for admission:

1. English B2/C1 level minimum if the course was to be conducted in English.
2. Language Learning experience
3. In-service: should have access to learners during the course
4. Letter of intent explain why they are interested in taking this course
5. Computer skills: basic Microsoft usage, internet skills, basic mobile applications and knowledge in the use or willingness to learn to use online learning environments/platforms.

This course has already certified 73 learning advisors in 5 different cohorts, about half of which belong to the Language Department and the rest come from a variety of departments within our institution. Three more cohorts are expected to complete the programme this 2021, one of them being a closed group for teachers and advisors working out of the library.

The participants have left evidence of a developing process of reflection on every step of the experience. This has aided us in confirming the effectiveness of the proposed pathway in providing the necessary skills for not only language learning advising, but for a growing awareness of the importance of working on our own autonomy as part of the process (see Appendix 14 for sample reflections from participants from cohort 2, class of 2019).

7. CONCLUSIONS

This experience has left me a lot of learned lessons, and it has also allowed me to see how much more there is still to be learned. The value of the chance to learn about autonomy by living autonomy is certainly one of the most salient clarities this project has brought me, and I have been very fortunate to have had a chance to experience this in my own process. In this next chapter I will discuss some of the conclusions I have distilled from this experience, from a place of reflection which is the most important filter I have used and encouraged to be used throughout this project.

From a very practical point of view, on analysis now, I believe now that some aspects of my believed Ignatian approach could have been done differently and better for the second stage of the project. I think we could and should have had a discussion of the experience up until that point, but we did not. It was as if the transition had been one project for the department and the second stage a completely different experience. The teachers did know they were being invited to participate in a training scheme from a different perspective from what they were used to. They knew we would be working towards understanding and developing our own autonomy, but we did not discuss what I had already started to see during the first stage of the project. Would the experience of the second stage have been different and in what ways, had the participants had the opportunity to do a recovery of the experience of the first stage, before moving on to the second stage? The build-up of the experience would have felt more intentional, as it was, it was left to the individual capacities of each participant to notice the connections.

In terms of autonomy in general, I have come to understand that it is not a given or denied component in someone's life. It is unstable in many different aspects and it is difficult to grasp especially if you have not experienced it or if it has never been modelled for you. Autonomy is as much mistaken for something else as it is feared and purposefully, albeit often unintentionally, avoided or down right suppressed. This is my reflection as a Mexican woman, a teacher, someone who has had experience in educational settings as a student both in Mexico and abroad, and who constantly comes across both Mexican and foreign teachers and parents and their personal (culturally and historically different) perspectives and beliefs.

This project has given me a wider understanding of what a truly complex concept autonomy is, and it has also strengthened my resolution to find ways to engage in further discussion, further research, further training, to better our understanding and promote its development, at all levels. "Practice what you preach" is how one of the participants put it in one of her reflections, we cannot say we want citizens of the world, people who engage and make a difference without helping them understand themselves better, take responsibility and work to improve from within. We need to think of ourselves as educators not just teachers, and work on building autonomy with others is what marks that difference.

This is especially true in our context as a Jesuit university, where contributing to the education and shaping of "men and women for others" is the driving objective for our efforts. This ultimate goal in looking to encourage the "full growth of the person which leads to action" (Jesuit Institute, 2014), is precisely why fostering learner autonomy is a priority and should be part of our interactions inside our classrooms and beyond them in all other learning environments, such as our self-access lab.

In the process of looking to achieve this, the work done for this research project has allowed us to expand our understanding of how important our role really is. This has meant a process of exploration to better comprehend where we stood and how we were going to support learners in their process of developing autonomy. From the experience gained in this project, through theoretical research and the intervention and exploration of the findings, I can put forth an overarching perspective that suggests that teachers who do not understand and experience building autonomy for themselves will not be fully able to help learners gain autonomy.

It is for this reason, that I believe that teacher autonomy should be an objective that is purposefully, intentionally worked on. An autonomous teacher will be able to foster autonomy in learners. No teacher will make a successful Language Learning Advisor if she has no clear understanding of what it takes to develop and sustain autonomy, learner autonomy. Language Learning Advising training needs to be based on the trainees own personal experience of what it takes her to look for, grasp, develop and sustain autonomy.

And so, training as a Language Learning Advisor is not just about professional development. It is not just about acquiring a new set of skills and strategies. Through this experience and our reflections on it, we have learned that It requires personal insight into who we are, what we do, why we do it and whom we do it for. It is a process that requires courage, honesty, and trust and not everyone is apt, ready or willing to go through it, and that is fair.

These aspects were particularly important for me during this experience. From my participation in this project, as an insider researcher, I had to be the first one ready to try, and most importantly to trust. My role and the design of the intervention required me to not just be an observer, I had to lead the experience. And, lead it in such a way that it would be consistent with what we were proposing. I was to model the very role of advisor and accompaniment style we were supposed to be learning to do. My job was to make sure that I was indeed facilitating a professional development opportunity that allowed participants to explore and develop autonomy.

This is easier said than done, as anyone who tries this for the first time will find. I had a lot of faith and hope, and once I decided that I was going to trust the people and the process, all I had to do was hold myself back from interfering, to stop my natural instinct to control, to teach. When I say *hold myself back*, this is both metaphorical and indeed at times, quite literal. I developed a strategy to actually keep myself from saying more than I had to when I interacted with the participants. Fighting back the natural teacher reactions and the regular forms of interaction between an academic coordinator and a teacher, I found myself having to hold my hands to remind myself to not give instruction, to not give directions, to not jump to conclusions, to not speak when I had to listen, to let the person truly reflect and find her way. To be a truly Ignatian advisor.

This project was set up in such a way that it was meant to put all of those involved in an open, unrestrictive and permissive environment, to allow those opportunities for personal exploration, insight and understanding to come through. In my mind, having such a free and organic scheme gave us the opportunity to see unobtrusively and without a doubt, what we were really working with. My comment on my research journal after all the interviews were done expressed some of my feelings with regards to this:

> *"Having had the chance to experience a professional development scheme that attempted to give participants all the opportunities to both succeed and fail, provided them with a safe environment to try things out, to challenge their beliefs, and to put themselves to the test, [it] was quite enriching. The lessons learned are valuable because they showed us that we weren't all that autonomous, that we didn't know ourselves very well really and most important of all, it showed us that even when you 'fail' you can succeed if you learn from the experience."*
>
> Researcher's journal entry, June 2017

I believe that this knowledge we built of ourselves, what we could do, what was needed for us to do it and what was necessary to adjust to get to the point where we successfully trained ourselves as language learning advisors using our own autonomy, could not have been achieved had we not been willing to try things out, put ourselves in the spot light and have an honest look inside. They ones who were willing to do this, it seems, were the ones who achieved the most in terms of the learning trajectory for LLAs (Kato & Mynard, 2015).

On the other hand, also, having a safe environment to explore all of this and discuss what was learned was the biggest reward of the work done towards creating a sense of community and really recover the lessons learned from the experience. Working as a community is meant to provide those involved in a team the advantage of common, shared wisdom (Wenger E. , 2010). Building knowledge with others for a common goal gives strength not only to the knowledge built, but also to the work and personal relationships of those involved. From this experience I learned that having an environment of trust takes time and effort to construct but once gained, the level of shared reflection can raise the standards of any enterprise the community attempts (Lowney, 2005).

Another lesson I, in particular, learned is to do with culture. Culture, it seems, plays a part in the development of a community of practice. This is particularly true with cultural backgrounds that are more notably dissimilar. Certain cultures are more compatible than others are, it seems. In a language department, more so than in many other educational settings, there is an opportunity to set up interventions where different cultural backgrounds lend an extra layer to the experience.

Sinclair (Sinclair, 2000, p. 12) discusses the cultural side of autonomy and thinking about this was one of lessons I learned from this project. My intuition told me that there could be some cultural differences in how we all experienced autonomy, but I was not prepared for the ways in which my thinking about this evolved throughout the project.

The richness of backgrounds and personal histories in all the people involved in this project allowed for very interesting experiences throughout and offered us a glimpse into the possible relevance of an element like culture within an educational framework. For a lot of the participant teachers exploring autonomy for this project was a first. As discussed previously, autonomy is not something traditionally intentionally encouraged in general in Mexican education or households. And this is obviously a phenomenon that is not unique to Mexico. Jimenez Raya and Vieira call teacher education a "disempowering space where teachers are expected to assimilate and apply academic knowledge, rather than inquire into and explore their own practices." This means that there is a systemic failure to promote any "educational change towards autonomy" (2018, p. 97). There is a need to counteract this tendency, to keep

teachers from just being passive executors of "predesigned instructional programmes," and to finally empower them.

In Mexico, it is only until recently, most likely due to globalization, that some basic notions of learning to learn (Ellis & Sinclair, 1989) have started to filter through educational settings. There is far clearer understanding of concepts such as constructivism than there is about self-directed learning and learner autonomy. Whereas in other cultures, it would seem, autonomy is a somewhat assumed characteristic, something you live with, sometimes without even knowing.

I put forth that it may be possible that those teachers who have had more experience with autonomy may be less prepared to understand and support a Mexican learner in developing autonomy. The reason why I think this is because the empathy that a teacher who has had to make a recent effort to understand and develop autonomy for herself, is going to be an essential element in the interactions this teacher-come-advisor will have with learners. That empathy is only the first layer in the interactions to consider, but it is one that sets the tone for how the advising work is carried out.

In accompanying a learner in the Ignatian style (Mussi, 2010), just like in transformational reflective dialogue (Kato & Mynard, 2015), being there for the person with a non-judgmental stand and an open mind are fundamental. It is difficult to do this when there is an expectation that the person should already have an understanding of what it takes to learn something on his own.

For someone with a different background, a wide and clear understanding of the normal conditions of the average Mexican student needs to be developed if they are to successfully accompany a learner who has been brought up in this educational system with no other learning experiences that might encourage autonomy.

After more careful consideration, I can now say that what I mean by *different background* in the previous paragraph, does not necessarily or exclusively mean someone who comes from a different culture. I started this journey not putting much thought into the possible impact of the cultural background of the participants, in spite of working in a multi-national team. Reflecting on the development of the intervention during stage one, I started thinking that where we came from and how we had been raised might actually have something to do with how we were handling the challenge to become more autonomous, to give voice to our agency.

By stage two of the intervention, my thinking started shifting informed by the more personal experience of the second part of the project. I assumed that the differences I was seeing seemed to be based not on whether the participant was Mexican or not, but rather whether they had been educated exclusively in our Mexican educational system or if they had been educated abroad. This later became more focused, and I started thinking that it was not mere geography, it was about the experiences lived. The possible differences I was seeing in terms of agency and autonomy seemed to actually be based on whether the participants had had the opportunity to live experiences that had expected and or demanded more autonomy from them or not. It was not about where they had been taught, but rather how they had learned.

This brings me to my next point and in a way with this, I circle back to my first argument at the beginning of this chapter. I believe that if those of us with opportunities to lead others do not assume our responsibility in promoting change, if we do not learn to let go of our positions of

control, things will continue to be the same in our educational system no matter where in particular we work be it Mexico or anywhere else. Those of us in coordination and team management positions are the ones who need to develop leadership skills that foster and support autonomy in our teams. It is my belief that if teachers do not experience autonomy for themselves in themselves, they will not be able to encourage it in their learners nor really accompany them to develop it. How could they? If they do not know what it takes and how it can be done. We need to model behaviour and preach with the example. Most of all we need to learn to trust and learn to live with a degree of uncertainty.

Autonomy requires autonomy, yes, but I can now add something else to this and it perhaps sounds somewhat counterintuitive but this is the biggest lesson I am taking away from this experience. Autonomy requires autonomy but more importantly, it requires accompanying. Autonomy is built in community. Perhaps, we should talk about it then, in terms of what Ding called collaborative autonomy (2005) (2018). He argues that promoting autonomy "necessarily and primarily involves complex relations of interdependence." A student may not assume control or responsibility for his/her own learning on his/her own, it takes the counterpart of the teacher letting go of control and responsibility for the student's autonomy to develop. We have to do it together, in collaboration as a community.

7.1 CONTRIBUTIONS TO KNOWLEDGE

The contributions made by this research project can be listed as follows:

7.1.1. IGNATIAN PEDAGOGY AND AUTONOMY IN LANGUAGE LEARNING

Even though Jesuit education has been around for approximately 500 years, Ignatian pedagogy is mostly known only to people working in or studying at Jesuit institutions. This means that its application, research and findings are discussed and circulated only within Jesuit institutions and organizations. In most cases, learning more about it takes getting involved in something to do with the "compañía de Jesús" (the society of Jesus), with working with Jesuits. There is a need for not only more research and publication into the application of this methodology and its paradigms, but also of more discussion of it and its contributions to education in general and higher education in particular.

This research project is one of the first to explore the inclusion and impact of this pedagogy and its principles in an ELT environment and around teacher and learner autonomy issues. It is the first intervention to propose a connection to a learning advising methodology for autonomy and the Ignatian style accompanying model. For both of these new paths there can be a number of further interventions and research opportunities available not only for individuals and teams working out of Jesuit institutions, but for anyone in the ELT and learning advising fields. It is my hope that with the dissemination of this particular project more people would become interested in learning more about the possible applications and impact of Ignatian pedagogy and we will have access to more findings to illustrate, expand and even challenge our understanding of it.

7.1.2. A RESEARCH PROJECT DONE IN STAGES

All of the thinking, reflecting and lessons learned would not have been possible to this degree if this project had been shorter and narrower. I believe now, that the decision to not only focus on the Language Learning Advising aspect of the project gave us so many more opportunities for exploration and a lot more to learn.

Having the time to work with the larger team of teachers in an initial first stage of the intervention, and then move to work with a smaller contingent of volunteers for the second and third stages, multiplied exponentially the learning chances of this research project. It gave me the opportunity to get to know everyone better, and to develop a clearer understanding of the individual processes they were going through. It offered me a complete panoramic picture of a process that required time to develop and I am thankful that we were able to allot the time necessary to see it through.

For the participants, the stages and the time given to them meant opportunities to make decisions. They were able to see what the project was about, get involve as much as they were able to, and also withdraw as needed. They were ultimately in control of how little or how much they were participating and at what stage of the experience, and that in my mind supported the consistent work on autonomy we were aiming for with the whole intervention. The work in stages also meant giving the Ignatian paradigm (see 1.3. On Ignatian pedagogy) applied to the work more time. It gave the participants time to *cook* their reflections, time to live the experience and take actions so they could reflect again and keep the cycle going.

A long project such as this one carries challenges because of that alone. It is not easy to be involved in something that you have to do on top of everyday life. A large pool of participants in the initial stage, gave way to a smaller group who were not only willing but also able to carry on to the second and third stages of the project. I believe that having the means to give the project the time it required, at the pace needed by the participants allowed such a thing to succeed. Had we not been able to invest the time and energy that we did, we would not have been able to really and truly gather the experience that we did.

Having the different stages supported the pragmatic needs of such a project, but it also fed the human needs in a way that I could not have foreseen. It allowed us, as a team, to connect, to get to know each other better, to support one another, to really and truly build a community and a clear sense of belonging. It justly gave all the participants a sense of ownership over the whole research project. This in turn fed the work done and has given the initiative and the subsequent proposed pathway staying power.

7.1.3. INTERVIEWS WITH AN AUTONOMY TWIST

One of the biggest concerns of mine during this project was my intention to keep all the work done through it as consistent as possible with what we were training for. This is, if we were to learn to accompany others to develop autonomy through reflection, then the intervention had to have this in its design and at every step. Every action, interaction, set of materials, instruments, and means to gather data should be a way to model behaviour and ideas of how all of these things could be done with autonomy at the forefront.

With this in mind, the design of individual interviews with the participants became fertile ground to explore a way in which they could be conducted that would first and foremost support their autonomy. And so, interviews with an autonomy twist were designed not just to

gather data from the participants, but most importantly to help them reflect on their experience and put into words what they had lived through and learned. Participants had a say in aspects such as: whether they would accept to participate in the interview process, the time and duration of the interview itself, the questions and the order and depth in which they would answer them, and the language they would use to have the dialogue with the advisor (see more details on the interview design itself on 3.4.1. Interviews with autonomy in mind). It also allowed me to model further the role of the advisor we were learning to develop. It gave the participants control over the process, chances for decision-making and ownership of what they reflected on.

7.1.4. CONTRIBUTING TO SELF-ACCESS IN MEXICO

As discussed in 1.2.1. The general context, even though self-access may have come to Mexico in a seemingly singular single wave, with the SEP project for the creation of SACs in universities across the country; not all SACs and the scholarship around them has evolved in the same way. In my personal experience, after years of collaboration with a wide variety of self-access centres, of meeting at academic conferences and visiting whenever possible each other's facilities I have been able to see the different stages in which our centres find themselves.

In my exploration of the nature of self-access for my literature review, and in particular in trying to understand better the developmental stages we have gone through ourselves as a centre (see 2.2. Self-access as learning beyond the classroom), I can see how some SACs find themselves at an earlier or a more mature point in their development than others. I believe that it is up to those of us running these centres to make sure that we keep moving, evolving and adapting to not only a changing environment but also to the needs of the particular population we provide services for.

This project offers two main contributions to research on self-access in Mexico. First, an analysis of the possible evolution of self-access and its core focus in our particular context. I propose four stages with their given characteristics:

- Stage 1, self-access as a physical space (see 2.2.1. Making room for self-access for details).
- Stage 2, self-directed learning through self-access (see 2.2.2. Self-access for self-directed learning for details).
- Stage 3, a link between self-access and the classroom (see 2.2.3. Self-access and the language classroom for details).
- Stage 4, self-access as a social learning environment beyond the classroom (see 2.2.4. Self-access in support of learning beyond the classroom for details).

A second contribution is to do with the nature of the research project itself. In her narrative of her personal experience of participating in the Self-access project that the SEP brought to Mexico in the 1990s, Pat Grounds reflects on a central point that I have touched on at different points in this document. She explains how even now, in her discussions with teachers and students alike, she hears how the work done in language teaching still very much relies on a teacher-centred and traditional lecturing model that does not seem to encourage autonomy in learners (Grounds, 2019, p. 44). She wonders if it is not time to go back to training not only those involved directly in SACs but maybe also the teachers who work with students in the

classroom, to bring everyone up to speed on more updated methods that put the student at the centre of the teaching-learning equation and to encourage more autonomy in learners.

Upon reading this, I cannot keep myself from thinking that the best way to see what Pat talks about actually happening is not through the training that also ends up replicating that same model that we are trying to evolve out of. What is the point in training teachers or self-access personnel in the same traditional method that does not lend itself to truly understanding the nature of autonomy and what it takes to develop it?

The contribution of this research project that I hope is the most salient is that in order for us to accompany others to develop autonomy, we ourselves must go through a process that allows us to experience autonomy for and by ourselves. We cannot really understand what is required to bring this into our self-access centres and classrooms until we experience it ourselves. The method we experienced in this intervention and the subsequent pathway proposed from it, shows us another way in which a more possible durable change can actually take place and roots within teachers and self-access centre personnel. A grass-root movement that proposes change from the bottom-up, a change with staying power because it is born from within.

7.2. RESEARCH LIMITATIONS

This research project was the first step in a series of actions that will ultimately serve as the new direction in the future of not only our self-access centre but also our language department at large. It has provided us with the necessary basic understanding of where we stand at the moment as the learner support team that we are from our platform in the Sas Lab within the department, but it has only served as the initial step.

The pathway designed from this project still has to be consistently used and that experience has to be analysed and documented. A lot still has to be learned from that. The job is by no means over.

This project did not intentionally set out to analyse differences in responses from the participants in terms of their cultural backgrounds. Findings along these lines were detected and in reaction to them, an analysis was offered. Had there been a wider sample of the population participating in the second stage of the intervention, more information would have been gathered along these lines and perhaps a clearer understanding of the cultural implications would have been intentionally sought out and made possible.

7.3. FUTURE RESEARCH

Considering the various aspects explored in this project, a number of possible topics of interest for future research can be pointed out. First on this list would be the need for follow up research on the use of the proposed pathway that came out of this project, as expressed in the previous section. The diploma course that materialized the experience of this research project into an applicable professional development scheme has already been put into practice in our institution, and five cohorts have already completed the training with more in the process.

Recovering the experience of these cohorts is of great importance to our department and to the ongoing efforts towards the future development of our Sas Lab and its Advising and Tutoring Programme. There is already work done by a group of teachers, graduates from the

first cohort of the diploma course, where they recovered through personal reflections various aspects of their experience in having taken the course and they have submitted it for publication (refer to https://kuis.kandagaigo.ac.jp/relayjournal/issues/sep19/arias-sais_et_al/). We need more of this.

Another future project in the works already, will be the recovery of the experience of the cohorts of the diploma course that were open to not just language teachers. These cohorts in Spanish were opened to the university at large and attracted teachers from different faculties as well as members of the Sas Lab's administrative staff. Recovering the experience of these particular cohorts will yield information that will allow us to reach a wider audience not only within our university but hopefully outside our campus borders.

Although Language Learning Advising has been gaining a lot of ground in ELT, further research into its impact in different cultural environments would be recommended and helpful to those working to bring attention to the benefit of having LLAs in self-access centres. This would also lend support to the relevance of maintaining self-access centres and seeing them evolve to fit a 21st century mentality and needs (Reinders, 2012).

Action research project will be encouraged and supported as a way of recovering and socializing the upcoming stages in the life of our Sas Lab. It is my intention to involve the newly certified advising team in this effort, as well as the rest of the teachers and coordinators in the PCI.

I personally would like to continue doing research into the relationship between Ignatian Style Accompanying and Language Learning Advising, especially transformational reflective dialogue. I believe that combining both of these notions could yield a model of advising that could support learning of anything at any level, not just languages.

7.4. DISSEMINATION

Plans for the dissemination of the work done in this project include the presentation of the experience at various local, national and international conferences. As well as within the university itself where this project was developed. With the support of the academic dean's office other departments will get to hear about what we have done, and this will hopefully encourage different levels of collaboration between our areas.

Part of the plan of dissemination of this project is also the work done by the participants in both the original intervention and later the cohorts of the diploma course in recovering their experiences and presenting or writing about it. There are already a number of journal articles being submitted by these first participants in the process of consideration for publication.

I personally also have an article submitted and published as part of the proceedings of the Independent Learning Association Congress 2018 and I will be presenting at IATEFL 2021 and continue to produce articles reporting on the different stages of the continuous development of both the diploma course on language learning advising and our Sas Lab.

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APPENDICES

APPENDIX 1
OPEN CALL FOR TUTORING

ARE YOU INTERESTED IN BEING A TUTOR IN THE LAB?

If you are interested and have the following characteristics, write a short text discussing your interest in being a tutor and explaining why you would make a good tutor (if you have already written this text before, no need to do it again).

- ✓ You are a PCI teacher and you can confidently provide explanations and guide students in understanding all the contents of the PCI programme for all 8 levels.
- ✓ You have at least two hours of free time a week to focus exclusively on your tutoring in the lab.
- ✓ You are familiar with the materials in the lab and their possible applications to help students make the best use of them.
- ✓ You speak enough Spanish to make use of it to provide explanations in the student's mother tongue whenever necessary.
- ✓ You can work with individual students as well as tend to a few students at a time.
- ✓ You are patient, approachable and have good rapport with students.
- ✓ You know how to facilitate the learning process. This means, you are able to:
    - o Guide, not instruct
    - o Ask questions, not give answers
    - o Identify needs, not solve problems
    - o Increase awareness, offer options, not lecture and give away solutions
    - o Help a learner recognize his/her responsibility in his/her own learning process
    - o Help clarify, establish, and reach learning goals
- ✓ You are willing to take suggestions, accept guidance and learn.

Being a tutor means accepting responsibility for accompanying learners in their process. For some students working with a tutor will actually make the difference between succeeding in learning the language or not. It is both a difficult and a rewarding job, are you up for it?

Email me to express your interest in a tutoring position (and where appropriate email your text) **Deadline Wednesday January 16th** Please _indicate **two** options of schedule_.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00 – 1:00	A	D	G	J	M
1:00 – 3:00	B	E	H	K	N
3:00 – 5:00	C	F	I	L	O

APPENDIX 2
THE PAI STUDENT PROFILE

High Profile Repeater Students

"While most learners in this programme finish the courses successfully, there is a minority who has had difficulties during the whole process. In my teaching experience in the PCI, I have noticed students who despite their hard work and committed attitude during class work, begin to fall behind and show problems keeping up with the class pace. These students tend to share similar behaviours;

- They sit at the back,
- They are distant from their peers (if conditions allow)
- They tend to sit out of the teachers' visual range
- They are shy when called on
- They never ask for help in front of the whole group
- They are hesitant in their verbal responses
- They show anxiety when grouped with peers during various activities
- They talk to the teacher privately, after class and in Spanish

Talking to some of these students, I have learned that most of them have failed different PCI levels several times. Even if they move to the following level, they tend to fail again. On average, it takes them twice as long to complete the whole programme. What turns this whole situation into a dramatic one is that these students seem trapped within a system that requires them to achieve a four-skill B2 level in order to graduate from college."

(Moreno, 2009)

APPENDIX 3

2015/65

The University of Nottingham

School of Education – Research Ethics Approval Form

Name Leticia Adelina Ruiz Guerrero
Main Supervisor Lucy Cooker
Course of Study PhD
Title of Research Project: A Pathway to language learning advising through teacher autonomy
Is this a resubmission? Yes **Date statement of research ethics received by PGR Office: 03/11/15**

Research Ethics Coordinator Comments:

This looks like an interesting project. I am pleased to approve the ethical application.

Please note that the most recent version of the University of Nottingham Code of Research Conduct and Research Ethics is version 5 updated in 2015.

I consider this research to be above minimum risk ☐

Final responsibility for ethical conduct of your research rests with you and your supervisor. The Codes of Practice setting out these responsibilities have been published by the British Educational Research Association (BERA) and the University Research Ethics Committee. http://www/educationstudentintranet/researchethics/index.aspx http://www.bera.ac.uk/publications/Ethical%20Guidelines *If you have any concerns during the conduct of your research then you should consult those Codes of Practice and refer again to the School of Education's Research Ethics Committee.*

Independently of the Ethics Committee procedures, supervisors also have responsibilities for the risk assessment of projects as detailed in the safety pages of the University web site. Ethics Committee approval does not alter, replace, or remove those responsibilities, nor does it certify that they have been met.

Revise and Resubmit ☐

Outcome:
Approved ☒

Date: 18/11/15

APPENDIX 4

PARTICIPANT CONSENT FORM

Project title A pathway to Language Learning Advising through Teacher Autonomy

Researcher's name Leticia Adelina Ruiz-Guerrero

Supervisor's name Lucy Cooker

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audio and videotaped during the face to face sessions.
- I understand that data will be stored on a database which is password protected and strictly confidential. The digital and textual data resulting from the interviews will be kept in a secure and confidential location. My name will **not** appear on any database or any information which is then published. Instead, a pseudonym will be used as an identifier on all data associated with me. The master copy of the names associated with each pseudonym will be kept in a secure and confidential location.
- I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed …………………………………………………………………… (research participant)

Print name ……………………………………………………………. **Date** …………………………………

Contact details

Researcher: L. Adelina Ruiz-Guerrero (ttxlarui@nottingham.ac.uk or adelina@iteso.mx)

Supervisor: Lucy Cooker (lucy.cooker@nottingham.ac.uk)

School of Education Research Ethics Coordinator: educationresearchethics@nottingham.ac.uk

APPENDIX 5

School of Education
Prospective Participant Information Sheet

Project Title
A pathway to Language Learning Advising through Teacher Autonomy

Name of Researcher
L. Adelina Ruiz-Guerrero
Postgraduate Research Student, University of Nottingham

You have been invited to take part in a research study. Before you agree to take part, it is important to understand why the research is being done and what it will involve.

Please take time to carefully read the following information. Please ask me if there is anything that is not clear, or if you would like more information. Please think about it carefully and then decide whether you would like to take part or not.

Aims of the project

This study aims at trying to analyse the job of an advisor at the ITESO SaSLab, and looking into the process that a teacher/tutor goes through in becoming one; this research aims at being able to provide a possible route, a type of practice-guide that could be replicated by other teacher/tutors seeking a similar outcome.

What does the study involve?

This study has two levels:

Level 1 At this level, you will be asked to join other teachers who share with us our common interest in improving our tutoring skills. We will spend time together discussing points of view, sharing experience, listening to and learning from one and other and thus forming a community of practice (CoP) led by me (Adelina Ruiz-Guerrero). This CoP will meet at different times (decided by the CoP) during the semester (Fall 2015 and Spring 2016) *[for a couple of terms]* and work together to figure out what it takes to be a Language Learning Adviser. You will be expected to attend most of the sessions and actively participate in what the CoP decides is necessary to do (read, discuss, reflect, keep records, etc.). The sessions will be audio and video recorded.

All members of the CoP will be asked from the start of the study if they would be interested in participating in level 2 of the study as well. You may accept or refuse to add level 2 to your participation.

Level 2 If you choose to add this level to your participation in this study, you will be asked to follow your process during the study and reflect upon what you are going through as you experience the work done in the CoP and how it filters through your job as a tutor-come-adviser in the Self-access Laboratory (SaSLab) at ITESO. This will entail you keeping records (reflective journal: written or audio) of your personal process of becoming a Language Learning Adviser and the support the CoP provides in this journey as well as the decisions that you make for your own development. There will be one-on-one sessions (the number of sessions and moments during the term when they will happen will be decided by the CoP) with the CoP leader to help

you process information and focus your observations and reflections. These sessions will be audio and video recorded.

Why have you been chosen?

You have volunteered to take part in this project.

Do you have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and asked to sign a form giving your permission to take part. Even if you decide to take part you are still free to stop at any time and without giving a reason.

What do I have to do?

If you agree to take part in this study, you will be committing to working in this project for two semesters (fall 2015 and spring 2016) *[or spring 2016 and summer 2016, depending on when we can actually start]*, whether at level 1 or levels 1 and 2, as described above. The number and frequency of the sessions that you will have to attend and the load of work that will ultimately form your full participation will be decided with your input as a CoP as we start work together. You will be invited to an initial meeting to start making these decisions as soon as all the participants have signed their information sheets. I will always do my best to work around your schedule as I realise your time is valuable.

What are the possible disadvantages of taking part?

Loss of time may be the only possible disadvantage of taking part in this research. The fact that I am inviting you to participate in this project from my position as head of the lab does not mean that you have to agree to join it. Whether you decide to participate in this study or not, your work in the lab will remain unchanged and our relationship will remain the same. No rewards or special treatments will come from participating in this study, and there will be no penalties if you choose not to participate.

What if something goes wrong? To whom can I complain?

In case you have a complaint on your treatment or anything to do with the study, you can contact the School of Education's Research Ethics Committee at:
EDUCATIONRESEARCHETHICS@NOTTINGHAM.AC.UK

Will my taking part in this study be kept confidential?

In accordance with the British Educational Research Association's *Revised Ethical Guidelines for Educational Research* (2011) and the University of Nottingham code of research conduct and research ethics
(http://www.nottingham.ac.uk/educationstudentintranet/resources/code-of-research-conduct-and-research-ethics-version-5-june-2015.pdf
), all information collected while carrying out the study will be stored on a database which is password protected and strictly confidential. The digital and textual data

resulting from the interviews will be kept in a secure and confidential location. Your name will **not** appear on any database or any information which is then published. Instead, a pseudonym will be used as an identifier on all data associated with you. The master copy of the names associated with each pseudonym will be kept in a secure and confidential location.

What will happen to the results of the research study?

The results of the research study will be written about in my PhD thesis. I will also talk about the findings from this research project at conferences, and publish papers including the results.

Who has reviewed the study?

This study has been reviewed and approved by the University of Nottingham School of Education Ethics Committee.

Contact for Further Information

If you would like to contact me (Adelina Ruiz-Guerrero) or my supervisor (Lucy Cooker) at any time, either before, during or after the research study, we can be reached at:

L. Adelina Ruiz-Guerrero
The University of Nottingham
School of Education
ttxlarui@nottingham.ac.uk

ITESO University
CELE
T: 3336693434 ext 3163
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lucy.cooker@nottingham.ac.uk

Thank you for your time and for taking part in this study.

APPENDIX 6
(Front)

Calendar of Activities

	January	February	March	April	May
Reflection on Action	*Teacher-as-person* • Option 1 Friday, January 29 9 to 11am (W-113) • Option 2 Friday, January 29 3 to 5pm (W-115)	*Teachers' assumptions, beliefs, and conceptions of teaching and learning* • Option 1 Wednesday, February 24 11am to 1pm (W-208) • Option 2 Wednesday, February 24 3 to 5pm (W-105)	*Constructing a theory of practice* Tuesday, March 29 11am to 1pm (W-211)	*Practice – Reflection in action, Reflection on action* Friday, April 29 11am to 1pm (W-115)	
Expert Workshop		*Workshop on Acompañamiento Ignaciano* • Option 1 Wednesday, February 17 3 to 5pm (W-115) • Option 2 Friday, February 19 9 to 11am (W-111) • Option 3 Friday, February 19 3 to 5pm (W-112) • Option 4 Saturday, February 20 10am to 12pm (W-208)		*Workshop on Academic English and Using Skillful Coursebook* • Option 1 Wednesday, April 6 3 to 5pm (W-105) • Option 2 Friday, April 8 9 to 11am (W-115) • Option 3 Friday, April 8 3 to 5pm (W-115) • Option 4 Saturday, April 9 10am to 12pm (W-210)	
Decision-making Meetings	*Start discussion on Grading Criteria, exams* Wednesday, January 27 3 to 5pm (W-105)	*Finalizing Grading Criteria, exams* Tuesday, February 9 3 to 5pm (W-101)	*Assignments and Rubrics* Thursday, March 10 3 to 5pm (W-101)		*Wrapping up decision-making process* Wednesday, May 4 3 to 5pm (W-115)

General Meeting to recover the summer experience: Friday July 15, 11am to 1pm (W-115)

REFLECTION ON ACTION

Framework	Date for face-to-face interaction	Recommended Pre-session work	Recommended Post-session work
1. Critical Reflection Exploring and examining the moral, political, and social issues that impact a teacher's practice both inside and outside the classroom.	• December 7, 2015 • December 11, 2015 • January 14, 2016	None	Reflect on information shared, participate in forums on Moodle page to continue discussing the relevant issues, and visualize the contributions that can be made to the challenges set before us.
2. Philosophy Teacher-as-person, a teacher's basic philosophy.	• January 29, 2016	Examine and reflect on your role as a teacher. You can make use of the activities suggested on the Moodle page to guide your reflections.	Carry on reflecting by incorporating, as the work continues, the different topics to explore: principles, theory and practice.
3. Principles Teachers' assumptions, beliefs, and conceptions of teaching and learning.	• February, 24, 2016	Explore your thinking behind teaching and learning. You can make use of the activities suggested on the Moodle page to guide your reflections.	Try to make conscious the reasons behind your classroom actions in an attempt to better understand your teaching and how to impact (improve) your practice.
4. Theory Theory explores and examines the different choices a teacher makes about particular skills that are taught or that they think should be taught. It means considering the type of lessons they want to deliver.	• March 29, 2016	Think, learn, and reflect on teaching in general and teaching in the PCI, at DEL, in ITESO. You can make use of the activities suggested on the Moodle page to guide your reflections.	Continue learning and reflecting on the relevant issues with the intention to construct a personal theory of practice that is aligned with the one collaboratively defined for the PCI.
5. Practice Examining our observable actions while we are teaching as well as our students' reactions (or non-reactions) during our lessons.	• April 29, 2016	Throughout the spring semester: • Audio and/or video record lessons. • Self-monitoring, peer critical friendships, group observations.	• Reflect in action – thinking about your teaching as you teach. • Reflect on action – thinking about your teaching after the lesson • Reflection for action – Thinking about your teaching for future lessons

(BACK)

APPENDIX 7
FRAMEWORK FOR REFLECTION ON PRACTICE

Framework for Reflection on Practice

BEYOND PRACTICE

Critical Reflection

Exploring and examining the moral, political, and social issues that impact a teacher's practice both inside and outside the classroom. Such a critical focus on reflections also includes teachers examining the moral aspect or practice and the moral values and judgements that impact practice.

PHILOSOPHY

Teacher-as-person

Professional practice, both inside and outside the classroom, is invariably guided by a teacher's basic philosophy and that this philosophy has been developed since birth.

PRINCIPLES

Teachers' assumptions, beliefs, and conceptions of teaching and learning.

Teachers' practices and their instructional decisions are often formulated and implemented [mostly subconsciously] on the basis of their underlying assumptions, beliefs, and conceptions because they are the driving force [together with philosophy] behind many of their classroom actions.

THEORY

Constructing a theory of practice.

Theory explores and examines the different choices a teacher makes about particular skills that are taught or that they think should be taught. It means considering the type of lessons they want to deliver.

PRACTICE

Reflection-in-action, reflection-on-action and/or reflection-for-action

Examining our observable actions while we are teaching as well as our students' reactions (or non-reactions) during our lessons. Self-monitoring, peer critical friendships, group observations. Audio and/or video record lessons.

1   2   3   4   5

Farrell, T.S.C. (2015) Promoting Teacher Reflection in Second Language Education, a framework for TESOL professionals. New York, NY: Routledge.

APPENDIX 8
ACTIVITIES PROPOSED AND PRODUCTS

Date	What happened?	Who was there?	What was the purpose?		Artifacts	Data
			STAGE 1 – Transition semester			
December 7, 2015	General Meeting: PCI Reset	Head of Department, Coordinators (5), PCI teachers (60+)	Explain a need for changes to the core of our programme, set a new direction and motivate team for challenges ahead.		-Moodle page set up for collaboration during transition semester. -Audio shared on Moodle page. -PowerPoint used during meeting.	Transcript passages highlighting the goals set for PCI and the motivating to action
December 11, 2015	Academic Day: brainstorming ideas for PCI Reset	Head of Department, Coordinators (5), PCI teachers (20+), Other languages teachers (10+)	Give a chance to the teachers in the department to discuss and answer the following questions: -what are we doing right and must continue? -what innovations can we implement as a department? -what can I adjust in my own	Promote critical reflection. "Exploring and examining the moral, political, and social issues that impact a teacher's practice both inside and outside the classroom."	Posters with ideas provided by participants working in teams – posted on Moodle page.	Notes from teachers' ideas on posters

			teaching practice?			
January 14, 2016	General Meeting: start of term	Head of Department, Coordinators (5), PCI teachers (60+)	Restate the need for work towards change as a team		-Audio shared on Moodle page. -PowerPoint used for meeting including calendar of activities.	Transcript passages highlighting the need for work towards change as a team
January 27, 2016	Decision-making meeting	Coordinators, PCI teachers	Start discussion on new grading criteria, exams.	Promote participation, build a sense of ownership of the new programme. Encourage a sense of community.	-Audio shared on Moodle page -PowerPoint used to focus discussion and organize collaborative work.	Notes on how the work was organized during meeting to showcase collaboration and teacher participation in decisions.
January 29, 2016	Reflection on Action session (Two options of schedule offered)	Coordinators and PCI teachers	Promoting reflection on: teacher-as-person. "A teacher's basic philosophy"	-Encourage a sense of community. -Promote insight into the teacher-self.	-PowerPoint used to focus discussion and reflection. -section on Moodle page promoting reflection on this topic. -Activities designed to help teachers think about their	-Participants' personal notes. -Notes from participants interactions on Moodle that illustrate process of reflection.

					teacher-self.
February 9, 2016	Decision-making meeting	Coordinators and PCI teachers	Finalizing discussion and decisions on grading criteria, exams.	-Promote participation. -build a sense of ownership of the new programme. -Encourage a sense of community.	-Audio shared on Moodle page. -Final decisions made and posted on Moodle page.	Notes on teacher participation in the decision-making process.
February 17, 19, 20, 2016	Expert-led Workshop on Ignatian Philosophy (Four options of schedule offered)	Head of Department, Coordinators, PCI teachers, L1 Teachers, other languages teachers.	Promoting knowledge and reflection on the Ignatian style to accompany students.	-Encourage a sense of community. -Promote reflection. -Teach us about "acompañamiento-Ignatian style" (being there for someone else).	-pre-session reading material. -Powerpoint used for the session. -Notes from teachers' feedback to expert.	-Notes on the reflections derived from the session. -Participants' personal notes on the impact of the session.
February 24, 2016	Reflection on Action session (Two options of schedule offered)	Coordinators and PCI teachers	Promoting reflection on: teachers' assumptions of teaching and learning.	-Encourage a sense of community. -Promote reflection and insight into the beliefs and assumptions that rule our actions to encourage change where needed.	-Material created to promote discussion and reflection. -BALLI inventory answers given by teachers and used for discussion during session.	-Notes on the reflections derived from the session. -Participants' personal notes on the impact of the session.

March 10, 2016	Decision-making meeting	Coordinators and PCI teachers	Discussing and choosing assignments and rubrics.	-Promote participation. -Build a sense of ownership of the new programme. -Encourage a sense of community.	-Audio shared on Moodle page. -Photos of the final decisions voting outcome.	Notes on teacher participation in the decision-making process.
March 29, 2016	Reflection on Action session	Coordinators and PCI teachers	Promoting reflection on; Constructing a theory of practice. "Theory explores and examines the different choices a teacher makes about particular skills that are taught or that they think should be taught. It means considering the type of lessons they want to deliver."	-Encourage a sense of community. -Promote reflection.	-Powerpoint used to encourage discussion during session.	-Notes on the reflections derived from the session. - Participants' personal notes on the impact of the session.
April 5, 8, 9, 2016	Expert-led Workshop on Academic Skills and using the Skillful Coursebook (Four options of schedule offered)	Coordinators and PCI teachers	-Promoting knowledge of English for Academic Purposes. -Demonstrations of the use of the new teaching materials.	-Promote participation. -Build a sense of ownership of the new programme. -Encourage a sense of community.	-PDF used by facilitator for work during workshop.	Notes on the impact of the session.

April 29, 2016	Reflection on Action session	Coordinators and PCI teachers	Promoting reflection on: Practice – reflection in action, reflection on action. "Examining our observable actions while we are teaching as well as our students' reactions (or non-reactions) during our lessons."	-Encourage a sense of community. -Promote thinking into the actions that will need to be taken to move to the changes necessary to implement the new programme.	-Powerpoint used during session. -sample work generated during session.	-Notes on the reflections derived from the session. -Participants' personal notes on the impact of the session.
May 4, 2016	Decision-making meeting	Coordinators and PCI teachers	Wrapping up decision-making process.	-Promote participation -Build a sense of ownership of the new programme. -Encourage a sense of community.	-Powerpoint used during meeting to present all decision made for the new programme. -Handout summarizing all decisions made.	Notes on the impact of the session.
June 2016	Individual interviews	13 participants (PCI teachers)	Gathering some information from the individual perspectives on the experience of the transition semester.		Audio of each interview	Transcript passages highlighting teachers' reflection process
July 13, 2016	General Meeting	Coordinators and PCI teachers	Recovering the experience of the summer	-Promote participation		Notes on the impact of the session.

			term as the first time the new programme and materials were used.	-build a sense of ownership of the new programme. -Encourage a sense of community.		
STAGE 2 – Tutor/Advisor project						
October 13, 2016	First meeting: From tutoring to advising (Reflection on Action)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (14 teachers attended)	-Discussing the need for a new direction in the Tutoring Programme. -Discussing the difference between tutor and advisor. -Making suggestions of ways to get the work started.	-Promote participation -Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Audio shared on team chat on Slack. -PowerPoint used during session.	-Passages from transcript highlighting the purpose of the session and teacher participation. -Notes on the impact of the session. -Participants' personal notes on the impact of the session.
November 10, 2016	Second meeting: Progress so far (Reflection on Action)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (15 teachers attended)	-Discussing the work that has been done so far towards tutors' preparation for their new roles as advisors. -agreeing on the next steps to be taken.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Audio shared on team chat on Slack. -PowerPoint used during session.	-Passages from transcript highlighting the purpose of the session and teacher participation. -Notes on the impact of the session.

						- Participants' personal notes on the impact of the session.
December 2, 2016	Third meeting: what's next? (Reflection on Action)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (4 teachers attended)	-Discussing of the work being done so far. -Suggestions made for possible work to do over the holidays.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Video shown during session.	-Notes on the impact of the session. - Participants' personal notes on the impact of the session.
January 12, 2017	Fourth meeting: Starting another semester (Decision Making meeting)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (about 12 teachers attended)	-Discussing the work done so far. -Agreeing on what still needs to be done and possible options to continue working.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Audio shared on team chat in Slack -Transcript	-Notes on the decisions made by the group. - Participants' personal notes on the impact of the session.
February 1, 2017	Expert-led workshop (Two options of schedule available)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (about 15 teachers attended in total)	-unifying concepts. -working towards our own definition of autonomy. -clarifying the profile of an advisor.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Prezi prepared for the session. -handouts -materials to work with during workshop	-Notes on the impact of the session. - Participants' personal notes on the impact of the session.

March 15, 2017	Reflection-on-action discussion TASK 1 (through Slack chat)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (about 5 teachers posted entries, a dozen more reported having followed the discussion)	-encourage critical thinking of the concepts we are learning about. -identifying elements of interaction previously discussed. -share opinions.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Part 1 of a case to start up the discussion. -Part 2 of the case to wrap up the discussion. -Transcript of the complete Slack discussion.	-Notes of the impact of the discussion. - Participants' personal notes on the impact of the discussion.
April 6, 2017	Reflection-on-action discussion TASK 2 (through Slack chat)	Tutoring Programme Leader and any PCI teacher interested in the new direction for the programme (about 6 teachers posted entries, a dozen more reported having followed the discussion)	-encourage critical thinking of the concepts we are learning about. -identifying elements of interaction previously discussed. -share opinions.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Part 1 of a case to start up the discussion. -Part 2 of the case to wrap up the discussion including audio from the advising session. -Transcript of the complete Slack discussion.	-Notes of the impact of the discussion. - Participants' personal notes on the impact of the discussion.
May 15, 2017	Decision-making meeting	Tutoring Programme Leader and any PCI teacher interested in the new direction for	-unify criteria on how tutor-advisors should respond to various situations	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction.	-List of types of interactions that tutor-advisors usually face with learners.	-Notes on the impact of the session. - Participants' personal notes on

Date	Activity	Description / Led by	Focus	Purpose	Resources	Impact
		the programme (about 12 teachers attended in total)	and types of interactions with learners. -further clarify the profile of an advisor.	-Encourage a sense of community.	-Audio shared on team chat in Slack -Transcript	the impact of the session.
STAGE 3 – Gathering all the experience						
June 23, 2017	Round table presentation and discussion	Discussion led by Tutoring Programme leader. 4 or 5 volunteer participants from the pool of PCI teachers who have taken part in the stage 2 activities. (about 8 teachers attended in total)	-Share with those attending the session some of the experiences, lessons learned, and reflections brought on by the work carried out during the tutor/advisor project.	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-questions generated to lead the discussion and presentation. -Prezi prepared for the session.	-Notes on the impact of the session. -Participants' personal notes on the impact of the session.
July 7, 2017	Decision-Making Workshop session	Discussion led by tutoring programme leader. 13 participants attended.	-Pulling together some general conclusions on some key issues. -Making an initial proposal to form the basis of the pathway to become an advisor as the participants see it after the	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-prompts to draw some conclusions from. -list of steps and actions suggested by the different participants that can be part of the pathway to become an advisor. -possible calendar to follow for the	-Notes on the impact of the session. -Participants' personal notes on the impact of the session.

			experience of the work we have done.		suggested pathway. -final document gathering the work done during this session.	
Septembe r 27, 2017	Final Decision-Making workshop session	Discussion led by tutoring programme leader. Open invitation to participants.	Finalizing proposal for the pathway to become an advisor: Diploma Course on Language Learning Advising	-Promote participation - Build a sense of ownership of the tutoring programme and its new direction. -Encourage a sense of community.	-Document gathering the work from the July 7th session. -Format to submit proposal for a new Diploma Course.	-Notes on the impact of the session. - Participants' personal notes on the impact of the session.

APPENDIX 9
COMMENT SPREAD ON SET UP

Comment 1

Researcher: *"/Controlled set up is better?/"*

Teacher _: *"No, because that's not the way advisors work. I don't think it would be good to have a controlled set up. I don't think you do the discovery and the reflection. I just don't … it doesn't become a thinking process, it will be too robotic. And perhaps not as in tune to what our experiences are. So I think student-led, group-led is fine. I would say you own it then. It's just like being an advisor, I think. I think that's when it functions, when you practice what you preach."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

Comment 2

Teacher _: *"I think organic is better. I think organic is better because we ourselves develop our autonomy in the process, deciding if we were gonna read one of those articles, which one we're gonna read, why… And then we made notes about it, I would take something I read and practice it someway in or outside the classroom. Like you said, it was organic, so it was messy and it took a long time, it took almost all the school year, but I think it was worth it, I think. […] leaving it open-ended had the advantage of nobody feeling pressured, nothing feeling like they had to come up with quick answers […] I think it's good that a lot of it was open-ended."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

Comment 3

Teacher _: *"For controlled settings, I felt, for what we're doing as teachers in professional development, I don't feel that it should apply as such because everybody has a different dynamic, everybody has their own mind. You know, some of us are here full time and some of us are not. Some of us … you know, it's a different circumstance. When you have students in a classroom, it's easy to demand the same thing, because it's a controlled environment, they know what they're expecting. 'this is what I've gotta do, in such time, here, what's the due date?' So, I felt that even if you would have put deadlines, even if we would have had deadlines, for some it would be unrealistic to expect everybody to be on the same page at the same time. So, I feel like it is more of a personal growth, especially when it comes to tutoring or advising, becoming an advisor. I mean, yes, it's good to have the information, yeah, alright, let's have some workshops, like what we did and what not, but ultimately, it's gonna be up to the professional to decide at what time you're done with all of this, at what time are you ready to jump. Pretty much."*

<div align="right">Teacher's response – end of project interview, May 2017</div>

Comment 4

Teacher _: *"Yes and no. I mean, if it's controlled, if the training is controlled, in a way it becomes easier. Because you know what you have to do, you know the steps, you*

know the timing, you know what the teacher expects from you, or in this case, what the trainer expects from you. It's like, you do it before the deadline. But this other … the way we did it is so different because it's been more about us choosing, to want to participate, to do the things that you mentioned to us. It's like putting into practice what we see in the sessions, we decide. Yes? And also, the way we work in the sessions was very different, because it was more about sharing, discussing, thinking about the practice. So, <u>for some people it might not be the easiest way, because they're so used to following rules,</u> following ways. It's like a traditional way. For me, it was really nice because it was something similar to what I lived with my project in the Masters, what I wanted. What I wanted to do. Like that, like not controlling but more like just asking and people participating if they wanted and all that."

Teacher's response – end of project interview, May 2017

Comment 5

Teacher _: "*I'd say that it all depends. Some people need all that scaffolding to feel that what they're doing is valuable, it is reliable, its' measurable, so I can understand that. I don't think that it works for everybody. I mean, I don't think it would hurt anybody if we had all that structure, but I think it would not be a setting of liberty and … it would not be modelling autonomy, it would not be a way of modelling a self-driven learner who knows that there are resources out there and that it will all depend on your will and your effort and your desire to become a better learner, which is a life-long process. <u>I don't think that it would harm us much if we had a lot of activities and steps to follow for people who really need that structure and who feel much more secure if somebody is scaffolding all through the way</u> and they felt 'Okay, I'm doing the right thing', because it can be daunting to not feel that you're doing the right thing. But I don't think that it's something that should be compulsory or should be the only path to follow. I think that there are different styles*."

Teacher's response – end of project interview, May 2017

Comment 6

Teacher _: "*I think it was a good strategy for us to do things more autonomous and in an independent way. We wanted to commit one way or the other, it was free to us. I think it was ok, but maybe if there were more like deadlines to do something, because procrastination, people leave stuff till the end and maybe if we had that pressure or something like that, I think I would have committed a bit more. I tried whenever I had students to remember what we discussed in the meetings and what was shared by my peers and everything, but I still think that I could have committed a bit more to it.*

Researcher: "*And it would have helped to have set deadlines or 'by this time, this product …'*"

Teacher _: "*Yeah, I think it would have worked better. I would have committed more. More controlled set up.*"

Researcher: "*Ok yeah. A little bit more, not so much freedom.*"

Teacher _: "*it was good. Because, in a way … how can I explain it? It was good because we are experiencing the autonomous part as well, I think that's what we're heading towards. But I think a little bit more pressure, in my case. Yeah, a more controlled set up, maybe. Pretty much. Content, some activities, steps to follow where we have deadlines.*"

Teacher's response – end of project interview, May 2017

APPENDIX 10
MEETING TRANSCRIPT SEGMENT ON READING

Transcript of meeting segment – November 10, 2016

Section on reading

Researcher – R: Well, I don't know if you've noticed this, but on the binders, on the folders for each article is a page where you can write a reflection about what you've read, so that anybody else grabbing that same article can read what other people who have read this article thought about it. Would that be similar to what you're suggesting?

Teacher – T: Very, I just haven't read anything.

T: And why hasn't this been… I'm sorry, I wasn't here last time, electronically…? Why are we not sharing this electronically?

R: Why do you think?

T: The rights?

R: […] why haven't we?

T: To get us to come to the lab?

R: Yes, that's one reason. Why?

T: Because we don't come that often.

R: I know it's hard, I know that for example, I know that you're teaching virtual, so it's hard for you, or harder, you haven't made it a point to be on campus as you would if you were teaching a face to face class. [Teacher A] is not teaching at all this semester, but if you came once a week, you could take a bunch of articles with you and read them. I know that thinking in terms of electronic files would make some things easier, but on the other hand, it's not an activity that promotes exchange as much as having to physically be there. The other thing that I was hoping to encourage by having the physical articles was that you came and you sat there and then you came and you sat there, and you were kinda in the same environment at the same time, and maybe a conversation would start, and it would give you the chance to do the sharing of ideas, not through the paper, but face to face in reality.

T: Two birds with one stone.

R: Yes, and then the other thing, the more macabre reason, was the fact that we expect our students to come to the lab and sit there for an hour a week, and we can't find the time to do that ourselves. So, now you've gone through the feeling of, well, maybe it's not that easy to make time being there for an hour.

T: And we don't get marks for it.

R: And you don't get marks for it, and you don't get any points for doing that, but those of you who are tutoring right now, you have been encouraged to use your tutoring time for this as well. So, in a way, I kinda hoped that physically it would be encouraging towards the exchange of ideas, but also…

T: I think it's quite good that those articles are right there. Because I tried to read when I was tutoring… So, I think there's also that for those of us who are tutoring right there, or if you're going to take someone to tutor, you know there're articles there that you can read and it becomes immediate.

T: And now I know that I can come on tutoring hours and read and share.

R: Yes, that's a good moment to do it, because then you have at least one other teacher there. You know that there's a tutor on duty at that time, between eleven and five. And they might be busy, but not for a 120 minutes busy. So, there might be a chance to "hey, did you read this one? What did you think about this? It sounds interesting, or it sounds crazy. I don't think we can ever do this", or I don't know, whatever it is that you're getting out of the readings.

T: In the future, maybe that *inaudible*, like maybe once there's more readings…

R: Or more writings on the actual papers, because it would be very easy for me to take whatever you put in those papers and put it up on a padlet that everybody can see on slack. I can certainly do that, we just need more stuff to put on the padlet, because so far … not much there. And, believe me, I understand how hard this is, but I think that's part of the experience of the training, that we put ourselves in our students' shoes and say "OK". It's one thing to want them to be autonomous, but to get to the point where you're ready to develop autonomy, you have to first break through all of these barriers: first barrier, I have to read; second barrier, it's not electronic, I have to actually go there, I need to make time for that; third barrier, "there are 30 choices, which one do I pick?; another barrier, "I don't get this, it's kinda boring, I'd like to read novels or other papers…"

[*Inaudible*]

R: Did you feel like you could write something or did it feel like something that was enforced on you?

T: I kinda got interrupted when I was going to read, but I didn't go back.

R: Because that's the other thing, you see those student logs that we have for them when they come for their visit. They're asked to write what they did by the end of their time there, so how forced is that or how natural does it come to them? Do they just list things or do they actually reflect on what they did and what it meant for them? If you haven't done that exercise yourself, you don't know what you can suggest to them once you are there tutoring them or advising them, now that we're moving towards that.

T: I guess one of the reasons I didn't write… I didn't really… Because I was… I took notes on my own notebook and I kinda wrote down things because I feel like at the moment I got to

reading an article, it takes me a little bit of time to digest it and to think over it and see "OK, was it important or was it not? Is it relevant to what I've seen here or is it not?" And then at home, with the notes there, I broke it down to how I understood it and how I saw it and it was a little easier for me. So I wouldn't be able… I mean, I don't like that whole writing on it, but what I could do is I could share my notes, that would be…

R: Perfect. You see, one of the reasons why the articles are numbered and then you have the list of articles is because you can use that as a reference for discussion, for sharing notes, for…

T: Post its

R: Of course, yes, that would make a difference? Is that what we're missing?

T: No, it's another way of doing it.

R: Yes, it is.

T: The thing that there is no way of doing it…

R: To each their own, right? This is what works, that she took the article and then she wrote her notes. If that's what you need to really grasp the material to the full possibility, then, yes, by all means, go ahead. And most of the articles, if not all of them, I have them in electronic form, I just intentionally didn't share them with you in that way because I was trying to encourage all of the other things that I just told you about. But if you think that you would like… "OK, this article changed the way I think about this, can I please have it? Can I please have a copy of it for myself because I want to frame it? Or I want to take it home with me and write notes on it?" I'd be happy to make copies for you. You see, these are the sort of things that as the one in the process, you need to realize that you need. And once you say "What I need is the actual paper for myself so I can write on it", then you ask for it, OK? These are the sort of things that we hope the students can get to at some point, right? It's not like "Well, I went to the lab and I saw this exercise on present perfect and it was really good, but it's in a book that they have there. Oh, too bad. *Ni modo.* I can't have it." Well, did you ask for it? If you really need it and you've now decided that this is what would make a difference, why didn't you ask for it?

T: I'm thinking, usually scientists and doctors, they usually… when they're studying something or like going over… They have a case, and they're looking at that case, they're usually recording themselves, right? And now, with our cellphones we could also be doing that…

R: It's a great advantage, you can do that.

T: It would be also kind of a nice experience for students to also do their speaking at the same time they're studying there at the lab.

R: Have you tried this for yourself?

T: I just thought about it.

R: It's a great idea, so maybe instead of writing on the piece of paper that you see on the folder for the article, as you finish reading the article, you have your ideas going and you

record yourself. You can share that recording with us. That's the main reason we set up Slack, so we can have a way of sharing ideas and thoughts and whatever.

T: My students, my on live students are doing their class, like their unit work and they are supposed to be sharing that in WhatsApp sometimes. You know, the question of whatever they read or whatever. They have liked it so far. They like fast and interchanging stuff.

R: Something that is quick for them and efficient, and it might be something that you might want to try. Instead of writing on the piece of paper, just record yourselves, you know, it doesn't have to be deep thinking, thoughts that are going to win you the Nobel Prize, but this is my first reaction to this article, this is what I thought. And I post it on slack saying "these are my thoughts for article number 20, see what you think", and that's it. Or even if you don't get to the point where you post it on Slack to share, the fact that you do it for yourself is…

T: Exactly, exactly.

R: Don't think that because you're given this idea, that you have to make sure that everybody else listens to you. This is, more than anything, a personal process. It's an individual growing experience. So, the fact that we're doing it together is really helpful because you get to learn from other people's experiences. But in the end, you're the one going through this journey, so, first and foremost it's for you. How is this article helping you? And then, after you've made your own reflection, if you wanna share that with the rest of us, well, thank you, but if not it's OK, you can keep it for yourself. As long as you're doing it for yourself, you're on track. So, setting goals, short-term goals, should we go there?

T: How many articles are there? I don't know…

R: There are 30 articles.

T: 42.

R: 42, it keeps growing, stop me! No more! I'm sorry, every time I find a new one that I like, "oh, I need to share that with you, I'll add it to the list". OK, I'll stop. That's it, those are the articles that we have. Now…

T: How many more weeks do we have as tutors?

T: Two weeks.

R: But now, here's the thing, it's not about "I need to read 42 articles". That is not the ultimate goal, let's start there. When we were together last time, we were talking about how we were gonna do this, and these are some of the things that people who were there at the beginning came up with. So, this was the thing you said, and people in the meeting said, we need to learn more about the issues, like language-learning, advising, autonomy, learning to learn, self-access. This is why the articles came to be, because together we decided that it would be a good idea if we learned more about these topics. Now, learn more is work, right? Like "I know this much, and now I know this much? I learned more." Yes? You're not expected to become experts on this, you're not going to become expert on this with 42 articles in 2 months. It's not gonna happen. That is not the goal. The goal is to learn more about this. So, if you knew 10%

about learner autonomy and you read a couple of articles, and you add to that 10% another 10%, you're doing what you've said that you were going to do. You learned more, OK? So, it's not about 42 articles on six weeks, "I need to read so many articles in so many weeks", no. It's not that, OK? And the other thing is that the articles that you have there are for different things. All of them have to do with self-access language-learning, others have to do with learner autonomy, others have to do with language-learning, others have to do with advising, which is one of the main goals that we have for this project. So, again, you don't have to read 42 articles. Maybe you can be very strategic about this. You have the tittles and each article has an abstract. You can make very strategic decisions and say "I only have time to read 3. Which 3 am I gonna read? That are really going to give me something to stand on, to better understand this." That's fair, yes. Now, if you have the time to read all the 42, I fully recommend it, they are great articles. You were going to say something to me.

T: Yeah, what about categorizing them? Like, to make it easier for everyone, maybe? Because I noticed that they're all mixed up. Maybe if they categorized and anyone could go and be like "OK, I want to learn about learner autonomy". OK, these articles are about learner autonomy, these articles are not. Like that, strategically, it gives you the time to figure out, "OK, I'm only gonna focus on this one or I want to learn more about this one.

T: But by now, I think that most of us, by looking at the tittle and the abstract, we figure that out?

R: Yeah, I think that what [teacher B] is saying, if it weren't just a list of names, but if it also has a little tick on a category that could make a clearer choice of what you want.

T: Or I was thinking, maybe in the same box we could put a…

R: We could put them together? Separate them a little bit, just to know these things are for this general topic, those ones for that other topic…

T: That's where the post it notes come in.

R: Yeah. So far, they're just numbered, but we can also code them, as in group A stands for self-access, group B stands for learner autonomy, group C for so on and so forth. All right, I think that's a good idea. Why didn't I do that from the beginning?

T: Because you're making us think for you.

R: I'm devious that way.

T: And again, everybody thinks differently. I am not seeing this as that important, if we have all of them there, I could just easily go and find what I want, because that's the way I am…

R: Or right now you have time to that.

T: Or maybe, but it wouldn't take me that long… I guess…

T: There're like 42 of them…

R: There's 42 to sit through.

T: I think that reflects learner differences and learner styles

R: It might make it a more practical way to make a decision, or efficient.

T: Well, I just thought about this yesterday, and I have read all of them, and it's like… someone came to me and said "which one should I read?" And I went through the list and told her a few, "what do you want to focus on?" and she was like "I want something for *inaudible* part", and that's why I thought about it "oh, we should categorize these". It would have made life a whole lot easier like "OK, let's just focus on these", instead of me having to tell here "this one, this one, this one, this one".

R: Exactly, yes?

T: I think we learn by mistakes, guys.

R: You learn rather than by mistakes, by identifying what you need. And it's not me telling you how to do this, how to organize it. I'm providing you with the raw materials, and then, depending on what you're now identifying as your needs, you're coming up with your own strategies to make your job easier, OK?

T: You open the doors…

R: And this idea came from you guys, OK? It's not me going "I did such a good job organizing their lives for them".

T: But were you giving us the chance to reflect on it, and that is important. And as an advisor, you have to open the floor for us to reflect on and then to decide how we want to… I'm just thinking right now, this is an excellent question for my reflective journals that we make in my classes. At the end of the course I could ask "how would you like to have the information made out? Did you like it the way it was?" And students can tell you how they like it. I'm sure that they usually think that the way things were there for them is most… I mean, I'm sure that they don't understand sometimes how…

[…]

R: So, categorizing the articles could be a very good first step. What else?

T: I think we should all set individual rules.

R: Because you know how much time you have, you know if you can come, you know how much you can do by when, how much you want to do by when. That would make sense? Should we also, on top of the individual goals have a few group goals? Do you think that would make sense? Realistic ones, preferably please.

T: There's a conversation club with kids that get together to talk. We could try to find a way for some of us be together, I don't know.

R: To do what?

T: To talk about the articles.

R: To talk about the articles. Yeah, if kids come to a conversation club invited once a week, maybe we can make time to sit down and discuss the things that we're learning. And, just like in the conversation club, if you can come you come and if you can't, you can't. And you know that there's a time there, and a place, and if you can make it and have a chat, it'd be nice.

T: That would be like a group goal, no?

R: Yeah, that would be like a group goal. Or at least thought about something. I don't think the absolute requirement has to be that you have read, but at least that you're thinking about stuff. A single article can take you all the way until the end of the semester. The point is, whatever ideas you gather, even from just one article, if you're meant to, then draw your own conclusions and see how you fit into that, if it really does apply or not. If that is really what we're after or not. You know, there's no way of knowing if you're going in the right direction unless you figure out whether you are going in the right direction or you're lost. There's no way you can decide if you need to change your route until you finally figure out that you are lost. How about that as a group goal? Should we set a time and then whoever can come and have a chat, comes and haves a chat?

T: Yes.

R: Yeah? So, what would work? What would be a good thing for most of us?

T: We have two weeks. […]

APPENDIX 11
MEETING TRANSCRIPT SEGMENT ON PRACTICE

Transcript of meeting segment – November 10, 2016

Section on practice

Researcher – R: So, at some point we were talking about active listening. So, how much of that do you think that you're able to do? Would it help you if we set up some exercises where we practice our active listening skills? That could be on top of the reading that you're doing. The reading is the more theoretical part, where you're understanding how all of these concepts work, but doing activities like the roleplaying thing would be like the more practical side, and you can get a feel for what it would be like to wear the advisor hat instead of the tutor.

Teacher - T: The articles, the one I read, a research paper, it's very hard to actually make it something we can use when you're advising.

R: Yeah, that's my thing about the articles. They tend to stay in the theoretical abstract world. We need to bring these things down to the more practical, real world where we can grab things. So, it's nice to talk about advising and read about what people are doing in Hong Kong and Japan and whatever, but how do I get to become an advisor? What do I need to do? What is that gonna look like? Why isn't it the same as tutoring? How am I gonna get that feeling unless I start seeing it happening? So how about it? If we set up some of those activities, would you be interested in doing that?

T: We would.

R: OK, so, I'll propose an idea. If I have, you know, self-access type of activities that you can practice on your own, like you grab a card and it says "Today, try and have a chat with someone using this skill". And the skill could be mirroring. And that's it, that's your task for the day. You go off and you do your mirroring. And then you think about how it went, because in the end, that one strategy is part of the bag of tricks that an advisor needs to have. You need to be able to talk to Pat, and while you're talking to her, kinda mirror her.

T: Close your eyes, close your eyes.

R: It could be a simple a task as that one, or it could be another task where you're gonna need to agree with another person from the group and meet up for 20 minutes and have a little quick chat to do the exercise. If we have this box of tools and we practice with each one of them and we start to get a feel for what's it's like to have all these skills at your disposal, and at the same time you're reading about what advising is and so on and so forth, maybe you can start putting that image together and it becomes something more concrete.

T: I'm a little unclear about us getting together within the next week or two, what we would be doing…

R: Just to have a chance to chat.

T: What if we have those things there and so someone says "mirroring, what the hell is that", someone gets up and teaches us. Or we find someone on the group who can tell us, and then we do those practices.

R: Yeah, yeah. Up to you, you tell me how you wanna do this. This is your design.

T: Because I don't know all those…

R: All right, the thing is, I don't expect you to know this.

T: Yeah, but someone might know it, and so…

R: These specific skills are not described in the 42 articles that you have at your disposal right now. The articles just talk about advising in general, about learner autonomy in general, about self-access learning in general. What we need to do now is we need to start bringing that to a more practical level and start practicing the actual skills.

T: Maybe we should have a skill that's in that meeting tried somehow, so…

T: Yeah.

R: So maybe the card, it won't just say "practice your mirroring", but there will be information about what mirroring is.

T: Yeah, that would be good. You can always consult the cards or do your own thing, in the meantime, you get a feel for actually doing it.

R: How about that?

T: Yeah, I think that's a really good point. And then we can come back together. What were our experiences in that? What response you got from that? One of the articles, I don't remember which one it was, the one about, we mentioned it in the meeting before, as teachers that there were some times, and I definitely am, we would just be ready to present a ready-packaged solution. But I don't have "do this", and I've really tried not to do that, but students responses to that are not always as good as my intentions are. And I think sometimes it can be perceived as "What am I supposed to do?" sort of thing.

R: "You're a teacher, you're supposed to tell me."

T: And going in that roundabout "How do you feel about it? How would you feel if you could do this?" They look at you like "bad teacher" …

R: "Just tell me what to do."

T: And that kind of experience I think we need to share because I'm sure it's not just how the students perceive me, I think it's a whole, you know… I think things like that that we could discuss…

R: OK, so how about it? Not just the instruction to do this, but a clear explanation of what this is so that you understand what the technique that you are going to try out is about and then the instruction of "Well, go and try this out". Let's see what you think about it, what you feel, if it makes sense, if you can do this or not. OK, so, in a way that's both a group objective, a group goal, and an individual goal, right? Because as a group, we're gonna have that setup with all the different techniques for you to learn about them and get a chance to practice them on your own, but then the actual practice will be your decision. You get to decide for yourself, set up a goal "I'm gonna learn one technique every three days", or one technique a week, or "I'm gonna learn from today until we meet again". I don't know, depending on how much time you have for this.

T: But we would practice between ourselves and I could say "Oh, gee, I can't do it the way I did it with [my friend] because that didn't work, I found that out fast.

R: Yes, now here's the thing. You can try it on your own and nobody knows what you're doing, you're the only one going "hmm", and you're just thinking for yourself or you can do it with somebody else and then you get to tell each other… The other one can tell you "Yeah, you were very good at that, I saw you doing it. I could feel you actively listening to me". Or, how else can you do this? For example, this little recording device is always available in the lab, I also have a video camera if you wanna borrow it. And you can actually record yourself and see how you're doing, trying out these different techniques.

T: Also…

R: You have your fabulous phones that do everything for you. Maybe you can pair up and say "I'm gonna send you this recording, tell me if you hear me actively listening to the student or not. Am I really reflecting well? Am I telling the student what he wants to hear or am I guiding him?" That could be a good exchange as well, if you have a partner that you know that you can share your audio with and they can give you feedback…

T: But we are all learners and at some point, maybe we'll need some feedback from you.

R: So, what do you do if you need me to tell you something?

T: We tell it to you.

R: Yes.

T: So that would be kind of monitoring and shadowing amongst ourselves and also…

R: Yeah, or it doesn't have to be "and then", you can include me from the very beginning.

APPENDIX 12
WORKING DOCUMENT FINAL WORKSHOP

Decision-making meeting
July 7, 2017
This is a summary of the ideas we discussed during our working-brunch session last Friday.

First, we had three prompts where we were asked to provide our ideas:

1. **A Language Learning Advisor has these…**

Personality traits	Skills
• Open minded • Inquisitive • Patient • Calm • Flexible • empathic • Thoughtful • Attentive • Personable • Imaginative • friendly	• Active listening • Empowerment • Analytical • Empathy • Have the ability to understand the student's needs • Have the ability to transform student's words into questions • Rapidly assessing student's abilities, levels and needs • Ties what students are struggling with to everyday situations in life they can apply those things to

2. **A Language Learning Advisor's job at the ▬▬▬▬ consist of/is about…**

- Knowing when to suggest solutions
- Building confidence in Language Learning students
- Offer a set of possible options
- Helping students build self-confidence
- Empowering the students
- Being a companion and guide when needed
- Being a role-model of autonomous learner
- Asking questions to help students find their solutions
- Looking at students' needs from a fresh perspective
- Building mutual trust
- Helping students see/consider as many possibilities as possible
- Guiding not prescribing
- Being tolerant with students' own choices
- Understand the learner's issue(s)
- Being receptive to students' needs or wishes

3. **To become a Language Learning Advisor…**

- You have to…
  - Leave your "teacher hat" at the door
  - Stop telling students what to do and when to do it
  - Be receptive
  - Let students make their own decisions
  - Learn to dissect students' words to challenge their ideas and make them think more deeply
- You should …

- Be a good listener
- Elicit answers and questions from students
- See some videos featuring expert advisors
- Experience autonomy
- Practice what you've learned
- Read a lot about advising
- You could …
    - Keep up to date with new research/ideas
    - Learn a new language yourself
    - Have a mentor
    - Ask someone to observe your advising session and give you feedback

After this, we looked at a number of actions/activities that we have all suggested should be part of the process of becoming a Language Learning Advisor, and we decided if they were individual or collective work, and we decided we also needed a third category for those actions that were both done individually and collectively.

Individual work	Both individual and collective	Collective work
Analyze my teacher-self	Read relevant information (theory)	Role-play situations
Keep a journal	Evaluate progress	Read articles in small groups and discuss them
Be advised	Reflect	Record video/audio of our advising sessions
Live an experience as a learner (study a language, learn a new skill)	Discuss a set of questions or analyze a case together	Have workshop sessions to practice advising skills
Watch/listen to advising sessions	Analyze advising sessions	Participate in Slack
Unlearn some things	Practice advising	Have live demonstrations of advising
Be motivated	Practice *advising* in the classroom	Discuss the idea of "commitment"
Have choices and make our own decisions (what to read, how to recover knowledge)	Have deadlines for certain actions	Share the experience, build a sense of community
Be a tutor first and then start learning about advising (*)		Check with learners what they feel about our advising
		Participate in discussions
		Meet face-to-face as a group
		Have an action-plan (set deadlines for specific actions)
		Have a buddy (buddy system)
		Share what was read
		Discuss reading together
		Have workshops with experts

(*) We discussed this point and decided that it is not indispensable to have been a tutor first, it could be done the other way around too, or you can advise on how to learn language you don't know and so you can't really tutor that person on that.

Finally, we put together a possible initial proposal for a formal training programme on how to become a Language Learning Advisor using all of the ideas we gathered and the experience we have lived so far.

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
individual work	Analyze my teacher-self		■									
	Keep a journal	■	■	■		■	■	■	■	■	■	■
	Be advised		■			■		■		■		■
	Live/recall an experience as a learner (study a language, learn a new skill)	■										
	Watch/listen to advising sessions			■			■	■				
	Unlearn some things	■	■	■		■	■	■	■	■	■	■
	Be motivated	■	■	■		■	■	■	■	■	■	■
	Present a reading			■			■			■		
	Have choices and make our own decisions (what to read, how to recover knowledge)	■				■	■	■	■	■	■	■
both individual and collective work	Read relevant information (theory)	■	■	■		■	■	■	■	■	■	■
	Evaluate progress (checklist)			■				■				■
	Reflect	■	■			■	■	■	■	■	■	■
	Discuss a set of questions or analyze a case together					■	■		■			
	Analyze advising sessions					■	■		■			
	Practice advising					■	■	■	■	■	■	
	(*) Shadow another advisor					■	■	■	■	■	■	
	Practice *advising* in the classroom					■	■	■	■	■		
	know the difference between being a tutor and being an advisor	■	■									
	Have deadlines for certain actions	■	■	■		■	■	■	■	■	■	■
collective work	Role-play situations					■	■	■	■	■		
	Read articles in small groups and discuss them			■			■					
	Record video/audio of our advising sessions						■	■	■			
	Have workshop sessions to practice advising skills						■		■		■	
	Participate in Slack	■	■			■	■	■	■	■	■	■
	Be observed advising						■	■	■	■		
	Have live demonstrations of advising						■	■	■	■		
	Discuss the idea of "commitment"	■		■								■
	Share the experience, build a sense of community	■	■			■	■	■	■	■	■	■
	Check with learners what they feel about our advising			■			■		■		■	
	Participate in discussions	■	■			■	■	■	■	■	■	■

Meet face-to-face as a group	■		■	░		■		■		
Have an action-plan (set deadlines for specific actions)		■		░	■		■			
Have a buddy (buddy system)	■	■	■	░	■	■	■	■	■	■
Share what was read		■		░		■		■	■	
Discuss reading together		■		░						
Put together a checklist for advising		■		░				■	■	■
Have workshops with experts		■		░	■		■		■	

(*) Added during the discussion of this proposal.

With this, we wrap up the work for this stage of the process. The idea is to have a defined pathway that can be followed by anybody wanting to become a Language Learning Advisor. The intention is to offer this as a RUTA, so we may have an official certification from ███ and ███.

APPENDIX 13
PROPOSAL FOR DIPLOMA COURSE

Este formato es una guía para plasmar la información más relevante sobre el programa que se propone. Esto nos permitirá analizar la pertinencia de la propuesta, diferenciador, competencia, así como la correlación con la propuesta educativa del ▮▮▮▮.

NOMBRE DEL PROGRAMA Y DURACIÓN

Diplomado (100-120 hrs) o Curso (20-60 hrs)
Diploma Course in Language Learning Advising
(120 horas)

COORDINADOR

Nombre del coordinador y reseña que refleje su expertise en el tema
Leticia Adelina Ruiz Guerrero
Adelina has been an English teacher for 30 years. She is a Psychologist, holds an MA in ELT from the University of Nottingham and is currently doing her PhD in Education carrying out research into Teacher Autonomy and Language Learning Advising. She is in charge of the ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ at the Language Department at ▮▮▮▮.

JUSTIFICACIÓN / BENEFICIOS DEL PROGRAMA

¿A qué necesidades de formación responde?
In today's globalized contexts, people need to be able to respond to new situations and constant change; knowledge is no longer static. People need to develop the agency to provide for themselves in terms of skills, strategies to evolve and adapt to the changing world. Language learning is one of these new skills expected of students and working professionals.

Education and educators need to respond to these new challenges, providing a wider scope of options for the learner that go beyond a classic classroom instruction model. It is no longer about providing instruction but rather accompanying the learner in developing a capacity for learning, life-long learning.

Therefore, more knowledge in guiding learners towards learner autonomy is required. This Diploma course responds to the need to promote autonomy in the language learning process, and by doing so professionalize the work carried out by those who accompany learners in their language learning process: teachers and educators in general.

Beneficios para los participantes

Participants will learn to step away from teacher centered learning models. This experience will allow them to acquire autonomy in their own process of becoming a Language Learning Advisor and by doing so, it will provide them with the tools and strategies to better promote and foster autonomy in learners as they accompany them in their language-learning journey, all of this through the shared experience of a community of practice.

Valor agregado en términos de actualización profesional y/o personal

Participants will explore new ways to accompany learners by experiencing autonomy first-hand, and thus better promote and foster it in learners. The participants will insert themselves in the current teaching methodologies and philosophies that promote learning autonomy and learning to learn.

¿Cuál es el diferenciador de este programa en relación a otros programas de nuestra oferta y de la oferta de otras instituciones?

This research based programme focuses on the development of language learning advising skills through the use of the advisors' own autonomy.

OBJETIVO

Indicar el objetivo general del programa.

This diploma course looks to professionalize participants as Language Learning Advisors to better accompany and guide students in their language-learning process by fostering autonomous learning. The course will provide participants with the knowledge, skills and strategies of a Language Learning Advisor to enable them to accompany a learner in a self-access environment in his language learning journey through the promotion and fostering of autonomy.

HABILIDADES Y COMPETENCIAS

Indicar el tipo de competencias blandas y duras que el participante desarrollará durante el programa.

Throughout this course, participants will work to develop self-awareness, patience, empathy, autonomy, as well as listening, dialogue and collaborative work skills. Participants will also learn strategies for active listening, how to diagnose learners' needs and facilitate learning, and develop skills for language-learning advising through the Reflective Dialogue Methodology (Mynard & Kato, 2015).

DIRIGIDO A

Perfil deseado de los participantes

Language teaching professionals
People involved in education
In-service teachers
Bilingual education teachers and coordinators at high school or university level
CLIL / EMI (content classes in English) teachers and programme coordinators
Life-long learners who wish to stay up-to-date with the latest learning trends
Educators in general interested in generating autonomy in learning.
Educators in general open to acknowledging that advising skills are professional and additional to teaching skills.

Academic personnel in Self-access centers.

REQUISITOS

Indicar los requisitos, si es que existen (entrevista con el coordinador, ensayo, grado determinado de estudios, conocimientos previos, equipo de cómputo, etc.)

English B2/C1 level (TOEFL/FCE/CAE/IELTS)
Language learning experience
In-service: should have access to learners during the course
Essay on what autonomy is for me/letter of intent explaining why they would like to become an advisor
Computer skills: basic Microsoft usage, internet skills, basic mobile applications and knowledge in the use or willingness to learn to use online learning environments/platforms

CONTENIDO TEMÁTICO

Indicar los contenidos del programa en formato de módulos, indicando en cada módulo el tema, duración, objetivo y subtemas que se abordarán. La cantidad de módulos es según se requiera para el programa.

1. *Metacognition and Autonomy*
   Duración: *30 hours*
   Objetivo: *This module offers the participants the opportunity to explore through reflection and metacognition where they stand both as learners and as teachers. This cognition will provide them with a better understanding of their own process and will inform the decisions to come in the development of the necessary skills for language learning advising.*
   Temas:
   - My learner and teacher-self through metacognition
   - Motivation in learning, learning in motivation
   - Understanding Autonomy as a learner and as a teacher

2. *Language Learning Advising in theory*
   Duración: *40 hours*
   Objetivo: *This module is aimed at providing the participants with the basic grounding knowledge of the more significant concepts involved in Language Learning Advising. Participants will explore, reflect, and discuss these concepts to make them their own.*
   Temas:
   - Language Acquisition
   - Autonomy and Self-access learning
   - Language Learning Advising
   - The role of the Language Learning Advisor

3. *Language Learning Advising in practice*
   Duración: *50 hours*
   Objetivo: *This module will require participants to practice everything learned in their own context (their own classroom, self-access center, with students or teachers they*

accompany): their own insights into language acquisition, language-learning advising, and their role in the learners' process. Learners will share their experience and knowledge in different activities that will accompany them as a community learning from each other.

Temas:

- Case study discussion
- Observation and discussion
- Practice and focused feedback

METODOLOGÍA

Indicar qué tipo de estrategias, actividades y recursos se utilizarán durante el curso (estudio de casos, mesas de trabajo, desarrollo de proyectos, plataforma Moodle, foro, visitas a empresas, etc.)

Throughout the course, participants will work on a wide variety of activities:
Community building activities
Peer reflection/analysis/feedback activities
Online Moodle activities (forums, discussions, wikis, etc.)
Face-to-face activities (discussions, presentations, etc.)
Case studies
Reading and discussion of relevant bibliography
Role playing / Simulations / micro-teaching
Writing of a reflective journal
Audio/Video recordings of advising practice

RECUPERACIÓN DE LOS APRENDIZAJES

Indicar de qué manera se dará cuenta de los aprendizajes y competencias desarrollados

Participants will use different resources to recover their experience during the course and account for their learning outcomes:
Reflective journal
Reading reports and presentations
Participation in online and face-to-face discussions
Exam
Assignments with self-reflection

REQUISITOS DE APROBACIÓN

El departamento de Educación Continua pide un 80% de asistencia al programa para ser acreedor al diploma del mismo, indicar si existe algún requisito más de aprobación (proyecto, presentación, entregas, etc.)

To earn this diploma, participants have to comply with the following:
80% attendance
Active participation throughout the course

Self-generated Portfolio (including elements of Self-evaluation, peer evaluation and expert evaluation): Self-reflection on each module and a final overall one, reports and reflections on 4 advising sessions, reports and reflections on advising sessions with course leader

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FACILITADORES Y COORDINADOR

Nombre y extracto curricular (formación, experiencia profesional y experiencia académica), escrito de manera breve y concisa. La cantidad de facilitadores es según se requiera para el programa. Se pide incluir a los invitados especiales o ponentes.

Coordinador y Facilitador 1

Leticia Adelina Ruiz Guerrero

Adelina has been an English teacher for 30 years. She is a Psychologist, holds an MA in ELT from the University of Nottingham and is currently doing her PhD in Education carrying out research into Teacher Autonomy and Language Learning Advising. She is in charge of the ███████████████████████████ at the Language Department at ████.

Facilitador 2

Facilitador 3

APPENDIX 14
REFLECTION SKILLS DEVELOPING IN DIPLOMA COURSE PARTICIPANTS

Reflective practice evidenced in participants of the Diploma Course – 2019 cohort

Reflection on self-generated portfolio

"On the other hand, in order to foster autonomy, the teacher should be autonomous too. As McGrath, I (2000): 103 stated "In order to fulfil these roles, teachers need to 'recognize and assert' their own autonomy." Regarding this point, I feel I still have to work a lot in this area. I have noticed that I have a tendency not to read instructions carefully and I just assume what is supposed to do. This leads to making mistakes or doing things that are not asked for. Besides, this also makes me depend on the instructor or tutor to be guided or corrected. As a result, that makes me depend on others."

Answer to activity on exploring your level of reflection skills.

Answer this questionnaire and use the results of it together with your answers to the previous questions to write up a reflection where you stand in terms of abilities to reflect and how this knowledge and awareness could inform your job as an advisor.

"I believe that one my strongest assets is being analytical; however, after answering the questionnaire, I have discovered there is a lot of work to do in order to accomplish an assertive analysis and reflection. Had I not answered the questions, I would have not discovered I could use a more systematic reflection. According to the questionnaire, I fall into the Conceptual category. This means I try to solve problems and at the same time, I question my values and beliefs. Considering Dewey's teachers ideal characteristics, my level of willingness to listen to more than one side is somewhat effective. Since, I try to be alert to whatever I do; I try to do it based on my beliefs of what could be beneficial to my students. In addition to that, I also go into the class with the idea that there is always something new to learn: whether it comes from a specific situation, a student's comment or after going through how the class went. On the other hand, even though I have taught for many years, I have discovered there is always something new to experience and to learn. Hence, despite my level of responsibility is high, I mean I take careful consideration of the consequences of my actions, there could be things I could be neglecting due to lack of being able to see the whole scope of the situation. Finally, the level of wholeheartedness is medium because I consider that I could do better in this area too. There is a commitment to seek every opportunity to learn, there is no doubt on that. Nevertheless, I just discovered that my approach could be more effective if I change it. Such as: Self-monitoring my teaching, Writing or recording about my practice, engaging in action research, reviewing my personal aims and actions related to my practice."

Report on an advising session with the course facilitator

ADVISING SESSION WITH ADE

May 3rd, 2019

"The interview began with Ade mentioning that the focus of the interview is to let us know that she is available to us, anything that we need, she will be there. I must point out her voice

had a very soft tone and she also spoke in a slower pace. This made me feel very comfortable, but more so, it made me feel important and that she cared for us and our learning process. I think this is a key aspect of advising. It needs to be focused on the individual and a true interest must be demonstrated by the advisor.

It was an open discussion focused on us, as students and our needs. This interview focused on two questions:

How do you feel, how would you describe your overall experience in this module?

(1st Peer) mentioned that it was exciting, and learning how to separate the teaching side compared to the advising side. A positive experience.

(2nd Peer), similarly mentioned she felt comfortable, at first, she felt a bit nervous because of the language level, but that was soon overlooked from the dynamics of the class, she mentioned she felt less worried about the language. Ade mentioned that it should not be a barrier.

I mentioned that I was very excited, and that I still feel I have a lot to learn in terms of establishing clear differences between teaching and advising. I am learning to not talk too much in order to become a better listener. It is very important to know when to speak and what to say, as this is a key aspect of advising. In this point, it is still very unclear the do´s and the don'ts of this process.

I noticed I speak too much, still, I can be more concrete and precise in my comments.

Ade mentions that it is important to mention these things because she mentions that this process can be a bit stressful, because you begin to learn about a new way of doing things and you can begin to punish yourself for not knowing better. But she clearly mentions, that it is important to not go there at all. This is new knowledge and it should not be compared to what we knew before. It is not about self-flagellation, we are learning new things and that is the starting point. The past is the past. "We need to forgive ourselves in case we are going there." Ade simply mention DON´T. She makes this point because this learning process relates to all aspects of our lives… you might even go back and question how you have raised your children…You can let it hit you and it can shake you up, but it is not about that.

Ade makes eye contact all of the time. A key point during this process. Having taped the interview was very helpful. I noticed I tend to speak louder than everyone else. I definitely have to work on this.

ADE: Any questions about the module?

(2nd Peer) asks for sources on learning advising. Ade mentions that it is a fairly new methodology (from 2015) and that only one book exists. She mentioned that we could research Joe Maynard…she has many other works on advising, but she pointed out it was not a good idea to read the material before the modules, she advised this type of knowledge can be learned best in the classroom and with the interactions with our classmates.

Then, I asked if I could borrow the book to look at, knowing beforehand I would not have the time to read it (this is something I always do, for some reason, having the physical possession of a book, that is, in my hands, makes me feel like more secure during the learning process of a new topic). Ade mentioned that she would be a little concerned if I took the book, she suggested to hold on, and it would be best to get to know the methodology in the classroom. I

automatically understood her point. I need to restrain myself and not be too impulsive. I am beginning to understand the importance of self-reflecting on my actions.

She suggested reviewing SISAL JOURNAL, all topics published here have to do with advising experiences. I will definitely check it out.

Ade mentioned that she is very passionate about the subject and that she truly enjoys it. I mentioned that is truly shows and I feel very excited to know more about it. (1st Peer) mentioned that it has been a very dynamic group and the shared learning in it has been very rewarding and the reflective process has been very effective.

One of the things I noticed in this interview, is the importance of paying attention to the person that is speaking maintaining eye contact. This is a crucial aspect of making the person feel that what she/he is sharing is important.

Listening more and asking more questions…. (1st Peer) mentions are key points.

I am learning to fall in love with this methodology, just as Ade is already in love with it.

2.-If we had this session two months ago, do you think it would have been very different? Do you think you would have had other questions? Do you think we would have talked about something else?

(2nd Peer) mentions that most probably the topics discussed would be about the overall point of view of the program from the (institution)´s point of view and teaching philosophy. I proceed to answer the question, but I do not provide a straight answer, I continue to tell Ade the points that have resonated with me the most. This is another example of how I need to think about the question first and then, the answer, not just blur out the answer.

Something I noticed and that I am pleased with, is that I did lower my tone of voice as the interview went along…. I do mention it this. The answer that I provided to this question was more on how we would probably be more concerned about the general requirements of the class, deadlines and deliveries, than the content itself. However, my answer was not precise. I need to work on this. I over talk too often…

(1st Peer) and Ade had a chat 2 months ago, and he mentions he would have had a lot more questions about the course and its content. He is wants to dedicate more time to his family and he is considering not taking the second module during the summer. This part made me understand that each person has the right to make their own decisions and as an advisor you should not try to persuade the person as to what YOU think is best for them, this and everything else in life is a personal choice, and as advisors we need to be very neutral about the topics discussed and most importantly on sharing our opinions on the subjects. I think this is something I need to focus on improving.

Overall, this experience was very rewarding. This was our first real view of what advising entails. However, the interaction among (2nd Peer), (1st Peer) and myself was very important too. This was part of the objective of this interview. I am very aware and worried about what I should and what I should not say to the person that seeks advising. I have a strong tendency to "vomit" all of the information that I consider is very important for the other person to know. I need to restrain myself. I did this with (1st Peer) when he never asked me a single question about what we saw on the session. I hope I am wrong, but my understanding from his

comments is that he will not pursue the advising modules to come. He was very adamant about his priorities in life: his family.

I will definitely continue to practice listening and my answers in all of my conversations, focusing on not speaking too much. Watching the video was very enlightening.

The link on One Drive for the video is the following: (SharePoint link to a video the participants recorded of the advising session).

Reflections on tasks carried out during the synchronous collaborative sessions

"The first topic is the Wheel of Learning: This exercise made me realize that I do not self-reflect as I should. I understand that I become overwhelmed because of lack of sleep and then I just stress.

I shared with experience with (peer) and (peer) and for the three of us the most challenging aspect of this wheel was time management. This comes along with multiple activities that all three of us have. This affects the self-motivation aspect."

"We have to think of something that we learned on our own: Cooking, Driving, Using Slack

For me using flipboard….it was a trial and error experience, I watched video tutorials, but it was not an easy process. The application is not easy to manage and since I did not learn at a young age how to use these types of applications, it is a frustrating experience for me… I understand I need to change my attitude in learning new apps.

How did you manage it? Looked for help, read about it, Practiced, Made mistakes"

Reflection on a practice advising session with a learner/person

"The advising session was done with my daughter. I approached her while observing her attitude somewhat down. I began by asking random things about school, boyfriend, etc., so as to find out where the red light was. I avoided giving her my perception (such as: you look sad, are you alright?), and talking to her naturally. I tried to keep up with the questions without falling into opinions. Damn! it was so hard to do this. To remain neutral and not falling into judgements was a great challenge. I tried to provide her with different ideas of what to do about the issue she had with a close friend, so that she could have a point to start off with. Nevertheless, I concluded with comments related to her personality, I definitely couldn't avoid it. It was somewhat frustrating to me to see how she does not react to things and she always expects to have the "what to do" told directly.

Perhaps, she was not the best option to start with, I think I took the biggest challenge. The next day, she approached me and told me what she had decided to do, and it was when it came evident to my eyes again, that my time is not everybody else's. My patience needs to work steady, my opinions need to be kept inside, and I need to reflect more in action. What she did was a combination she made with what I suggested; it wasn't exactly what I wanted, but it worked well, and she managed to deal with things as she chose to do it. It was a great experience for me to do all of this reflecting on action."

Wrap up reflection at the end of one of the modules

"I must admit that before taking this module, I thought I was a good guide to my students. I used to give them advice without noticing that I eventually fell into a patronizing mode. After going over the content for this course, I started to think deeper about my comments to my

students, and I became more interested in it. My first thoughts were: "this is going to lead me into becoming a better learning companion".

Something I became aware of through the process experienced this module, was the need to have some sort of a guideline to follow. When trying to reflect openly on results and learning, I discovered that it was definitely easier for me to follow questions rather than just to come up with my own thoughts (it was more complicated and thoughts were more superficial). The instruments we used, allowed me to focus directly on what I needed to see and provided me with a clear idea of where I am standing in the process to this point. I know my reflective skills are still developing, and I feel positive and motivated to carry on. I feel I've become more self-aware on my learning, and more conscious when doing or thinking."