ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas

"A CASE STUDY OF SELF-REGULATORY PRACTICES IN AN A2 TEFL CLASSROOM AT AN ECUADORIAN PUBLIC UNIVERSITY"

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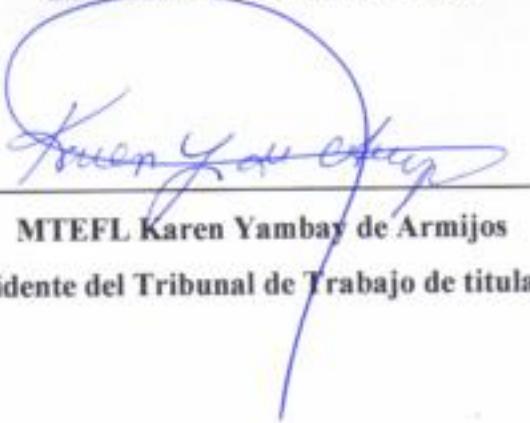
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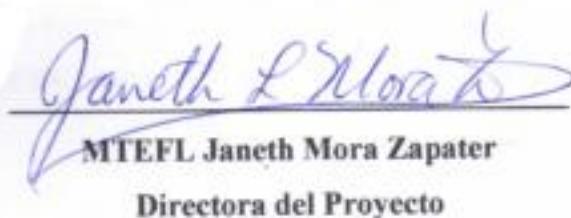
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César Eduardo Chóez Menoscal

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Joyce Yesenia Tenelema Chenche

INDEX

Contents

SUMMARY

This dissertation deals with a construct which appears to be truly important for academic achievement as well as English Language learning. This construct is identified as Self-Regulation or Self-Regulated learning. This work contains information about the main trends and theoretical perspectives that have been developed to understand Self-Regulated Learning. The main objective of this dissertation was to understand to what extent learners of English as a Foreign Language in a specific context use or are aware of their capacity to self-regulate their learning. Three instruments were used to collect the information that would help the researchers understand how the group of participants perceive their use of self-regulatory strategies to enhance their learning. The first instrument was the Self-Regulation Questionnaire by Brown, Miller, & Lawendowski (1999), the second instrument was a semi-structured interview which was designed to obtain further information that may be unsupported in the questionnaire and finally a semi-structured journal which could capture details of the self-regulated learning components during a period of 8 weeks. It was found that the group of learners identify themselves as been able to self-regulate their learning at an intermediate level. It is thought that further research could help extend the knowledge of self-regulation and that it should be a construct of interest of educators to implement in their practice given its connection with successful academic achievement.

ILLUSTRATION INDEX

TABLE INDEX

ABBREVIATIONS

CEFR	Common European Framework of Reference
CEAACES	Consejo de Evaluación Acreditación y Aseguramiento de la Calidad en la Educación Superior
CES	Consejo de Educación Superior
COPES:	Conditions, Operations, Performance, Evaluation, Standards
EFL:	English as a foreign Language
ELL:	English Language Learning
EFL	English as a Foreign Language
L1:	Mother tongue
L2:	Target language (English)
Q1:	First time questionnaire was applied.
Q2:	Second time questionnaire was applied
q:	Item or question for questionnaire: Ex: q5 refers to the fifth question in the subscales
SENESCYT	Secretaria Nacional de Educación Superior Ciencia y Tecnología
SRL:	Self-Regulated Learning
SRQ:	Self-Regulation Questionnaire
SUB1:	Informational Input
SUB2:	Self-Evaluation
SUB3:	Change Triggers
SUB4:	Search for Options
SUB5:	Planning
SUB6:	Plan Implementation
SUB7:	Plan Assessment

1. Introduction

Self-regulation, or self-regulated learning is a construct that appears to be crucial to adaptations of behavior which align with enhanced performance to obtain goals that are perceived as important for individuals. It was thought that studying some of the variables of this construct would help extend the understanding of the results of academic achievement in learning English as a Foreign Language (EFL). The teaching-learning context where the research was carried out presumes there is low proficiency of learners as English users. It is thought that programs that help learners apply self-regulation strategies can improve the proficiency in the English language of these learners, and such practices may be extended to other contexts.

1.1. Statement of the Problem

Undoubtedly, education is a significant concept that affects not only academic, but social, interpersonal, professional, and affective interactions. Given its nature, it is common to consider the relationship that exists between teaching and learning when there is a reference to education. It may be, however, difficult to precise how much of quality teaching is necessary to produce outstanding learning. Tradition would probably refer to teachers as knowledgeable beings with the capacity to transmit such knowledge to learners who are also commonly conceived as receivers. New trends, however as well as the effects of such trends on national policies may see teaching as a coordinated interaction in which both roles oversee what is possible to know.

The knowledge of teaching and learning roles has expanded a lot through the last decades, but the origin of these important concepts lies in unknown secret, despite the records we can rely on. Knowledge could be regarded as to an acquired set of experiences, and this is probably what made the elder, the wiser for pre-historic men and probably even the Egyptians. Confucius centered the interaction of teaching and learning into a set of personal values for teachers as well as learners. The Greek sought to trespass the utilitarian level of knowledge towards the loftiest levels of thinking shaping human actions through formal instruction, and lately it has been thought about the manipulation of brain functions to enhance teaching and learning processes. (Tokuhama-Espinoza, 2011). Current trends in education do not see teachers as the only sources of knowledge that intervene in learning processes, it is known that

characteristics of students, context and the management of educational settings are also involved (Espinoza, 2012).

The role of learners has been shifted towards a more active being, and a feature in learners that makes a distinction at the time of facing adversity to thrive in learning is self-regulation (Zimmerman J. B., 1990). At the Ecuadorian university, where big changes have been achieved in the last decade, students are required to read, analyze, understand biographical material and documentaries, generate data, search for information, write essays, do homework, and prepare for oral presentations as activities to comply with the component of autonomous work (CES, 2013). A good number of students who abandon their studies at university level state their decision to be a problem of academic achievement (Allauca, 2012). Students who are active participants in their own learning do well in terms of achievement (Zimmerman J. B., 1986). A great number of learners struggle to learn English as a foreign language at Ecuadorian universities. Many learners state that subjects in their mother tongue L1 are easier to cope with than EFL. There is a number of cases in which students have not obtained their undergraduate degrees because they have not gotten the required certifications regarding their English instruction. A number of students used to postpone their English instruction and take the subjects in L1 because English was often considered an additional subject and it was considered a requirement but learners could decide when to do these courses throughout their undergraduate programs. They usually indicate it is a difficult subject.

Desertion of students is also a current problem in several universities of Ecuador (Narvaez & Barragán, 2012). Zimmerman places self-regulation as a metacognitive, behavioral, and motivational variable in which students engage in activities to succeed in their own learning (Zimmerman J. B., 1990). Therefore, our work is oriented to understand the current trends in self-regulation in an A1 EFL classroom at a public university. Since achievement seems to be connected to the desertion of students and some of the desertion of students may be affected by the difficulty of English instruction, it is of our interest to explore the field of self-regulation as a possible positive contribution to address the problem.

1.2. Purpose of the Study

The purpose of the study seeks to gain understanding of the extent to what students currently are capable to apply and achieve by using self-regulation processes, have an approach to their mental framework about the practices they use to enhance or foster self-regulation, and additionally to identify lack of self-regulation processes.

1.3. Significance of the Study

A study about the factors that determine academic achievement in students of several faculties at an Ecuadorian public university showed that the transition of national baccalaureate to university represents a decrease in academic achievement (Martinez & Salazar, 2013). Low academic achievement is a problem which educators should care about, because it may lead to students' desertion (Allauca, 2012).

> "Most Latin American countries have yet to fully adopt a pedagogical model that involves student participation and an emphasis on "learning to learn" methodologies" (Holm-Nielsen, Thorn, Bruner, & Balán, 2006) .

The following study is an attempt to sum to the effort being made to improve the quality of higher education in the country, especially education in the EFL field. Recent changes in education have spotted the roles of teachers as well as learners and it is possible to say that both roles need some re-structuring. Learning to learn methodologies require commitment from learners with a good guidance from teachers. The position of this study is to explore the field of learners' perceptions towards their roles and find the array of strategies they apply to have results in academic achievement.

1.4. Research Method

It has been considered that the mixed-method approach has the potential to explore quantitative and qualitative strategies to obtain data and analyze not only statistical results, but also what may be lost in the scale.

1.5. Delimitations

For this study, the researchers have considered to take into account the three major models of self-regulation given the number of citations found while doing the literature review. There are several other models that expand on the referred models or

have similar and overlapping information. Adequate acknowledgement of sources has been worked with APA.

The instruments used in this study were chosen on the basis of availability of resources to be used by empirical researchers and expressed permission by authors as well as possibilities to adapt.

The data and the corresponding analysis attempt to describe the ontological positions of the participants in this study. Bias has been avoided and arguments have been intended to be as objectively as required for academic work.

1.6. Limitations of the Study

Related research indicates there are studies with samples of about 800 participants. The sample we chose may not describe the reality for all the students of the degree program, neither the university where the research was carried out, nor higher education students. Participants may have answered in a different way from what they actually believe or practice. The instruments we adapted or proposed may need a deeper analysis and/or adaptations to be consider valid and valuable for future research. Inferences made with the data may not be precise or wrong. Inductive and deductive thinking skills used to analyze the data may not describe the actual meaning of the data.

2. Literature Review.

Self-regulation is a construct that has evolved and gained its space in psychological education since the late twentieth century. Although consensus about theoretical perspectives regarding the term has not been reached, it is agreed that its implications are important for the educational field given its correlation with academic achievement. The literature review of this research work contains information about the three most significant ontological positions of self-regulation and self-regulated learning according to the extent of information revised by the authors. It also provides readers with information to avoid ambiguity with related terms, there is also an excerpt of national educational system as well as information about the English curriculum guidelines for educational settings and curriculum at the university where participants study.

2.1. Self-Regulation.

Literature suggests there are several trends and lots of considerations to define self-regulation. Self-regulation according to Zimmerman (2000) can be considered as systematic efforts to direct thoughts, feelings, and actions, toward the attainment of one's goals (Zimmerman B. , 2000). APA's controlled vocabulary relates the meaning of the term to: Agency, Emotional Regulation, Self-Control, Self-Management, Self-Monitoring, Self-monitoring (Personality), and Self-Regulated Learning (Burman, Green, & Shanker, 2015).

2.1.1. Agency

"The temporally constructed engagement by actors of different structural environments – the temporal-relational contexts of action – which, through the interplay of habit, imagination, and judgment, both reproduces and transforms those structures in interactive response to the problems posed by changing historical situations" (Emirbayer & Mische, 1998).

Agency is composed of three aspects: individuality, interactional asymmetry, and normativity. Individuality means the characteristic of an individual who defines its own identity as different from others. Asymmetry can be considered as the capacity of individuals to engage in modulations of both themselves and the environment at certain times. Individuals regulate their interaction and this regulation can produce failure or success according to some norm, this is the aspect of normativity in agency

(Barandiaran, Di Paolo, & Rohde, 2009). Human beings are then characterized by an individuality which differentiates one from another, a potential capacity to modify the self and or the surrounding environment, and finally consider the consequences of the self-regulations as good or bad when being compared to a self-established parameter. Achievement of personal agency may be obtained through reflective and regulative thought, the skills at one's command, and tools of self-influence that affect a choice and support selected courses of action (Bandura A. , 1989).

2.1.2. Emotional Regulation

Emotional regulation refers to the processes by which individuals influence which emotions they have, when they have them, and how they experience and express them. Emotion regulation is neither inherently good nor bad (Gross, 2002). There are positive and negative emotions, furthermore, individuals can maintain, increase, or decrease them (Parrot, 2002). Emotion regulation appears to occur as a conscious process, but it may also occur without conscious awareness (Cole, 2002)..

Emotion regulation processes can be regarded as deliberate (conscious, controlled, explicit or reflective) or automatic (non-conscious, implicit, or impulsive). Research suggests that individual differences in emotion regulation are associated with a range of important outcomes in individuals' lives (Mauss, Bunge, & Gross, 2007).

2.1.3. Self-Control

"Self-control refers to altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the pursuit of long-term goals" (Baumeister, Voh, & Tice, 2007).

In psychology, self-control is the aspect of inhibitory control that involves control over one's behavior and control over one's emotions in the service of controlling one's behavior (Diamond, 2013). It refers to being able to resist to impulse and temptation. Self-control in academic achievement is to restrain from the impulse to cheat when there is an opportunity in an exam or avoid the temptation of not doing the assignments and wait until a peer has them solved and allows to copy them.

Other aspects of self-control involve discipline to stay on task despite distractions (Diamond, 2013), and delay of gratification (Mischel, Shoda, & Rodriguez, 1989). Commitment to do what is necessary to do seems to be a problem among some

students who may get out of focus, hence such discipline to stay on task resembles to be important to achievement and delayed gratification deals with refraining from immediate pleasure activities to concentrate on long-term tasks. For example, not to go to a disco on Saturday night to study for an important exam. Self-control and self-regulation are often considered interchangeable terms. In this study, both concepts are treated as different units, being self-control a feature of self-regulation. Issues in controlling the self may be linked to emotional problems, school underachievement, lack of persistence, various failures at task performance, relationship problems and dissolution, and more (Baumeister, Voh, & Tice, 2007).

2.1.4. Self-Management

Self-regulation and self-management literatures overlap a lot. Nonetheless, for a distinction to be made; self-management is strongly connected to programs in which individuals are didactically provided with information and skills, especially medical treatments. Individuals are basically prescribed with a treatment and they attach to such treatment as indicated or not, how well they attach to this treatment may be regarded as self-management. Self-regulation instead considers the treatment as one of the many options the individual can adhere to in order to cope with their problems. The individual is considered to be an active problem solver whose coping behavior represents a common-sense response to their cognitive and emotional interpretations of experiences (Horne, 2002). In teaching or learning, self-management can be viewed as to how well an individual reacts or modifies behavior as prescribed by any authority, whilst self-regulation implies the selection of tactics by the self forecasting results this individual considers satisfactory.

2.1.5. Self-Monitoring

Self-monitoring is thought to work through self-awareness, and focuses on the abilities learners or individuals have to monitor their progress towards learning goals (Chang, 2010). Two important aspects of self-monitoring are observation and recording. Learners recording of their achievement towards their goals help them to determine if they have reached their goals or not, by comparing with features of the desired result (Mace, Belfiore, & Huchinson, 2001). Learners who monitor themselves become in turn judges of their own achievement through the comparison of current and prior outcomes.

2.1.6. Self-monitoring (Personality)

Self-monitoring (personality) involves observation, regulation and control over public appearances displayed in social exchanges or interactions (Snyder, 2002). It relates to the image that individuals project to others, in learning languages it may be connected to, how efficient the learner considers he or she should be to use their target language (L2).Those who have a high sense of self-monitoring their personalities seem to have control over the role of the self they display in different social settings, while those who have a low sense of self-monitoring display more consistent behavior in different social contexts (Day, Unckless, Schleicher, & Hiller, 2002). Self-monitoring may enable individuals to adapt their message and approach, being the result a greater influence over others (Ifert & Roloff, 1997).Since teachers are responsible for motivating students and being a positive influence for them, it seems that self-monitoring must be a feature of expertise in teachers.

2.1.7. Self-Regulated Learning

Self-Regulated Learning (SRL), also understood as academic self-regulation, is considered to be a process that assists students in managing their thoughts, behaviors, and emotions to direct their learning experiences (Zumbrunn, Tadlock, & Roberts, 2011). By directing their learning, students become aware of possessing some knowledge or skill or not. SRL enables learners to do well in achievement and be confident, diligent, and resourceful in academic performance (Zimmerman J. B., 1990).

2.2. Self- Regulated Learning – Theoretical Perspectives

The concept of self-regulated learning arises from the struggles of understanding how learning occurs, moreover, how learners master processes of their own learning (Zimmerman B. J., 2008). Self-regulated learning refers to metacognitive, motivational, and behavioral procedures through which learners take active participation in their own learning (Zimmerman B. , 1989).

2.2.1. Zimmerman's Model

Zimmerman holds a social-cognitive view of the processes of self-regulation that are basically depicted in three phases as seen in Fig 2.1.

Figure 2. 1. Phases and processes of self-regulation according to Zimmerman and Moylan (2009)

Performance phase
Self-control
Task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest in-centives & self-consequences
Self-observation
Metacognitive monitoring & self-recording

Forethought phase
Task analysis
Goal setting
Strategic planning
Self-motivation beliefs
Self-efficacy
Outcome expectations
Task interest/value
Goal orientation

Self-reflection phase
Self-judgment
Self-evaluation
Causal attribution
Self-reaction
Self-satisfaction/affect
Adaptive/defensive

Source: (Panadero & Alonso-Tapia, 2014).

2.2.1.1. Forethought Phase

This phase is when students first have contact with the task. It involves analysis of the characteristics of the task and their expected performance. There is an assumption that learners give a value to the task considering the level of importance it may have for their interests, and such value seems to be connected to how they will self-regulate. Other features that can be observed in this phase are assessment of learner's capacity to succeed in the task, goal setting and planning to complete it (Panadero & Alonso-Tapia, 2014).

Figure 2. 2: Zimmerman's Forethought Phase

Forethought Phase

Task Analysis

The student fragments the task and establish the strategies

Two processes Take Place

Goal Setting   **Strategic Planning**

To select the goals the students take into account

Def. selecting an action plan and choosing the strategies that are needed

Assessment Criteria   **Performance level**

Def. Standards against which the performance will be assessed

Def. the level of perfection the student intents to achieve

Directs during

Self-motivation beliefs

Personal variables that generate and maintain the motivation to perform the task

Five variables influence

Self-efficacy   **Outcome expectations**   **Task value**   **Interest**   **Goal Orientation**

Students beliefs about their capability to perform the task

Believes about the probability to success in the task

Relevance of the task for personal goals

Liking for the task

Students' beliefs about their learning purposes

Energize the

PERFORMANCE PHASE

Source: (Panadero & Alonso-Tapia, 2014)

The self-regulatory cycle starts with the analysis of the task to carry out (Zimmerman & Moylan, 2014). Students separate the task in parts and choose strategies for the performance they will or may be able to display based on previous knowledge and/or experience (Winne & Hadwin, 1998). As a result of this analysis, two key elements emerge, goal setting and strategic planning, it is believed that without such elements self-regulation is not likely to occur (Panadero & Alonso-Tapia, 2014).

Goal setting has two important variables learners need to consider at the moment of establishing goals (Winne & Hadwin, 1998). The standards that will assess performance, assessment criteria and the desired level of performance, performance level, which is basically measured by the assessment criteria (Pintrich & de Groot, 1990).

Planning is crucial for self-regulation and it is acknowledged as a good predictor for success (Zimmerman B. , 2008). Zimmerman's concept of strategic planning as the elaboration of an action plan in which the strategies necessary for success in the task are chosen by the learners are referred to as crucial. Goal setting and strategic planning depend a lot on the motivation of learners to carry out the tasks, and for the model the generation and maintenance of motivation to perform a task is denoted as the outcome of interaction of personal variables like beliefs, values and interests. These personal variables as described in Figure 2 are; self-efficacy, outcome expectations, interest, task value, goal orientation (Panadero & Alonso-Tapia, 2014).

Self-efficacy may be defined for the model as personal judgment of one's capabilities to organize and execute courses of action to accomplish established goals (Bandura A. , 2000). It has the potential to provide students with a sense of agency to motivate their learning through the use of regulatory processes like goal setting, self-monitoring, and strategy use (Zimmerman B. , 2000). There is evidence that if learners consider themselves capable or self-efficacious, they will embrace challenging goals (Zimmerman, Bandura, & Martinez-Pons, 1992), on the other hand, if learners do not consider themselves capable, their motivation will decrease and they are not likely to make much effort predicting that it is not possible to succeed (Pajares, 2008).

Outcome expectations refer to the desired result learners wish to obtain after carrying out a task or a course of actions, they are beliefs about the success of a task (Zimmerman B. , 2011). There is some debate whether expected outcomes influence self-efficacy (Williams, 2010) given that it is usually thought that self-efficacy influences outcome expectation, but not vice-versa (Bandura A. , 2010), and there is

also a general misconception assuming that both constructs are basically the same (Panadero & Alonso-Tapia, 2014). Outcome expectation may vary according to some external conditions, for example self-efficacious learners may not have high outcome expectations if they know the situations may be adverse, like participating in a contest in which one of the contestants is a good friend of a member of the jury, and the same could be thought with non-self-efficacious learners who may know they have the support of conditions to believe they will have get a good outcome regardless of their actual performance (Pajares, 2008).

Interest and task value, as considered by Panadero & Alonso Tapia (2014) are energizers of the initial approach students have with the task. Task value relates to the importance that the task has for the personal goals of learners, whilst interest is an emotion which activates with the task, it could also be said that interest or interest value is the enjoyment of doing the activity. There are components that adhere to task value such as attainment value and utility value. Attainment value deals with how it fits with the sense of importance of the self for doing well in the task, and utility value with the usefulness of the activity, especially for future goals (Zimmerman & Schunk, 2011) (Kitsantas, Winsler, & Huie, 2008). Interest and task value appear to be crucial for the motivation to carry out self-regulation.

Goals are immediate regulators of human action (Locke, Saari, Shaw, & Latham, 1981). Two major approaches that are important to be mentioned regarding goal orientation are mastery and performance. The former concerns to learning and improvement of the skills of learners, and the latter relates to displays of competence especially among peers (Wigfield, Klauda, & Cambria, 2011).

The elements of the forethought phase are not exclusive of this phase, as shown in Figure 2.1 they are interrelated with the other phases. This phase can be acknowledged as a preparation phase.

2.2.1.2.   Performance Phase

Zimmerman refers to this phase as a process phase with self-control and self-observation as two important intervening classes. It is linked to the forethought phase because the previously selected methods or strategies will be deployed through self-control. The most relevant known self-control methods are the use of imagery, self-instruction, attention focusing, and task strategies. The self-observation class is featured by self-recording personal events or self-experimentation to study causality

(Zimmerman B. , 2002). The two classes: self-control, and self-observation contain metacognitive strategies and methods to oversee performance.

2.2.1.2.1.   Self-Control

Panadero & Alonso-Tapia (2014) refer to Zimmerman's model as presenting motivational and metacognitive strategies through the performance phase. These strategies require self-control to work well. The role of metacognitive strategies is to keep learners concentrated on their goals whereas the motivational strategies maintain the interest and motivation of learners.

Imagery

The Stanford Encyclopedia of Philosophy (2016) refers to mental imagery as a complex concept to understand, which has basically evolved through time. It resembles perceptual experience occurring in the absence of external stimuli carrying out some intentionality to work as a form of mental representation. It seems to be important for memory and motivation as well as visuo-spatial reasoning and inventive or creative thought. It used to be commonly accepted that imagery was involved in all cognitive processes, and it was acknowledged as the provider of semantic ground for language (Nigel, 2016). In Zimmerman's model, imagery is understood as the use of mental images that organize the information and help to focus attention on enhancing learning and memorization (Panadero & Alonso-Tapia, 2014).

Self-Instruction

This strategy refers to self-directed orders or descriptions about the task that is being performed (Panadero & Alonso-Tapia, 2014). Self-instructions can be observed as verbalizations that potentially improve learning and are crucial for SRL (Schunk, 1982). Self-instruction involves descriptions on how to proceed with the execution of a task (Zimmerman B. , 2000). An example of self-instruction in EFL could be a learner repeating to him or herself not to forget the -s, -es or -ies, attachments or modifications to verbs being conjugated in the present simple tense while having some written assessment.

Attention focusing

Attention focusing could be regarded as the capacity to attend to and sustain focus on a learning task (Park, 2016). Learners are able to process multiple perceptual modalities at once or execute actions in multiple motor systems at the same time like reacting to visual stimuli with facial expressions or speaking at once, but they cannot

process multiple things in a single system, including central cognition, as for example driving and talking on the phone (Anderson, 2014). Attention seems to be connected to cognitive processes like memory and knowledge (Mole, 2013) hence is important for learning as well as self-regulation.

Task Strategies

Task strategies may be understood as plans and methods to carry out some task or tasks with pre-set goals desiring an expected outcome (goal setting and expected outcomes). These strategies may establish the direction and scope of the task or tasks. They determine an approach to the achievement of the goals and the consumption of available resources to carry out the task and obtain the desired goals (Task Management Guide, 2014). Task strategies are aimed to assist learning and performance through the analysis of the components of the task and meaningful re-organization (Zimmerman B. , 2000).

2.2.1.2.2.   Self-observation

Self-observation may be depicted as the process that fulfills the requirement of information needed to carry out subsequent actions regarding the task or learning process. It appears to be crucial to self-regulated learning, especially due to the attention the learner gives to conditions such as place, time, space and duration for learning to take place (Bramucci, 2013). Self-observation is crucial for decision making on effectiveness of procedures, if feedback is delayed, self-observation may not work well, since corrective actions could not be taken on time (Zimmerman B. , 2000).

Self-recording

Self-recording can be described as collection of data about learners' performance through activities such as diaries, worksheets on the state of progress and behavioral graphs in which they self-report their outcomes. These data collection instruments are likely to support self-observation (Bramucci, 2013). According to Bramucci (2013), research has demonstrated that self-recording appears to be determinant in responses to self-regulation. It is acknowledged that regular and immediate self-recording may in fact turn into support for self-observation actions. Records capture information at the time of occurrence, structure such information to be as meaningful as possible, preserve its accuracy and provide an extended data base for discerning evidence of progress (Zimmerman B. , 2000).

Self-experimentation

Self-experimentation could be considered as an action or set of actions in which learners engage to vary the aspects of their functioning that is being observed when self-observation does not offer decisive diagnostic information (Zimmerman B. , 2000). Learners may test several hypotheses about different intervenient variables, these experiments may lead to greater personal understanding which may in turn improve their performance (Zimmerman B. , 2000).

2.2.1.3. Reflection Phase

Learners judge their work and formulate reasons for their outcomes at this stage (Panadero & Alonso-Tapia, 2014). The two self-reflective components to formulate such reasons have been identified as self-judgment and self-reactions which seem to be strongly associated with self-observation (Bandura A. , 1986).

Self-judgment

Self-judgment involves the evaluation of the performance of the learner and finding out or attributing what was significant for the results (Zimmerman B. , 2000). It is known that strategic processes and the records obtained during the performance phase are related to self-reflection phase outcome attributions and feelings of satisfaction, their positive or negative emotions will have a direct influence in future motivation and self-regulation (Zimmerman & Kitkansas, 1997).

Self-evaluation refers to the ability of learners to compare self-monitored information of their performance with standards or goals. Zimmerman (2000) indicates that simple objectives are easy to self-evaluate, however high levels of expertise require refined criteria. The criteria people use to self-evaluate are: mastery, previous performance, normative, and collaborative. Like the popular saying "practice makes perfect" in Spanish "La práctica hace al maestro" mastery refers to level sequences that may range from novice to expert. The previous performance criteria may refer to an intrapersonal analysis of performance through time and or experiences, whilst normative or social refer to rather external feedback such as report cards, or grading in general, and collaborative criteria refer to fulfilling a role while collaborating with others, as for example in a team. Self-judgment is important for the adaptive quality of the reactions of learners (Zimmerman & Paulsen, 1995).

Self-reactions

Zimmerman (2000) especially refers to two forms of self-reactions, which are closely linked to self-evaluative and attributional self-judgments. These reactions are self-satisfaction and adaptive inferences. Satisfaction or dissatisfaction and affect caused by the performance of the learner are important for courses of action. People seem to pursue satisfactory results and positive affect, hence, dissatisfaction and negative affect like anxiety for example are in turn avoided (Bandura A. , 1991). Self-satisfaction may work as a condition to self-direct actions, create self-incentives and be persistent. Self-satisfaction levels appear to depend on the intrinsic value or importance of the task. Self-evaluative reactions seem to be the stem of the motivation of a learner (Zimmerman B. , 2000). Bandura (1997) indicates that the feelings of self-respect and self-satisfaction of a job that has been well done are more rewarding than material prizing. Thus, a highly self-regulated learner in EFL or ESL instruction should feel more satisfaction about the mastery of abilities to perform in the foreign language rather than getting high grades from teachers.

Varying the self-regulatory approach to learn or perform better could be said to be the result of adaptive or defensive inferences. Adaptive inferences have the potential to direct people to new and improved forms of self-regulation and performance. Examples of adaptive inferences could be hierarchization of goals or choosing strategies that result in better outcomes (Zimmerman, Bandura, & Martinez-Pons, 1992). Defensive inferences such as, helplessness, procrastination, task avoidance, cognitive disengagement and apathy, protect the learner from dissatisfaction and aversive affect, nonetheless these strategies could weaken successful adaptation (Zimmerman B. , 2000). These strategies somehow seem to limit personal growth, they have even been acknowledged as self-handicapping strategies, even when its intended existence is to protect the learner from dissatisfaction (Garcia & Pintrich, 1994).

Self-reactions can strengthen self-efficacy beliefs and be the foundations of personal agency to follow the self-regulatory cycle and attain goals, but negative reactions could also reduce the sense of efficacy and intrinsic interest in achieving a goal. This may even explain school desertion or shifts in career paths (Zimmerman B. , 2000).

The self-regulation model of Zimmerman is acknowledged to be social cognitive, hence, for the model social, environmental and self-influences are of prior importance. The social and physical environment is considered to be a resource for the

improvement of forethought, performance or volitional control, and self-reaction. The society works as model or instruction for learners to self-regulate. Parents and teachers, as well as every member of a community are essential to teach persistence, self-praise, and adaptive self-reactions to children. Dysfunction in self-regulation may occur when the social environment displays impulsiveness, self-criticism, or defensive self-reactions (Zimmerman B. , 2000), accepting or rewarding such actions can be considered as obstacles to effective personal functioning and probably how that social environment may work.

2.2.2. Boekaerts's Model

For this model, Self-Regulated Learning is perceived as related cognitive and affective processes that belong to and function as parts of an information processing system (Boekaerts M. , 1999). The model of Self-Regulated Learning proposed by Boekaerts with the intention to collect the views of research about SRL in the fields of: learning styles, metacognition and regulation styles, and schemes of the self; consists of three layers. The first layer relates to the search for learning or processing styles, the second layer analyzes how students steer and direct their learning process, and finally the third layer examines how students try to self-regulate (Boekaerts M. , 1999).

2.2.2.1. First or Innermost Layer

The search for learning or processing styles depicted in Boekaerts's model makes reference to cognitive and meta-cognitive strategies in addition to skills to select, combine, and coordinate such strategies to successfully reach learning (Boekaerts M. , 1999). Boekaerts refers to several taxonomies of learning styles and the focus or direction researchers have proposed. Literature on learning styles provide insightful information about arguments learners make on what they do while being presented with learning material.

Marton and Säljö (1984) describe two specific learning styles that make reference to the depth of processing. Rehearsing and memorizing are strategies used by learners who follow the first learning style acknowledged as surface level or shallow processing style, and on the other hand, the deep-processing style is featured by the use of strategies whose ultimate intention is actual understanding of what is being studied, for example, relating ideas to their own experiences and to the provided evidence (Marton & Säljö, 1984).

Another classification Boekaerts refers to is Pask's. Learners who focus on principal ideas and make overall conceptions instead of analyzing small details are thought to be comprehension learners who use holistic strategies. Contrary to this type of learners, those who apply serialistic strategies, prefer to scaffold paying attention to details and stepped informational processes, this type of learners is called operational learners. Student in the middle can use both holistic and serialistic strategies depending on the context (Pask, 1988), they are considered to be versatile learners.

Three other styles or learning orientations are: reproducing, achieving, and meaning orientation. Reproducing orientation focuses on memorization processes. Achievement orientation is connected to educational goals such as getting good grades and meaning orientation refers to search for actual understanding (Entwistle, 1988).

This first layer, the innermost one, is important for it describes the quality of processes chosen according to different learning styles in order to self-regulate (Boekaerts M. , 1999). However, in order to be effective Boekaerts remarks it should also provide with information about the interaction of processing styles, the content to be learned as well as environmental affordances and constrains, but for this to happen instruments to assess such interactions are needed.

2.2.2.2.   Second or Middle Layer

The middle layer involves the ability learners have to be directors of their learning processes. Metacognition is a key aspect of this layer for learners to organize and acquire skills as well as knowledge. It is thought that learners without sufficient metacognitive knowledge and skills may not succeed at directing their own learning (Pintrich & de Groot, 1990). It is adverted that ability to self-direct learning in a specific area does not necessarily imply that this learner is able to transfer this self-direction to other contexts. This is better understood through what is called internal, external, and shared regulation. Internal regulation involves goal setting, or the selection of appropriate learning strategies to solve problems without the need of assistance from others neither for instruction, nor for guidelines. External regulation suggests learners direct their learning depending on others for task initiation or completion. Shared regulation indicates learners and teachers have a balanced role in regulatory functions for learning to take place (Boekaerts & Simons, 1995). Dependence on teachers seems to be a main concern for self-regulation since it may be related to lack of skill in self-orienting, planning and self-monitoring. Students who depend on teachers (external-

regulated) expect to be told what to do, how to do it, when to start and when to stop doing something, this may represent a decrease in their achievement once they do not have the support of a teacher (Kurtz & Weinert, 1989). Boekaerts critique about studies regarding self-regulation is that the main filters to analyze self-regulation have been meta-cognitive or cognitive, and that motivational and affective views may have been put aside. It is suggested that motivation control, action control and emotion control should be added to studies of self-regulation.

Figure 2. 3: Boekaerts's 3 layered SRL model
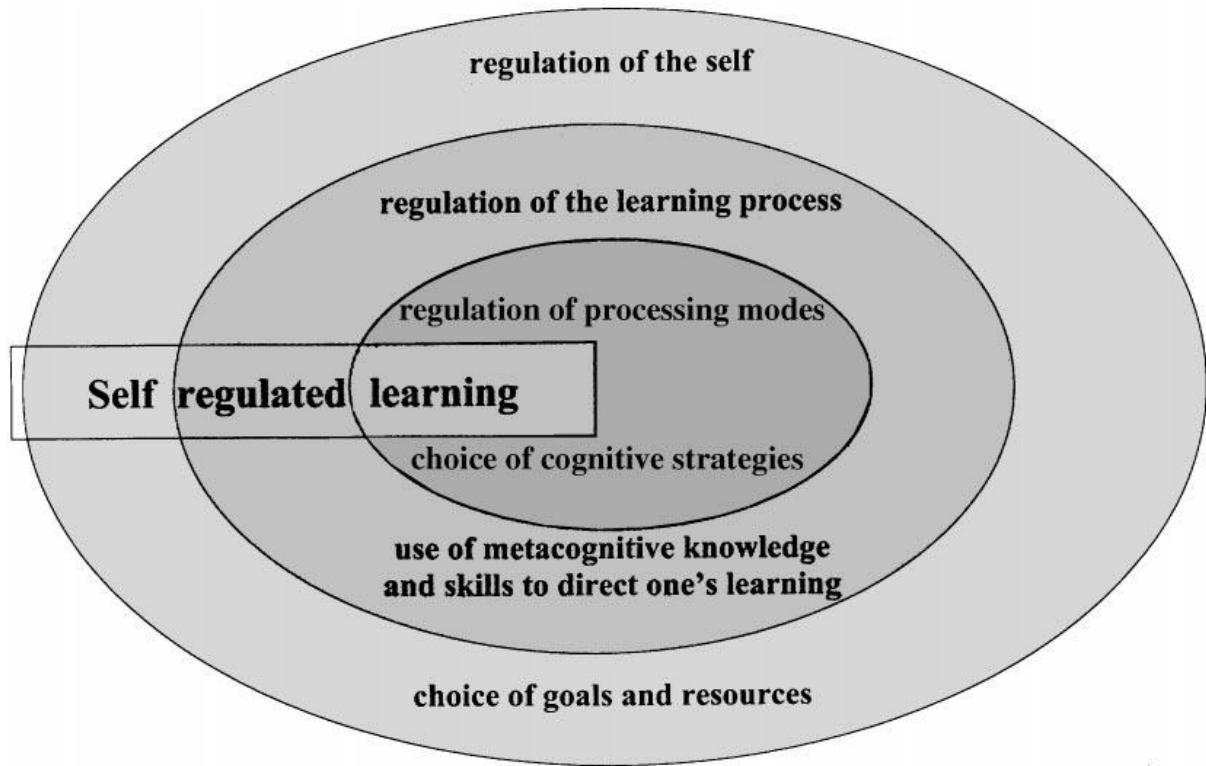
Source: Boekaerts (1999)

2.2.2.3. Third or Outermost Layer

This layer makes reference to the involvement and commitment learners have towards self-established goals and other learning goals. Another area of focus in this layer is how learners plan activities according to their wishes, needs and abilities to preserve their goals in adverse conditions. It is considered that there are activities learners initiate by themselves as strategies to accomplish personal goals, and on the other hand there are goals established by educational authorities which derive in teacher-initiated activities. Literature suggests the degree of involvement and or commitment towards self-initiated and teacher initiated activities varies according to

contexts. Learners are likely to pursue several goals at the same time and it seems that some goals are more important for learners than others, less-important goals could probably be postponed. Learners may allocate more resources to those goals they feel driven to reach and pay little attention to goals in learning contexts they do not feel committed with. Boekaerts states that behavior is powerfully energized by high-order goals, hence such goals could provide crucial information of how a learner self-regulates (Boekaerts M. , 1998). Learners need to have opportunities to reflect on the allocation of effort to reach goals, as well as the involvement and commitment they demonstrate to have to pursue self-initiated and teacher-initiated goals. Effort to do a task has been compared to be a sign of difficulty. Learners seem to relate constant effort to low ability to attain goals or develop new skills and may define tasks as difficult which may in turn refrain them from acquiring the new skill and deter their self-confidence (Schunk & Zimmerman, 1994). The outer layer of Boekaerts' Model is the regulation of the self, she suggests learners may have to develop models about effort allocation, this will drive them to see aspects such as self-commitment, self-involvement and resource allocation (Boekaerts M. , 1999).

Boekaerts' three-layered model as stated above contributes with a review of several cognitive models and adverts about the lack of motivational as well as emotional components to previous studies of self-regulation. Panadero & Alonso-Tapia (2014) consider it is a model that explores context influence on the type of goals pursued by learners in contrast to Zimmerman's which is social-cognitive and gives attention to how environmental conditions lead to self-regulation.

2.2.3. Winne and Hadwin's COPES model.

For this model studying is a word that Winne & Hadwin (1998) consider to have been shifted to Self-Regulated Learning. This model makes reference to studying or SRL as being composed by four basic stages which have a common cognitive architecture. Task definition, goal setting and planning, enactment, and adaptation stand the four stages composing the model, additionally, the common cognitive architecture each stage contains are: Conditions, Operations, Products, Evaluations, and Standards (COPES) (Winne & Hadwin, 1998).

The model considers studying as an activity which occurs individually, but could be aided by peer meditation. The intervention of the teacher is not frequent. The trigger is a teacher-set goal which is interpreted and refined by the learner. It may involve

search or synthesis of information from various sources and could also include the modification of environment to satisfy personal preferences (Winne & Hadwin, Studying as Self-Regulated Learning, 1998).

2.2.3.1.   Conditions

Conditions gather information about the environmental factors in which tasks occur. These could be thought as the requirements of the task in terms of deadlines, material learners could use, and limitations within which learning should take place suck as interest for the task and previous knowledge (Puustinen & Pulkkinen, 2001).

2.2.3.2.   Operations

Operations within this model are considered as cognitive processes, tactics and strategies that create internal products by transforming conditions while learners engage in learning activities (Winne, 1989; Puustinen & Pulkkinen, 2001). Operations also have the potential to create external behaviors enacted by learners and displayed to peers (Winne & Hadwin, Studying as Self-Regulated Learning, 1998).

2.2.3.3.   Products

Products are the outcomes of operations through the transformation of conditions. Different products are created at each stage of the COPES model. As stated above, products can be internal pieces of information which result of the interaction between operations and learning activities, and also external, when they are observed by performed behavior (Winne, 1989; Puustinen & Pulkkinen, 2001).

2.2.3.4.   Evaluations

Evaluations refer to internal or external feedback about the products. They are internal when the learner produces the feedback, and external when the feedback comes from other sources, as for example teachers (Winne P. H., 2014).

2.2.3.5.   Standards

Standards are the criteria under which products are measured. This can be regarded as metacognitive monitoring which according to Puustinen & Pulkkinen, (2001) is central to Winne's model.

2.2.3.6. Stages of Winne and Hadwin's Model

Task Definition

In the first stage of Winne and Hadwin's (1998) model, learners are thought to develop a perception of the characteristics of the task. A product learners appear to get in this stage is the perception of a goal for the task. The task will be judged by the set of standards which seem to be the criteria that define goal attainment in this model. Goals, or set of standards, can be established by teachers, activities or learner's mindsets. Perceptions of a given task are likely to differ from one learner to another, and they may be even different from the same learner over time (Winne & Hadwin, Studying as Self-Regulated Learning, 1998).

Goal Setting and Planning

This stage may include the modification of the goal or goals product of task definition. Once the goal appears to be clear from stage 1 or reframed in the current stage, learners are thought to build a plan to approach their goals. The products that may be obtained from this stage could be considered to be the goal or goals that may be conserved from stage 1 or re-established in stage two, and also what appears to be an action plan to carry out the task which may include some preliminary tactics and strategies (Winne & Hadwin, Studying as Self-Regulated Learning, 1998).

Enacting Study Tactics and Strategies

According to Winne & Hadwin (1998), study tactics are composites of operations that students use to address tasks perceived as focal. These tactics may also be re-considered if conditions at a given point of the task change. The products of this stage may be modifications to the plan for studying.

Meta-cognitively Adapting Studying

In this stage learners review the products of the previous stages. This stage does not only intend to make corrections to stages 1, 2 or 3, but to evaluate the decisions that have been made across the several stages and probably make large scale adaptations, and also to consider modifications to learners' cognitive conditions that may be used later in future studying tasks (Winne & Hadwin, Studying as Self-Regulated Learning, 1998).

There are two main factors that need consideration at analyzing each of the stages of Winne and Hadwin's cognitive or metacognitive model. They are expertise in the subject matter and the degree of metacognitive activity of the learner. The former

refs to domain of knowledge and tactics to retrieve information and the latter to monitoring and control of self-regulated learning.

Figure 2. 4:Winne and Hadwin's (1998) model of self-regulated learning or studying COPES
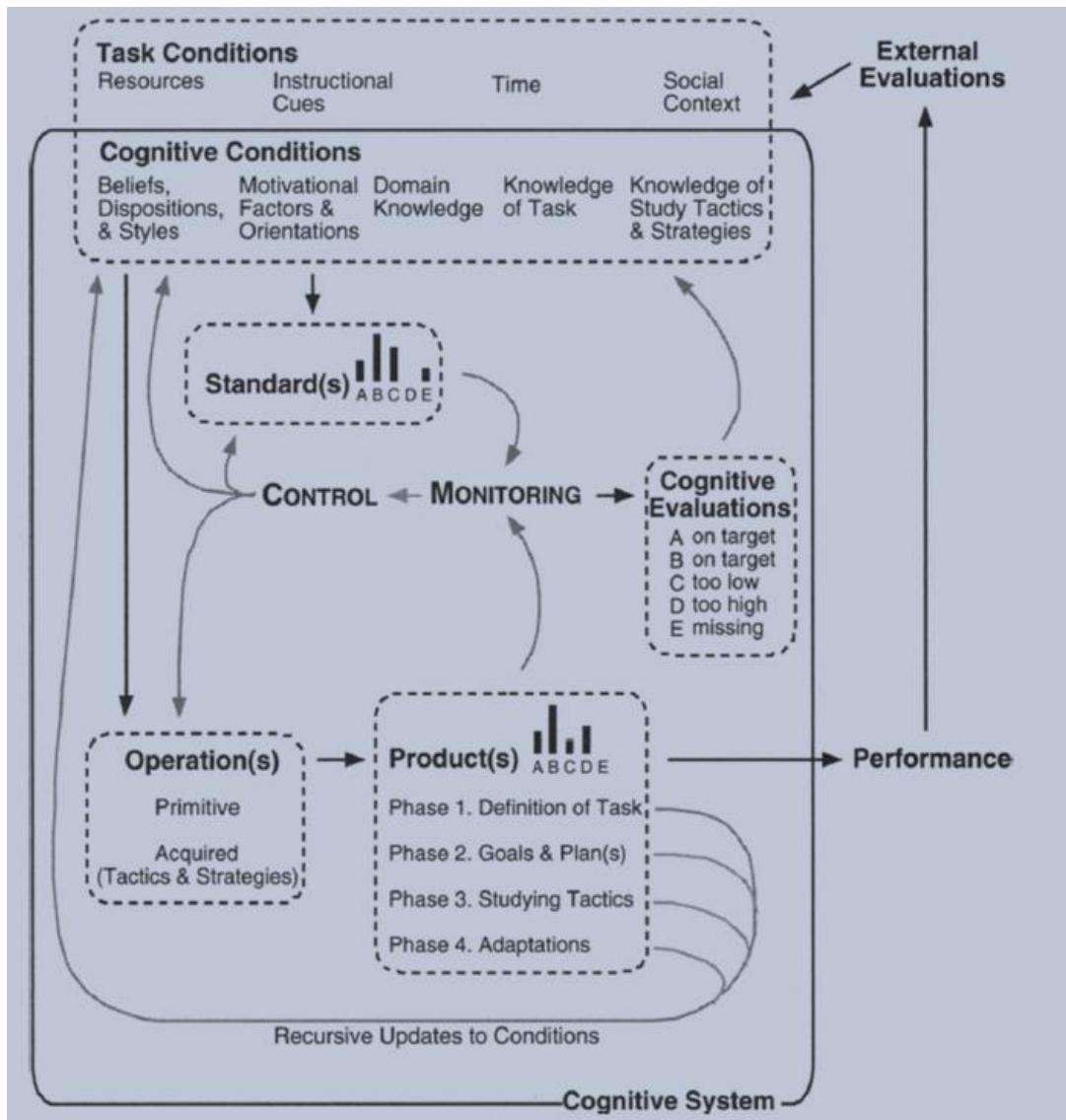
2.3. Metacognition, SRL and English Language

Metacognition can be thought to be reflections on how learning occurs. Flavell (1971) proposed four key aspects to operationalize metacognition; metacognitive knowledge, metacognitive experience, goals, and strategy activation. Metacognition in SRL could be defined by the constituents of knowledge and regulation of cognition proposed by Baker & Brown (1984). Understanding of how memory works and

comprehension of how learning occurs are the characteristics of knowledge of cognition, whereas, regulation of cognition refers to how well learners regulate their memory and learning (Sperling, Howard, & Staley, 2004). Academic self-regulation supposes that learners are aware of their own learning processes as well as possessing the ability to use mechanisms to control their self-regulatory processes (Cleary & Barry, 2016). SRL involves goal setting, task setting, intrinsic motivation, self-monitoring and reflection on outcomes (Zimmerman & Schunk, 2008). Winne and Hadwin (1998) propose learners with higher understanding of metacognitive knowledge can retrieve information more easily about what they study. Referring to English language learning, metacognition is acknowledged to be a significant component for activities related to language use (Flavell J. , 1979). There is empirical evidence that clarity, precision of language and thought are related (Dinsmore, Alexander, & Sandra, 20008). Mahadi & Subramaniam (2013) found that the process of teaching and learning English as a foreign language could be benefited by the teaching of explicit meta-cognitive strategies to learners.

2.4. Motivation, Self-Regulated Learning

Motivation could be considered as the strength to be moved to act and do something (Ryan & Deci, 2000). There are three types of motivation which have been classically identified; a motivation, intrinsic motivation and extrinsic motivation. A motivation occurs when there is lack of motivation. Intrinsic motivation refers to the type of motivation a person gets when the activity represents personal enjoyment. Extrinsic motivation instead relates to the attainment of separable outcomes (Ryan & Deci, 2000).

A motivation is linked to negative educational outcomes (Vallerand, Pelletier, Blais, Senecal, & Valieres, 1992). A motivation seems to take place when learners do not get satisfactory results or positive feedback in their performance, and also when failure is repetitive (Cetin, 2015). Academic performance on the other hand has demonstrated positive outcomes when processes of self-regulation and motivational control have taken place (Schunk D. , 2005b). It is thought that self-regulation increases learning and maintains motivation (Schunk & Ertmer, 2010). Cetin (2015) found that motivation alone is not a predictor of academic achievement, on the other hand Zimmerman's findings state that self-regulation is a predictor of academic achievement.

Kitkansas et al (2008) suggest that students' desertion could be reduced and improvement in university intervention programs may occur if knowledge about self-regulation and motivation are kept as important areas to focus. The initiation of the learning of a foreign language (L2) is thought to be driven by motivation which also works as sustainment through the learning period (Dörnyei, 1998), it has also been found that self-regulation is a predictor of EFL attainment (Ghanizadeh & Mirzaee, 2012). Although it is suggested that components of both constructs need to be well defined to avoid ambiguity and operationalize both constructs the most appropriate way, it has been observed that both components play important roles in learning in general terms, and that is also applicable to the ELL field.

There are different ways in which self-regulated learning and motivation are interrelated. Goal setting, strategy use, and persistence in task are influenced by knowledge of motivation and beliefs. New knowledge of motivation is produced through engagement in SRL. Motivational states are self-regulated in the different stages of learning (Hadwin, 2008). Thus, there is a correlation between self-regulated learning and motivation which represents opportunities to improve the level of performance of students in EFL classroom settings.

2.5. Self-Regulated Learning and Behavior

Behavior has been related to self-regulation since early research on the field given the therapeutic benefit it potentially represented through the teaching of techniques to alter aggression, addiction and other dysfunctions (Schunk D. , 2005a). Zimmerman's self-regulated learning model assumes that self-observation, self-judgment and self-reaction are behavioral influences that compose the model considering these components contain observable, trainable and interactive actions (Zimmerman B. , 1989). Behavioral implementation during the performance phase is thought during the forethought phase and reflected about after it has been implemented in the reflection phase (Zimmerman B. , 2002).

Self-regulated learners demonstrate behaviors such as the creation of routines for specific processes regarding tasks about the subject to learn, ability to self-start behavior, and the prediction of outputs in performance before teachers offer feedback (Winne P. , 1995). Boekaerts (1998) proposes that behavior can be energized by the goals of higher order learners have established for themselves. Behavior can be

observed as a component which is preserved in each model discussed in this dissertation, it seems the focus of this variable can vary a little, but still it represents the actions learners carry out before, during, and after they regulate themselves.

2.6. Higher Education in Ecuador

The teaching scenario in the country has been changing dramatically during the last decade. New policies have been elaborated and revised seeking for enhancement of current outcomes in education in general. Among the several issues that higher education in Ecuador has been through, SENESCYT (Secretaría Nacional de Educación Superior Ciencia Innovación y Tecnología), National Secretariat of Higher Education, Science, Innovation and Technology, acknowledges the profiles of teachers not meeting the new requirements of Ecuadorian universities as one of the major problems to solve. Teaching staff at higher education institutions 'university teachers' do not hold a PhD degree and some of them have not even finished a Master's degree program.

Law establishes that at least the master's degree should be a requirement, but given the reality that few teachers had such experience, some licenses were issued to universities to hire staff they could considered the most suitable for the position. Given this irregular situation a good number of university teachers would work without getting welfare or any insurance. Contracts used to be issued months after the university teachers were providing the teaching service usually without a sense of belongingness.

A directive regarding this subject was to require universities have three adequate figures for teacher's availability to teach at a Higher Education Institution. The three figures were: full time teachers, half-time teachers, and part time teachers. This factor affected the figure or perception of teaching and somehow made the best professionals neglect the possibility to become university teachers. However, nowadays, commitment to dedicate to be a university teacher has gained strength. Remuneration increased as well as the regulations of the requirements. Teachers with a master's degree percentage has shifted from 37% to 70% and the ratio of teachers with a PhD degree has increased from 3% to 42% (Ramirez, 2015). With better quality teachers, authorities seek to improve the achievement of current instruction to international standards. This situation indicates that teacher-formation courses may have been probably outdated and educational paradigms to teach and learn in the country may also be obsolete. SENESCYT adverts that teaching methodologies observed in higher education

programs are fundamentally didactic centered which could basically mean the investment the government makes to assure quality in education is being wasted.

Learning centered modalities and convergence of taught learning environments with online or virtual environments are thought to be necessary as they could contribute to enhance quality education at Higher Education Institutions (Senescyt, 2013). Nonetheless, the relationship between self-regulation and success in online or virtual environments may mean barriers to obtain the benefits the digital era has brought to literacy nowadays (Lynch & Dembo, 2004).

There are three main components which feature higher education in Ecuador these days. The first relates to academia which involves teaching and learning interactions as well as preparation about curricular content formation of learners. The second component is community service. The regulator of higher university Higher Education Council (CES, acronym in Spanish) and its supports SENESCYT and, the Evaluation, Accreditation, And Quality Assurance of Education Council (CEAACES, acronym in Spanish) consider the improvement of society possible through the implementation of projects created by the university community in order to benefit the most vulnerable groups of the country. Finally, the research component which is thought to support the development of the necessary scientific knowledge through the birth of new technologies and paradigms that can enhance quality of life and solve current societal issues. For all of these three components regulation of the self may be crucial since they depend on how learners develop autonomously.

2.7. English Curriculum and instruction

The Ecuadorian English curriculum contains a vision that starts in elementary school and finishes at the undergraduate level. Scholarship in English seeks to raise awareness of globalization and its implications. The elementary and high school curriculum contains principles that mix some approaches and methodologies which are expected to maximize the results these learners could be able obtain regarding English proficiency. These principles include:

a) Communicative approach orientations that support the very end of instruction in a language which is communication instead of the memorization of an isolated body of lexical items or cognitive content. It is thought that the communicative approach is helpful for the day to day interaction of EFL teaching and learning.

b) Content Integrated Language Learning (CLIL) supports the use of the foreign language in cross curricular situations giving meaningful purposes to learning English and enhancing the acquisition and extension of knowledge in diverse areas.

c) Thinking skills connected to critical thinking contribute not only with the possibility to do communicational tasks more accurately, subsequently it is also believed that its correlation with motivation and academic achievement can benefit EFL instruction.

d) The learner-centered approach is meant to increase the participation of learners in the class and to provide with opportunities to exploit the different learning styles the different learners of a class have.

According to the Ecuadorian Ministry of Education, the national curriculum takes as a reference the Common European Framework of Reference (CEFR) and aims to provide learners with an English proficiency comparable to the B1 level at the end of high-school instruction. Additionally, it is expected that learners experience other cultures and compare and share about their national identity. (Ministerio de Educación, 2014).

University students are required to obtain the B2 level of command in a foreign language before they finish their undergraduate programs (CES, 2013). For this reason, the curriculum at the university where the research was carried out establishes that students have to go through eight levels of instruction in English as a foreign language. At the end of these eight levels, one each semester, students should obtain a performance in the L2 comparable to the B2 level of the CEFR. Students should be able to demonstrate communicative ability in each of the four language skills that are important for an effective use of a language. Moreover, they will be able to read and comprehend main ideas from complex texts. Outputs should demonstrate ability to keep conversations using a wide variety of vocabulary that must have been studied during the courses provided by the university. This is aligned with the mainstream that being proficient in English is important for efficiency in professional development. Learners should also be capable of using grammar structures correctly and produce written texts that are connected to their professional and personal experience

3. Research Methodology

This is a descriptive case study that has been carried out to understand the current trends in self-regulation in an A2 EFL classroom at a public university in Guayaquil. Additionally, it has the purpose of analyzing the appropriate self-regulated practices learners use in order to learn English as a foreign language and also to evaluate the correlation stated by Zimmerman (2000) that exists between self-regulated learning practices and academic achievement.

This chapter, describes the methodology and the design researchers used to study and explore the possibilities to answer the research questions stated below. In order to accomplish the purpose of this research, we have used a mixed method approach in which we have analyzed the data obtained from three different sources. The quantitative style represented by the Self-Regulation Questionnaire (SRQ) designed by Lawendowsky and Brown (1991) which was administered twice. The analyses and results from a semi-structured interview and reports from weekly journals that helped obtain data about different learning procedures applied by the group of participants, these analyses represent the qualitative style.

A mixed method approach gives an extensive and complete understanding of the study, it also helps clarify any inconsistency in the data (Mortenson & Ollife, 2009). Using a mixed method gives complex and extensive results since it combines quantitative and qualitative research. (Leech, Collins, & Jiao, 2011). With this in mind, we have used the mixed method research for our study, as we seek to explore the students' perceptions regarding their roles in their learning and discover the strategies they use to be successful in their goal attainment.

3.1. Research Questions

This study may be of great significance not only to the English Language Learning area, but also to the educational field in general, as it will help understand the aspects that determine the approaches learners observe and follow to regulate themselves in order to obtain positive results in their academic achievement as university students at an Ecuadorian public university. Furthermore, it will contribute to observe motivational, behavioral and cognitive practices learners apply to plan and reach their goals.

The findings of this research will help us figure out to what extent self-regulatory processes are positive contributions to learning.

In general, the main objective of this study (understand how students perceive their responsibility towards their own learning and what strategies they use by themselves to overcome difficulty), will be addressed through the following research questions:

- ✓ To what extent are students aware of their capacity to influence their own learning?
- ✓ Can they identify self-regulatory practices they apply to succeed in acquiring a foreign language?
- ✓ Which currently used self-regulatory strategies have the potential to affect their learning and academic achievement?

3.2. Setting

The study has been implemented in the Business Administration Department that belongs to the Faculty of Administration of a state university that serves over 80,000 students in one of the main cities of Ecuador. As it is the norm for Ecuadorian Universities, it is mandatory for the university to provide students with proficiency in a foreign language, and the language which is generally taught at Ecuadorian Universities is English. The students from this university have different educational, as well as socio-economic backgrounds since they come from different parts of the city, even from adjacent rural areas.

3.3. Population and Sample

The English program is the same for all the students of the faculty. The faculty offers seven different degree programs which makes a population of about 15000 students that follow taught and online instruction. The participants enrolled in the A2 TEFL classroom belong to different degree programs. This study was initially carried out with 30 university students from two similar background EFL classes. Of the group, 11 were male and 19 were female whose ages range between 18 and 45. They were enrolled in the second semester of their degree programs. These students share some similar characteristics like having studied in public settings and an English proficiency comparable to A2 level of CEFR as indicated by examinations made by the faculty

staff. They were purposefully chosen as it was sought to get information from learners with particular characteristics. Moreover, these learners´ level of achievement is apparently higher when being compared with the competence and performance of their peers, consequently they may provide with information about processes of self-regulation that they engage in to learn English as a foreign language. Therefore, it is expected to find patterns that could be common for similar groups and that could benefit university population in general. This purposeful sample allows researchers to have participants who are relevant to the research questions (Bryman, 2012); and therefore, gather data that will fulfill the aim of the study (Patton, 1990).

The English department at the university offers courses to all the students of the different degree programs because English is a mandatory requirement and it is also part of the curriculum. The course includes 48 hours of taught classes (3 hours per week) and 72 hours of autonomous learning.

The group of participants were enrolled in level 2 of the English program. Level 2 offers students the required knowledge to obtain a communicative ability in contexts they are familiar with. Level 2 contains competences equivalent to A2 and B1 level of the CEFR. The book used as material to achieve the adequate level is *English ID 1B*. The classes students receive throughout this level are oriented to help students comply with the following general goals:

- Identification and comprehension of the benefits of active listening and acquisition of skills for the good development of this ability.
- Development of oral and written communication skills, as well as, the writing of academic texts and professional reports in the area of business administration.
- Value of interpersonal and assertive relationships to improve social and labor requirements
- Attainment of interpersonal relationship skills contained within the scope of a communicative approach.
- Fostering of autonomous learning including the appropriate use of Information and Communication Technologies when learning.

The content learners study in level 2 is divided into five units. They study verb forms in the present and past tenses, modal verbs, count and non-count nouns, comparative and superlative forms of adjectives, prepositions and a few other

grammatical utterances corresponding to the A2 and B1 level of the CEFR stated above. Additionally, they study vocabulary categories such as food, parts of the house, personality adjectives, parts of the body among others.

Aims in spoken output states that at the end of course learners should be expected to:

- Talk about parties and celebrations.
- Describe a town in the past.
- Describe position of objects.
- Talk about the rooms and the furniture of a house.
- Talk about past events.
- Tell a famous musician´s bio.
- Understand and tell a story.
- Ask for favors.
- Talk about a daily diet, eating habits and lifestyle. Scan a menu. Order food.
- Talk about food and drinks. (Quantifiers)
- Talk about future plans and predictions. Talk about work and occupations.
- Talk about travel ambitions.
- Describe personality and places.
- Make choices.
- Express opinions about an athlete.
- Talk about physical appearance.

There are a variety of English teaching methods that are used in this course. Communicative approach, comprehension approach, Total Physical Response, Communicative Language Teaching, the natural approach, among others. It depends on the available resources, the setting, and the teaching situation. It could be said that there are no general guidelines about teaching methods. Teachers are trusted to be fully competent professionals who are expert in teaching methodologies and that can adapt to the different learning styles and background conditions.

Particularly for this course the following learning techniques were applied when teaching the four basic skills (writing, speaking, reading and listening): drilling, rhythm, sentence formation, reading comprehension activities, dialogs, role plays, language

experience, as well as individual, pair, and collaborative work to practice grammatical structures. The resources that were used during this course were: visual aids (images, flashcards), online resources oriented to practice the content being analyzed, book (*English ID 1B*), workbook, worksheets, and selected videos that could help with introductory or further information about tenses in particular and the practice of some vocabulary.

These learners had English classes with one of the researchers for a semester. That includes two terms of about two months each. Each term is graded the same way. Students are graded considering summative and formative methods. Their assessment implies 3 marks for formative processes, 3 marks for participation and self-management, and the other remaining 4 marks stand for the exam. Learners that obtain 7/10 at the end of the two terms (semester) are granted their pass to the next level. Each university has different views and policies about the grading, but the ones mentioned here apply for the group of participants that intervened in this research work.

3.4. Data Collection Instruments

For the validity of this case study, it was decided to work with the SRQ questionnaire which has been tested several times, semi-structured journals designed by the authors, and a semi-structured interview which kept essential questions to understand the self-regulatory trends of students. Each of these instruments complemented the other, to minimize bias and enhance validity and reliability, we will the findings will be supported through "methodological triangulation". Moreover, investigator triangulation will be used as each of the researchers will transcribe and analyze the data that the other gathered (Mackey & Gass, 2005, pág. 198).

3.4.1. Questionnaire

The self-regulation Questionnaire (SRQ) used in this research work was developed by Brown, Miller, & Lawendowski (1999). This instrument consists of 63 items which internally contain information about seven components of self-regulation. Each component comprises nine questions which provide information about the learners' self-regulatory practices and beliefs. The authors of this questionnaire expressed their permission for researchers to use the instrument following the adequate acknowledgment procedures. Its reliability has been measured in different studies and it has been proved to be reliable and consistent.

The implementation of this questionnaire supposeed the attainment of valuable quantitative information that could help describe the position of learners towards self-regulation and its components.

3.4.2. Interviews

Participants were additionally interviewed and recorded in their mother tongue, Spanish. These semi-structured interviews are valid instruments as open-ended questions allow participants to provide plenty of information; this way the interviewer can try to discover more about the interviewees, as for example their thoughts and attitudes (Mackey & Gass, 2005). As for ensuring reliability, the interviewers were "flexible", "good listeners", and "non-judgmental" (Bryman, 2012, pág. 473). Furthermore, the questions were connected to the scales of the questionnaire, so they could provide important information the questionnaire may not. For the interviews these questions were clarified to learners so they could answer with precision. The questions were the same (sometimes they needed more explanation to understand), for all interviewees, so the "comparability of responses" increased (Cohen, Manion, & Morrison, 2007). The flexibility of a semi-structured interview allowed the researchers to have a common framework of questions, but they varied according to the responses of learners as it was important to collect as much information as possible to understand the different aspects of self-regulation.

For these interviews, the interviewer gave simple and clear instructions to give students the confidence they needed in order to deliver the required information. They were told that it was necessary to record their answers. In order to have good-quality recording, they had to speak in a clear manner, to ensure that the transcript would state exactly what the participants expressed during the interview.

All of the interviews were done within the previously planned schedule. There were no problems with the recorder, however at the moment of the transcript, it was found that sometimes participants answered with a low voice and at the moment of decoding some fragments were unintelligible. Nevertheless, the interviewer had to help participants to keep focus and give a straight answer to each of the questions and the most important information seems to have been acquired.

3.4.3. Semi-structured Journals

For the effectiveness of the study, we decided to use semi-structured journals in order to obtain additional information. We purposefully requested participants to fill in Semi-structured journals recalling information about the learning activities they had, for a period of eight consecutive weeks. The journal was developed following the idea of Martin and Moreno (2007), in which they mentioned five main elements (the student, the content, the strategies, learning process and emotions) in the process of self-regulation which led us to get a reflective and sequential process. Furthermore, in order to obtain a better reflection and control of the metacognitive learning process, there are some questions for each element which are cognitive, emotional, behavioral and contextual.

This instrument helped students to self-evaluate themselves and applied critical self-reflection of their learning activities. It provided valuable insights about the practices of participants, knowledge application, and the patterns they shared in common. Additionally, it allowed perceiving similarities and differences among students. In order to ensure precise information from the reports students provided, learners were allowed to fill the reports in their mother tongue, Spanish.

3.5. Ethical Considerations.

By providing selected students with questionnaires and information about self-regulation processes, the information they reported may have been biased by what was ideal in terms of regulating the self, instead of what actually occurs. Significant effort has been put into action to avoid incongruence. The findings described onwards are the points of view of students as they perceive the reality about themselves. The data has been processed minimizing bias as much as possible.

First of all, we followed the necessary procedures in order to get the permission from the authorities of the institutions where the study was carried out. Similarly, we explained the consent form in detail to participants in order to have them sign-in voluntarily. Besides, we explained the objectives of the case study, expectations from participants, the time that was needed for their participation, the risks, and the psychological and social benefits they will have for being part of the study. It is important to mention that participants were adults under the capacity of deciding

whether they wanted to participate or not. Furthermore, participants were able to leave the process behind at any time without having difficulties of any kind.

Something that was agreed and always kept in mind was to ensure confidentiality. This is why the participants were notified that their names were not going be used. Additionally, the researchers explained participants the way in which the data would be analyzed, and that these data would kept safe with exclusive access for the investigators. However, all the data will be kept secure for a maximum of five years. After that time the participants may decide whether to have the data returned or destroyed.

Another key point is to mention that participants received contact information of the researches so they could keep in touch with us whenever clarification was needed (Diaz, 2015). Besides, as (Creswell (2015) states none of the findings from this investigation will be altered with the purpose of benefiting or harming any group.

The quantitative data was processed exactly as reported by participants, this assures there has not been any kind of alteration of data to meet the interests of the researchers. Qualitative analyses were based on the information provided by participants and they have been related to the literature review with inductive or deductive thinking strategies that may not describe the reality but that to the criteria of the authors represents what learners actually perceive about their self-regulatory practices.

3.6. Research Design

The collected and analyzed data responds to both research paradigms, qualitative and quantitative, hence, it was determined that the most appropriate research style for this work would be a mixed method paradigm, given the nature of the study which is mainly exploratory. Data were collected and analyzed following different procedures that would answer the proposed research questions. Data was coded in a separate manner, and then it was put together in order to address the mixed methods research (Onwuegbuzie & Johnson, 2006). To develop a general overview and seek for a way to study the research problem in a deeper manner, an embedded design was chosen for this research work (Creswell, 2009). With this in observance, qualitative data was given more emphasis, and then quantitative data would play a secondary role in this study (Creswell & Plano-Clark, 2011).

3.7. Intervention Protocol

Informed Consent Form

The Informed Consent Form (see appendix 1) was read to the participants of this research study. There was a brief explanation of their intervention which also included clarification of doubts before their agreement to participate may take place. Once they accepted it was requested to sign the document in which they expressed their will to take part into the research as well as the opportunity to leave the study in case they could not continue with the study for any reason. These forms were then archived and kept safe as evidence of the work done, however, given the ethical commitment expressed in the Informed Consent form about the anonymity of participants no attachment of forms with the signature of participants have been included.

Questionnaire

This instrument was administered three times. The first time it was considered to be a pilot using Google Drive Forms, where a group of students, different from the participants, were allowed to fill in the questionnaire even by skipping some of the questions, especially when it was difficult for them to understand the construct. The aim at this time was to find out how students interpreted the questions after discussing in class what their experience had been and find out if the translation corresponded to what the authors had intended to measure. A few corrections were made to the translations of a few items. Then, the second time the questionnaire was administered, it represented the first-time actual students participating in the research could interact with the questionnaire. It was decided to be done in a paper based form. This served to collect evidence in-situ and assist with additional doubts about how to interpret the items in the questionnaire.

The second time the group of participants responded to the questionnaire they did it online through a corrected form using Google Drive Forms. It was decided to give students some time for reflection to make sure their responses would describe their truly ontological position regarding self-regulation. This time no one would skip any question as in the pilot (the questionnaires were designed in such way that the participants could not move on to the next question, without having completed the previous one). All of this process was performed in order to be able to gather all the necessary data from each of the participants.

The collected data were then processed through an Excel worksheet. Data could not be directly inserted to IBM SPSS Statistics 23 because some of the items of the questionnaire had reverse weighting. Reverse weighting implied that responses from participants should be processed in the following way 1=5, 2=4, 3=3, 4=1, 5=1. Once this procedure was effected, the data were analyzed with the IBM SPSS Statistics 23 software. The use of this software allowed to have information about the internal reliability of the questionnaire and its components (sub-scales) as well as descriptive statistics and Pearson's correlation analyses.

Semi-Structured Journals

These learners produced a report once a week considering the learning tasks and self-regulatory strategies they may have implemented while working on an individual style or being part of a group with an assigned role. These tasks included completing assignments in their workbooks, homework assignments and the preparation they did at home, to be ready to perform well on their achievement. Besides, the participants provided a detailed description of how, when, why, where, how long, and how often they performed an activity in regards to the learning of the target language L2.

The Semi-structured journals were supposed to be handed in to the researchers every Thursday, however, some of the participants could not comply with this assignment because of several reasons (work-procrastination-forgetfulness) during the first two weeks. The researchers then decided to give these students about fifteen minutes of the class to write in their journals. After that decision was made, the researchers were able to collect the instruments on time, each of the remaining weeks, which helped to continue coding the collected data as previously scheduled.

4. Findings

4.1. Self-Regulation Questionnaire

Neal & Carey (2005) did a Pyscometric Analysis in which they acknowledged the seven subscales and offered a few changes at naming them. At the moment of analysing the data, it was decided to name these categories referring to both constructs, the original by Brown et al. (1999), and the nominations proposed by Neal & Carey (2005). It was the decided that the seven categories would be regarded as: Informational

Input, Self-Evaluation, Change Triggers, Search for Options, Planning, Plan Implementation, and Plan Assesment.

The SRQ showed good internal consistency. Compared to the referred α=0.91 from the authors Brown et al. (1999), the first time that it was applied Q1 displayed a Cronbach Alpha α=0,841, and during the second time Q2 produced α=0,888. Hence the data from this instrument could be said to be reliable for the group of participants in this study.

Table 4. 1 Questionnaire Statistics

QUESTIONNAIRE STATISTICS

Means		Variance		Standard Deviation		Number of elements
Q1	Q2	Q1	Q2	Q1	Q2	
222,30	228,63	419,528	611,689	20,482	24,732	63

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

According to the recommendations by Brown et al (1999) to interpret the results from the questionnaire the group of participants identify themselves as being moderately able to self-regulate. Brown et al (1999) suggest that if the mean of the element ranges from 214 to 238 their self-regulation capacity can be regarded as intermediate or moderate. The results indicate the questionnaire produced the following means: $\mu Q1=222,30$ and $\mu Q2=228,63$.

4.1.1. Informational Input

This subscale revises how learners are aware of their own behavior. Although the questionnaire is meant to measure addictive behaviors, especially alcohol addiction, as explained above, information about learning behaviors could also be obtained with the instrument.

Q1 α=0,720 and Q2 α=0,638 indicate that the reliability for the category Informational Input SUB1 ranges from acceptable to questionable according to (George & Mallery, 2003). The mean of this scale displayed a slight increase the second time the questionnaire was applied. $\mu SUB1Q1=3,539$ and $\mu SUB1Q2=3,889$. These results show some minor indecisiveness and a perceived certainty that learners can identify relevant

information about their conduct towards self-regulation. Thus, learners are aware of self-regulation need from the feedback they receive.

Table 4. 2 Informational Input Statistics

Informational Input Statistics – SUB1

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α=0,720	3,529	2,000	4,300	2,300	2,150	0,323	9
Q2 α=0,638	3,889	3,433	4,467	1,033	1,301	,088	9

Descriptive Statistics

	Mean Q1	Q2	Standard Deviation Q1	Q2	N
SUB1q1	3,70	3,43	,952	1,073	30
SUB1q2	3,67	3,90	,922	1,125	30
SUB1q3	3,60	4,00	1,499	1,287	30
SUB1q4	3,97	4,10	,850	,885	30
SUB1q5	3,50	3,93	1,253	1,015	30
SUB1q6	3,63	3,60	1,098	1,133	30
SUB1q7	3,67	3,80	,959	1,157	30
SUB1q8	3,17	3,77	1,234	1,194	30
SUB1q9	4,17	4,47	,874	,819	30

Correlations

Questionnaire: First Time				Questionnaire Second Time			
Questions	*R*	*p*	*n*	*Questions*	*r*	*p*	*N*
**SUB1q1&q9	0,642	0,000	30	**SUB1q1&q2	0,609	0,000	30
**SUB1q2&q3	0,474	0,008	30	*SUB1q1&q8	0,405	0,027	30
**SUB1q2&q5	0,597	0,000	30	**SUB1q2&q3	0,453	0,012	30
**SUB1q2&q7	0,611	0,000	30	*SUB1q2&q8	0,444	0,014	30
*SUB1q2&q8	0,444	0,014	30	*SUB1q3&q4	0,364	0,048	30
**SUB1q3&q4	0,530	0,003	30	*SUB1q3&q7	0,371	0,044	30
**SUB1q4&q9	0,518	0,003	30				
**SUB1q5&q7	0,545	0,002	30				
**SUB1q5&q9	0,551	0,002	30				
**SUB1q7&q8	0,515	0,004	30				

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

A Bivariate (Pearson's) correlation analysis displayed the correlations described in Table 2.1. It was observed that the first questionnaire produced more correlations than the second, and that there were three correlations present in this category the two times the questionnaire was applied.

1. Questions two and eight correlated exactly the same for Q1 and Q2 with r=0,444 p=0,014 n=30. *"I don't notice the effects of my actions until it's too late." "Often I don't notice what I'm doing until someone calls it to my attention."*

2. Items 3&4 had the following correlations r1=0,530 p1=0,003 n=30 and r2=0,364 p2=0,048 n=30. *"It's hard for me to notice when I've had enough (alcohol, food, sweets)." "I'm usually careful not to overdo it when working, eating, drinking."*

The acceptable level of reliability seems to indicate that the answers of participants can be trusted to some extent. In general terms, the information produced for this scale states learners consider they are capable to receive and interpret information about their performance or behavior and value such information as important input that should help them recognize if the strategies they are applying to engage in learning activities and EFL learning produce positive outcomes or not.

4.1.2. Self-Evaluation

Self-evaluation makes use of information obtained through informational input that could be useful for learners to assess their current performance and analyze the kinds of feedback necessary to consider engagement in self-regulatory processes that could be applied to obtain a desired performance. This would allow comparison between internal behavior and external standards (Neal & Carey, 2005).The quantitative data for this category displayed that the responses of learners are not reliable enough to be considered as valuable information.

The data obtained through the questionnaire about self-evaluation may not help describe the actual behavior this group of learners demonstrate towards self-evaluation as a component of self-regulation. This subscale probably needs recoding, or in turn it may need a better interpretation in terms of translation as well as help with the contextualization for learners to respond to what matters to self-regulation research. Q1 displayed a Cronbach Alpha α=-0,81 and Q2 α=0,055. The means indicate learners probably felt unsure of how to answer the questions they were asked μSUB2Q1=2,867 and μSUB2Q2=2,941. The inconsistencies in the results for this scale continue to exist in the Pearson's correlation analysis, Table 2.2 shows that during the first time of the application of the questionnaire there were 10 correlations and some of them are

negative, meanwhile during the second time the questionnaire was given to students there were only two correlations, one negative and one positive.

Table 4. 3 Self-Evaluation Statistics

Self-Evaluation Statistics – SUB2

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α=-0,81	2,867	2,000	4,100	2,100	2,050	,814	9
Q2 α=0,055	2,941	1,867	4,233	2,367	2,268	1,069	9

Descriptive Statistics

	Mean		Standard Deviation		
	Q1	Q2	Q1	Q2	N
SUB2q1	3,10	3,30	1,185	1,179	30
SUB2q2	2,23	2,30	1,040	1,236	30
SUB2q3	2,23	2,17	1,006	1,117	30
SUB2q4	2,23	2,07	1,331	1,172	30
SUB2q5	3,87	4,20	1,224	,997	30
SUB2q6	2,03	2,13	1,098	1,224	30
SUB2q7	2,00	1,87	1,017	1,106	30
SUB2q8	4,00	4,23	,947	,935	30
SUB2q9	4,10	4,20	,995	1,095	30

Correlations

Questionnaire: First Time				Questionnaire Second Time			
Questions	*r*	*p*	*n*	*Questions*	*r*	*p*	*N*
*SUB2q1&q2	-0,439	,015	30	**SUB2q2&q4	0,485	,007	30
*SUB2q2&q3	0,407	,025	30	*SUB2q7&q8	-0,369	,045	30
*SUB2q2&q4	0,433	,017	30				
**SUB2q2&q7	0,587	,001	30				
**SUB2q3&q4	0,524	,003	30				
**SUB2q3&q7	0,539	,002	30				
*SUB2q4&q5	-0,361	,050	30				
**SUB2q4&q7	0,841	,000	30				
*SUB2q4&q9	-0,487	,006	30				
*SUB2q5&q7	-0,415	,022	30				
*SUB2q6&q8	-0,365	,047	30				
*SUB2q6&q9	-0,445	,014	30				

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

The only existing correlation the two times the questionnaire was given to students is between items SUB2q2 and SUB2q4 with r=0,433 p= 0,017 n=30 for the

first application of the questionnaire and r=0,485 p=0,007 n=30 for the second attempt. *"My behavior is similar to that of my friends." "I tend to compare myself with other people."* To have a better understanding of the results of this scale it seems to be necessary to find out more information through the analysis of the other instruments proposed in the methodology.

4.1.3. Change Triggers

Table 4. 4: Change Triggers

Triggering Change Statistics – SUB3

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α=0,507	3,659	2,967	4,300	1,333	1,449	0,174	9
Q2 α= 0,291	3,663	3,300	4,200	0,900	1,273	0,091	9

Descriptive Statistics

	Mean		Standard Deviation		
	Q1	Q2	Q1	Q2	N
SUB3q1	3,27	3,300	1,048	1,264	30
SUB3q2	3,43	3,43	0,898	1,104	30
SUB3q3	4,30	4,20	0,651	0,805	30
SUB3q4	2,97	3,33	1,326	1,155	30
SUB3q5	3,63	3,57	1,098	1,223	30
SUB3q6	4,13	4,00	0,776	1,050	30
SUB3q7	3,57	3,80	1,305	1,126	30
SUB3q8	3,73	3,63	1,015	1,189	30
SUB3q9	3,90	3,70	0,995	1,343	30

Correlations

Questionnaire: First Time				Questionnaire Second Time			
Questions	*r*	*p*	*n*	*Questions*	*R*	*P*	*N*
*SUB3q1&q4	0,428	0,018	30	**SUB3q1&q2	0,497	,005	30
**SUB3q1&q7	0,566	0,001	30	*SUB3q1&q5	-0,449	,013	30
**SUB3q3&q6	0,464	0,010	30	**SUB3q1&q7	0,480	,007	30
*SUB3q3&q7	0,361	0,050	30	**SUB3q2&q3	0,481	,007	30
*SUB3q3&q8	0,386	0,035	30	*SUB3q2&q4	-0,442	,015	30
**SUB3q5&q9	0,470	0,009	30	*SUB3q2&q7	0,432	,017	30
*SUB3q6&q8	0,397	0,030	30	**SUB3q3&q6	0,489	,006	30
**SUB3q6&q9	0,465	0,010	30	**SUB3q3&q7	0,540	,002	30
				**SUB3q6&q7	0,466	,009	30

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

The information of this subscale proves to have insufficient reliability according to the Cronbach coefficients Q1 α=0,507 and Q2 α= 0,291. It was expected to have better reliability the second time the questionnaire was given to students, however the results demonstrated an unpredicted and significant decrease.

μSUB3Q1= 3,659 shows partial agreement with the identification of strategies to start to self-regulate, this is almost the same with μSUB3Q2=3,663 which proves the information learners have provided the researchers with is consistent. Data may indicate this group of learners cannot clearly recognize when and or how to start behaviors that affect their academic achievement in a positive way. There are three positive correlations present both times the questionnaire was administered.

1. Items SUB3q1 and SUB3q7 showed the following correlation in Q1 r=0,566 p=0,001 n=30 and for Q2 r=0,480 p=0,007. *"Others tell me that I keep on with things too long." "I tend to keep doing the same thing, even when it doesn't work."*

2. Items SUB3q3 and SUB3q6 were correlated in Q1 r= 0,464 p= 0,10 n=30 and Q2= 0,489 p=0,006. *"I am willing to consider other ways of doing things" As soon as I see things aren't going right I want to do something about it"*

3. The third correlation was between items SUB3q3 and SUB3q7. For Q1 r=0,361 p=0,050 n=30 and in Q2 r=0,540 p=0,002 n=30. *"I am willing to consider other ways of doing things." "I tend to keep doing the same thing, even when it doesn't work."*

4.1.4. Search for Options

This category implies how learners identify the different solutions a learning problem may have. The reliability test indicates that Q1 has a Cronbach Alpha α= 0,552 and Q2 α=0,772. Recalling George and Mallery's (2003) scale for reliability, this means that reliability in Q1demonstrates to be poor meanwhile in Q2 the same scale considers the data as acceptably reliable. Hence, the results described in this category may resemble actual thoughts from the participants. μSUB4Q1=3,874 probably indicates that learners consider to have a clear idea of the options that could help them thrive in their learning processes this information is confirmed by μSUB4Q2=3,989 in Q2 which entailed an acceptable reliability.

Table 4. 5: Searching for options

Searching for options – SUB4

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α= 0,552	3,874	3,367	4,233	0,867	1,257	1,257	9
Q2 α=0,772	3,989	3,267	4,300	1,033	1,316	0,128	9

Descriptive Statistics

	Means		Standard Deviations		
	Q1	Q2	Q1	Q2	N
SUB4q1	3,43	3,70	2,30	1,179	30
SUB4q2	4,03	4,17	1,83	1,053	30
SUB4q3	4,23	4,30	1,70	0,915	30
SUB4q4	3,37	3,27	2,73	1,172	30
SUB4q5	4,20	4,30	1,70	0,915	30
SUB4q6	4,23	4,17	1,83	1,053	30
SUB4q7	3,83	4,27	1,73	0,785	30
SUB4q8	3,63	4,03	1,97	0,964	30
SUB4q9	3,90	3,70	2,30	1,393	30

Correlations

Questionnare: First Time				Questionnaire Second Time			
Questions	*R*	*p*	*n*	*Questions*	*r*	*p*	*N*
**SUB4q1&q3	0,498	0,005	30	**SUB4q2&q3	0,662	0,000	30
*SUB4q2&q3	0,407	0,026	30	**SUB4q2&q5	0,554	0,001	30
**SUB4q2&q5	0,467	0,009	30	*SUB4q2&q6	0,440	0,015	30
*SUB4q2&q6	0,403	0,027	30	**SUB4q2&q9	0,505	0,004	30
**SUB4q3&q5	0,482	0,007	30	**SUB4q3&q5	0,547	0,002	30
**SUB4q3&q6	0,480	0,007	30	**SUB4q3&q6	0,590	0,001	30
*SUB4q3&q7	0,380	0,038	30	**SUB4q3&q9	0,506	0,004	30
*SUB4q5&q6	0,373	0,042	30	**SUB4q5&q6	0,590	0,001	30
*SUB4q5&q7	0,442	0,014	30	**SUB4q5&q7	0,461	0,010	30
**SUB4q6&q9	0,519	0,003	30	**SUB4q5&q8	0,457	0,011	30
*SUB4q8&q9	-0,369	0,045	30	*SUB4q5&q9	0,424	0,019	30
				*SUB4q6&q7	0,403	0,027	30
				*SUB4q6&q9	0,411	0,024	30
				**SUB4q7&q8	0,580	0,001	30

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

Their answer is closely positive at the moment of selecting strategies that could enhance their actual learning processes. Data from Q1 produced 11 correlations, whilst

data in Q2 elevated to 14. From these correlations, there is a total of eight correlations which are present both times the questionnaire was applied.

1. SUB4q2&q3 correlated as follows, for Q1 r=0,498 p=0,005 n=30 and for Q2 r=0,662 p=0,000 n=30. *"I am able to accomplish goals I set for myself." "If I wanted to change, I am confident that I could do it."*

2. Another correlation existed between items 2 and 5 of this sub-scale. SUB4q2&q5 showed r=0,467 p=0,009 n=30 for Q1 and r=0,554 p=0,001 n=30. *"I am able to accomplish goals I set for myself." "As soon as I see a problem or challenge, I start looking for possible solutions."*

3. Q1 SUB4q2&q6 showed a correlation of r=0,403 p=0,027 n=30 and through Q2 the data presented r=0.440 p=0,015 n=30. *"I am able to accomplish goals I set for myself." "There is usually more than one way to accomplish something."*

4. SUB4q3&q5 have a correlation of r=0,482 p=0,007 n=30 for Q1 and r=0,547 p=0,002 n=30 for Q2. *"If I wanted to change, I am confident that I could do it." "As soon as I see a problem or challenge, I start looking for possible solutions."*

5. A fifth correlation existed between items 3 and 6. SUB4q3&q6 during Q1 showed r=0,480 p=0,007 n=30 and for Q2 the results were r=0,590 p=0,001 n=30. *"If I wanted to change, I am confident that I could do it." "There is usually more than one way to accomplish something."*

6. Items 5 and 6 correlated in Q1 r=0,373 p=0,042 n=0,042 and in Q2 r=0,590 p=0,001 n=30. *"As soon as I see a problem or challenge, I start looking for possible solutions." "There is usually more than one way to accomplish something."*

7. For items 5 and 7 the correlation was r=0,442 p=0,014 n=30 in Q1 and r=0,461 p=0,010 n=30. *"As soon as I see a problem or challenge, I start looking for possible solutions." "I can usually find several different possibilities when I want to change something."*

8. The last correlation in this subscale was between items 6 and 9. In Q1 it was r=0,519 p=0,003 n=30 and for Q2 the results showed the positive correlation r=0,411 p=0,024 n=30. *"There is usually more than one way to accomplish something." "I call in others for help when I need it."*

4.1.5. Planning

Table 4. 6: Planning

Planning – SUB5

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α= 0,270	3,367	2,467	4,200	1,733	1,703	0,318	9
Q2 α=0,498	3,393	2,500	4,433	1,933	1,773	0,435	9

Descriptive Statistics

	Means		Standard Deviations		
	Q1	Q2	Q1	Q2	N
SUB5q1	3,17	3,37	1,147	1,129	30
SUB5q2	3,13	3,27	1,306	1,172	30
SUB5q3	3,17	3,13	1,085	1,432	30
SUB5q4	3,13	3,13	1,383	1,137	30
SUB5q5	2,47	2,50	1,042	1,009	30
SUB5q6	3,07	2,63	1,172	0,999	30
SUB5q7	4,00	4,20	0,788	0,847	30
SUB5q8	3,97	3,87	1,033	1,224	30
SUB5q9	4,20	4,43	0,805	0,728	30

Correlations

Questionnare: First Time				Questionnaire Second Time			
Questions	*R*	*P*	*n*	*Questions*	*r*	*p*	*N*
*SUB5q1&q6	-0,393	0,032	30	**SUB5q1&q4	0,498	0,005	30
**SUB5q2&q4	0,563	0,001	30	*SUB5q1&q8	0,411	0,024	30
*SUB5q2&q5	-0,402	0,028	30	**SUB5q2&q4	0,516	0,004	30
*SUB5q3&q4	0,421	0,020	30	**SUB5q2&q5	-0,583	0,001	30
**SUB5q3&q5	-0,651	0,000	30	**SUB5q2&q6	-0,620	0,000	30
*SUB5q3&q6	-0,388	0,034	30	**SUB5q3&q4	0,603	0,000	30
*SUB5q3&q7	0,363	0,049	30	*SUB5q3&q7	0,375	0,041	30
**SUB5q4&q5	-0,523	0,003	30	*SUB5q3&q8	0,410	0,018	30
**SUB5q7&q8	0,551	0,002	30	**SUB5q4&q6	-0,472	0,009	30
**SUB5q7&q9	0,544	0,002	30	*SUB5q5&q6	0,428	0,018	30
*SUB5q8&q9	0,423	0,020	30				

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

The results in this scale provide with information about the consciousness learners have to consider all of the necessary information from previous stages to formulate a plan that represents strategies to start self-regulatory procedures that enhance their learning processes. Reliability for Q1 was very low Q1 α= 0,270, and although for Q2 it increased to Q2 α=0,498, it was not satisfactory to consider the datasets reliable. Responses from learners in this scale do not provide sufficient information to describe their actual thoughts regarding this component of self-regulation. μSUB5Q1= 3,367 and μSUB5Q2=3,393 seem to indicate that learners responded to be unsure about how to formulate a plan to regulate their actions towards improvements in their own learning.

Q1 produced a total of eleven correlations and Q2 produced 10. Four correlations were evidenced the two times the questionnaire was administered, three of these correlations were positive and one was negative.

1. Sub5q2&q4 demonstrated a positive correlation r=0,563 p=0,001 n=30 for Q1 and r=0,516 p=0,004 n=30 for Q2. *"I put off making decisions." "I can come up with lots of ways to change, but it's hard for me to decide which one to use."*

2. The following negative correlation was between items two and five. Q1 showed r=-0,402 p=0,028 n=30 and Q2 r=-0,583 p=-0,583 n=30. *I put off making decisions." "I have a hard time setting goals for myself."*

3. The third correlation had items three and four linked. For Q1 the correlation was r=0,421p=0,020 n=30 and for Q2 it increased to r=0,6030 p=0,000. *"When it comes to deciding about a change, I feel overwhelmed by the choices." "I can come up with lots of ways to change, but it's hard for me to decide which one to use."*

4. Items three and seven also demonstrated to be connected. For Q1 r=0,363 p=0,049 n=30 and Q2 r=0,375 p=0,041 n=30. *"When it comes to deciding about a change, I feel overwhelmed by the choices." "Once I have a goal, I can usually plan how to reach it."*

The data produced in this subscale does not help much to understand the perceptions the group of participants have regarding the formulation of a plan to self-regulate. Means for items 7, 8, and 9 show learners are likely to identify a plan or strategy to overcome problems, however, the rest of the items in the scale are

characterized by a slight indecisiveness. Given the poor reliability the scale has, it is necessary to gather more data to understand the actual behavior learners have at the moment of designing a plan to enhance their academic performance.

4.1.6. Plan Implementation

This scale provides with information about the execution of the plan formulated during the previous stages. Its items are designed to enquire about the follow up activities learners do regarding the implementation of the plan to regulate themselves. For Q1 the reliability Q1 α= 0,602 proved to be questionable, however, for Q2 α=0,811 it displayed an improvement which entailed the scale with good reliability. The data for this scale may describe the actual thoughts of learners about how they enact their plans. μSUB6Q1=3,626 and μSUB6Q2=3,737 seem to indicate the group of learners consider they have enough ability to perform the activities proposed in the plan, nonetheless the results also suggest they do not feel totally or strongly convinced about possessing such abilities.

Q1 produced a total of 9 correlations whilst the correlations produced for Q2 were exactly the double, this is what may have caused reliability to increase for Q2. A total of seven correlations were present in Q1 and Q2.

Table 4. 7: Plan Implementation

Plan Implementation – SUB5

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α= 0,602	3,626	3,033	4,000	0,967	1,319	0,102	9
Q2 α=0,811	3,737	3,300	4,267	0,967	1,293	0,140	9

Descriptive Statistics

	Means		Standard Deviations		
	Q1	Q2	Q1	Q2	N
SUB6q1	3,60	3,63	1,070	0,999	30
SUB6q2	3,30	3,43	0,952	1,223	30
SUB6q3	3,57	3,30	1,006	1,179	30
SUB6q4	3,93	4,27	1,258	0,980	30
SUB6q5	4,00	4,00	0,910	1,203	30
SUB6q6	3,83	3,90	0,986	1,029	30
SUB6q7	3,50	3,53	0,974	1,106	30
SUB6q8	3,03	3,33	1,326	1,213	30
SUB6q9	3,87	4,23	1,252	0,898	30

Correlations							
Questionnare: First Time				**Questionnaire Second Time**			
Questions	*R*	*P*	*N*	*Questions*	*r*	*p*	*N*
**SUB6 q1 & q3	0,474	0,008	30	*SUB6 q1 & q2	0,445	0,014	30
*SUB6 q2 & q3	0,392	0,032	30	**SUB6 q1 & q3	0,477	0,008	30
*SUB6 q3 & q5	0,414	0,023	30	*SUB6 q1 & q4	0,373	0,043	30
*SUB6 q3 & q8	0,425	0,019	30	**SUB6 q1 & q9	0,521	0,003	30
**SUB6 q5 & q6	0,577	0,001	30	**SUB6 q2 & q3	0,600	0,000	30
**SUB6 q5 & q9	0,515	0,004	30	**SUB6 q2 & q5	0,492	0,006	30
*SUB6 q6 & q8	0,453	0,012	30	*SUB6 q2 & q9	0,407	0,025	30
**SUB6 q6 & q9	0,512	0,004	30	*SUB6 q3 & q6	0,367	0,046	30
**SUB6 q8 & q9	0,584	0,001	30	**SUB6 q3 & q8	0,579	0,001	30
			30	*SUB6 q3 & q9	0,420	0,021	30
			30	**SUB6 q4 & q5	0,731	0,000	30
				**SUB6 q4 & q6	0,711	0,000	30
				**SUB6 q4 & q9	0,593	0,001	30
				**SUB6 q5 & q6	0,585	0,001	30
				**SUB6 q5 & q9	0,606	0,000	30
				**SUB6 q6 & q9	0,586	0,001	30
				*SUB6 q7 & q8	-0,446	0,014	30
				*SUB6 q8 & q9	0,433	0,017	30

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

1. Items 1 and 3 of this scale demonstrated the correlations r=0,474 p=0,008 n=30 for Q1 and r=0,477 p=0,008 n=30. "*I get easily distracted from my plans.*" "*I have trouble following through with things once I've made up my mind to do something.*"

2. Items 2 and 3 had the following correlations: Q1 r=0,392 p=0,032 n=30 and Q2 r=0,600 p=0,000 n=30. "*I have so many plans that it's hard for me to focus on any one of them.*" "*I have trouble following through with things once I've made up my mind to do something.*"

3. The correlation r=0,425 p=0,019 n=30 for Q1 and r=0,579 p=0,001 n=30 for Q2 was factual for items 3 and 8. "*I have trouble following through*

with things once I've made up my mind to do something." "Little problems or distractions throw me off course."

4. Items 5 and 6 were correlated with r=0,577 p=0,001 n=30 for Q1 and r=0,585 p=0,001 for Q2. *"I have a lot of willpower." "I am able to resist temptation."*

5. Items 5 and 9 showed a positive correlation with r=0,515 p=0,004 n=30 for Q1 and r=0,606 p=0,000 n=30. *"I have a lot of willpower." "I give up quickly."*

6. Items 6 and 9 had the correlations r=0,512 p=0,004 n=30 for Q1 and r=0,585 p=0,001 n=30 for Q2. *"I am able to resist temptation." "I give up quickly."*

7. Items 8 and 9 also correlated with r=0,584 p=0,584 n=0,001 for Q1 and r=0,4333 p=0,017 n=30. *"Little problems or distractions throw me off course." "I give up quickly."*

Learners informed they followed the activities that have been planned to experience self-regulation processes in order to improve their learning conditions. However, their conviction towards appropriate execution of these activities seems to be rather low. It was expected to have a value higher than 4 to strongly accept that learners truly consider attachment to the plan important and do not get easily distracted from the objectives they have set for themselves.

4.1.7. Plan Assessment

This scale shows information about the judgment learners make about their self-regulatory plans. The reliability of this scale demonstrates to be poor for both Q1 and Q2. Q1 α= 0,543 and Q2 α=0,516 may probably indicate that the information obtained from this scale is not sufficient to understand how learners assess their plans. The means $\mu SUB7Q1$=3,633 and $\mu SUB7Q1$=3,793 show some consistency indicating that their answers did not vary much and acknowledging that they are aware of the assessment they do to their self-regulatory processes, but their conviction to answers about the scale is rather low. The number of correlations is also very low compared to more reliable scales in this questionnaire. Q1 produced a total of four correlations, and Q2 displayed five correlations. From these correlations, only two were present both times the questionnaire was administered.

1. Items 5 and 6 showed the following correlation for Q1 r=0,555 p=0,001 n=30 and r=0,712 r=0,000 n=30 for Q2. *"When I'm trying to change something, I pay a lot of attention to how I'm doing." "I set goals for myself and keep track of my progress."*

Table 4. 8: Plan Assessment

Plan Assessment – SUB5

	Mean	Minimum	Maximum	Range	Maximum/Minimum	Variance	N of items
Q1 α= 0,543	3,633	2,567	3,967	1,400	1,545	0,183	9
Q2 α=0,516	3,793	2,667	4,333	1,667	1,625	0,230	9

Descriptive Statistics

	Means		Standard Deviations		
	Q1	Q2	Q1	Q2	N
SUB5q1	3,73	3,90	1,015	1,115	30
SUB5q2	3,50	3,80	1,009	1,126	30
SUB5q3	3,90	4,00	1,094	1,232	30
SUB5q4	3,57	3,50	1,251	1,196	30
SUB5q5	3,83	4,13	1,234	1,196	30
SUB5q6	3,87	3,87	1,074	1,074	30
SUB5q7	3,97	4,33	0,615	0,711	30
SUB5q8	3,77	3,93	1,006	1,202	30
SUB5q9	2,57	2,67	1,006	1,213	30

Correlations							
Questionnare: First Time				**Questionnaire Second Time**			
Questions	*R*	*P*	*n*	*Questions*	*r*	*P*	*N*
SUB7 q1 & q8	0,477	0,008	30	SUB7 q4 & q5	0,362	0,050	
SUB7 q4 & q6	0,520	0,003		SUB7 q4 & q8	0,432	0,017	
SUB7 q5 & q6	0,555	0,001		SUB7 q5 & q6	0,712	0,000	
SUB7 q5 & q7	0,538	0,002		SUB7 q5 & q7	0,514	0,004	
				SUB7 q6 & q7	0,421	0,020	

** Significant correlation at 0,01 level (bilateral)
* Significant correlation at 0,05 level (bilateral)

Source: a case study of self-regulatory practices in an A2 TEFL classroom at an Ecuadorean public university

2. The second correlation present in Q1 and Q2 for this scale existed between items 5 and 7. For Q1 it was r=0,538 p= 0,002 n=30 and for Q2 it was 0,514 p=0,004. *"When I'm trying to change something, I pay a lot of*

attention to how I'm doing." "If I make a resolution to change something, I pay a lot of attention to how I'm doing."

As indicated above, the results are not enough to draw conclusions about this scale. It may however indicate that learners do not have sufficient ability to assess the plans they have made to regulate their learning.

4.1.8. Findings: Questionnaire

Although the questionnaire as such has good internal reliability, as adverted by the authors (Brown, Miller, & Lawendowski, 1999), it seems some of the scales may need re-coding or improvement of items so they could also represent valuable information by themselves, however there are some factors that may have affected the reliability of these sub-scales that may not be connected to the design of the questionnaire. The translation of the items, or contextualization may have affected the reliability of the scale, although the pilot helped improve the translation some items may still seem ambiguous or vague to the group of participants that took part of this research. Some evidence from the interview suggests that some participants may have not totally understand what they were asked, which may also have affected the reliability of the sub-scales of the questionnaire. Little variability of the responses during Q1 and Q2 also occurred. It was thought that it may happen, nonetheless an overall consistency on the way to answer the questions was observe for Q1 as well as for Q2.

It can be said that the group of participants in this research work do apply some self-regulation strategies. According to their answers to the questionnaire, their capacity to self-regulate is moderate, however their awareness did not seem to be as high as what was expected from researchers. It was considered that this group represented individuals with potential and current capacity to self-regulate that could help researchers understand how a self-regulated learner works. That is why they were chosen among the others, nonetheless, some of the data from the questionnaire evidences uncertainty from most of them about their self-regulatory processes. It was initially thought that terminology could be a problem, and although the questionnaire was simplified to avoid meaning related problems, it appears that there was some confusion at the moment of answering or simply lack of reflection to state their actual position before self-regulation. Most scales appear to indicate that students were not totally sure about

accepting or denying awareness of the self-regulatory components these sub-scales represented.

Although it was not advised by Brown et al (1999), it was considered that an analysis for the scales that compose the questionnaire could help understand more details of self-regulated learning processes. Regarding the seven components that constitute the SRQ, the analyses of the data that were collected oriented the following conclusions:

- Students are likely to obtain significant information that can help them assess their performance.
- It was difficult to identify whether this group of learners make an appropriate evaluation of their performance comparing it to external standards because data lacked reliability and their answers displayed general uncertainty.
- Learners admit they want to look for other ways to do things, and change things as soon as they see a problem. Nonetheless, these triggers are the only ones that seem to be clearly identified for this scale. Lack of reliability makes the information from this scale somehow worthless.
- Learners seem to make good use of the information they receive about the situation that needs changing and look for adequate options that could help remediate the learning situation.
- There are several issues with the scale referring to planning. It seems that these group of learners do not follow adequate planning procedures. The reliability for the planning scale is low, and their answers, which are consistent, demonstrate they are not sure about their planning strategies.
- Although the planning scale demonstrates some inconsistencies, it seems participants can follow a plan. This may indicate they can observe and probably make a plan work, however it should be interesting to determine if this is true for self-designed plans, or plans that have been proposed by others.
- Ability for learners to assess a plan seems to be positive, nonetheless the scale displays poor reliability for this information. Regarding the plans it seems they may not trust in what they have planned, but just hope that

whatever they do could produce positive results in their learning
processes.

Figure 4. 1 Overall Self-Regulatory Capacity
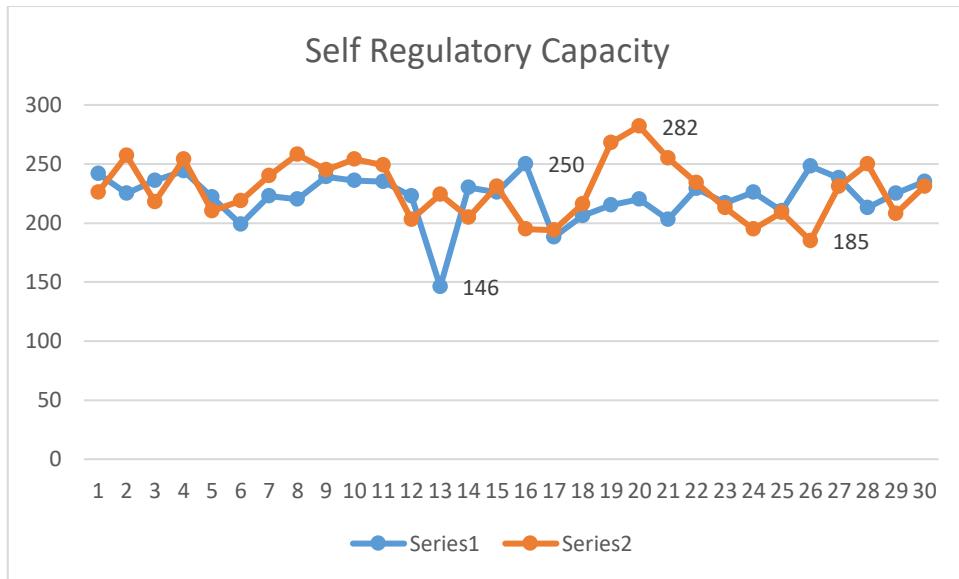
As shown in the figure 4.1 there is a wide variety of the results obtained from
participants about their self-regulatory capacity. The participant with the lowest
capacity to self-regulate scored 146 for Q1 meanwhile in Q2 the lowest record was 185.
It means during the time the study was carried out there was an increase of their
perception to self-regulate. The same behavior is observed in the records for higher self-
regulatory capacity. Q1 showed 250 as the peak, but it raised to 282 for Q2.

Figure 4. 2 Number of students with identified Self-Regulatory Capacity
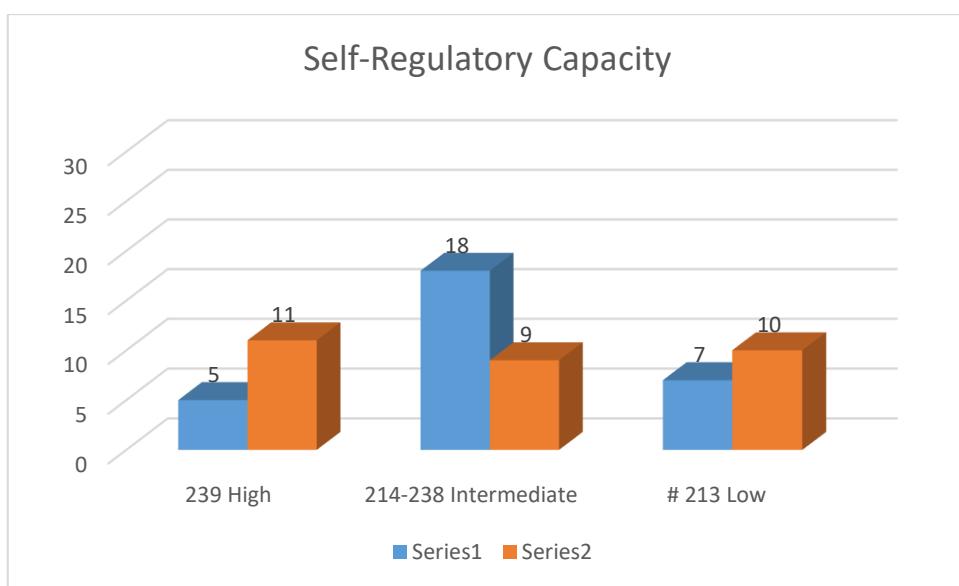
Figure 4.2 shows the number of students with their identified self-regulatory capacity for Q1 and Q2. There were 5 learners with high capacity to self-regulate during Q1, however for Q2 the number raised to 11. The number of learners with Intermediate capacity to self-regulate decreased from 18 to 9. The number of participants with low self-regulatory capacity went up during Q2 to reach a total of 10 whilst in Q1 there were only 7. It is worth to mention that the data shows individualities, however this case study was thought for the group and not only individuals, that is the reason why reporting that the group has a moderate or intermediate self-regulatory capacity is based on the means by the group of participants.

4.2. Findings: Interview

The interviews were revised and transcribed into text. Once they were copied into text, the responses from learners were compared to the literature review and to the purpose each question had at the moment of being made.

The first question had the purpose to evaluate the perceived responsibility of participants towards their own learning. They were asked to give a percentage of responsibility to the mainstreams of the learning processes in terms of teaching and learning. A great number of learners proposed that the responsibility for learning to take place is rather split by half. Half of the responsibility of their learning is a role of the teacher and the other half would represent the effort of the learner. A few learners perceived more responsibility by the side of the teaching and other few indicated that learners should have more responsibility than teachers in their learning. These results seem to indicate that learners depend on others to initiate self-regulation processes, and that although they could probably consider shared regulation the trigger of self-regulatory processes they are likely to need the assistance of others to produce changes in their learning. Dependence on others to evoke changes is related to a low academic achievement as well as low awareness of meta-cognitive skills as discussed in the literature review. Limitations in meta-cognitive skills may be a preventive factor for these learners to start self-regulation processes. This may be the reason why some of the answers from the questionnaire were characterized by indecisiveness. These group of participants indicated that the role of a teacher should be the one of a guide, a facilitator, a motivator, an instructor, explainer, the one that should make knowledge understandable or easy to assimilate. And their role is that of a receiver of knowledge

that in case of lack of attainment of understanding should reinforce and find additional information to learn.

The next question had the purpose to enquire about the capacity of participants to set their own goals and how effective they believe they are to attain those self-established goals. Most participants informed that they set goals for themselves, however, it was observed that their level of effectiveness varied. Some identified a range of 70% of effectiveness to attain their goals, some others would agree on percentages ranging from 80% to 90%, nonetheless nobody felt sure to accomplish 100% of the goals they set for themselves. There was one participant that initially informed not to self-establish any goals, and some acknowledged that the lack of attainment of the self-established goals was due to other goals that deserved a higher level of priority. There were some participants that acknowledged that sometimes they set goals they would not attain because they do not do much to reach them. A few learners made distinctions of long-term goals and short-term goals indicating that they are more likely to accomplish those that are immediate. It has been acknowledged that specificity, proximity and difficulty of goals are crucial to self-regulation (Schunk D. , 2001). This may indicate that learners could establish their priority according to what they consider important, nonetheless, it seems that they find short term goals more attainable. Boekaerts adverts about multi-goals pursue and the degree of involvement and or commitment learners may give to self-established goals depending on their feelings and learning contexts. It seems that these learners are more likely to attain those goals they feel more motivated to obtain and they may probably be short-time goals. A few participants indicate they do not do any planning at all, these trends seem to indicate there may be some failure at the moment of doing some strategic planning to attain their goals.

The third enquiry needed participants to provide information about how they work to attain their goals. It was requested that they name some of the strategies they use for goal consecution. The majority of students related this question to dedication, responsibility, effort, being motivated and considering the importance of the goal. Only a few students named organization and planning as strategies to attain their goals, nonetheless many acknowledge changes can be difficult to implement and their success depend on procedures that require constancy. A few participants mentioned the support of family as an important factor to attain the goals. In general terms, it seems they are

not familiar with planning or dividing a major goal in sub-goals. Regarding the delay of gratification there were some insights that learners consider this factor important to attain goals. There were some mentions about the use of social networks as distractors and some stated they consider important to keep focus to attain their goals. Another trend that seems to be considered actual for this group of learners according to their responses is that capacity to self-regulate in one area of their lives cannot be transferred to other areas, thus they make some reference to make distinctions between strategies they follow to self-regulate in goals that are academic and others (personal-health).

Finally, the fourth enquiry participants were asked referred to malpractice they could perceive from the interaction with their peers, this malpractice could be thought to display failure in self-regulation. The question was about cheating by copying the work of others while doing the workbook, assignments or even in exams. Not surprisingly, they informed to have observed peers copying a workbook, they also admitted to have observed the same cheating behavior in exams. Participants state that copying the workbook is a common practice from their peers and most of them considered it to be a useless strategy given that it may refrain their peers from learning. There were a few students who preferred not to be judgmental and one of them posed a view of doing this as a valid strategy to attain the self-established goals. Regarding the changing times in higher education, most students consider now there is more responsibility from teachers to do what they are expected to do. Students that compared times stated that now it is more difficult to copy in exams for example. They can observe very few students do this malpractice, but they stated that comparing to previous semesters, especially those who had postponed their studies, these days, teachers are more strict and vigilant during exams. These also indicates that there may be flaws in the normativity for some students. They may feel that having a chance to copy during an exam is rather an opportunity and they may not stop to think about ethical issues, but instead they may fall into temptation and even think about it as a valid strategy to attain their goals. Again, this could be a proof that they are very dependent on external regulation.

Al of the models reviewed in the literature review consider planning a crucial stage for self-regulation. Considering that the group of participants report themselves to be able to regulate at an intermediate level, but that there are some inconsistencies in the way they answer a few scales of the SRQ, it could be thought that their perception about their capacity to self-regulate for academic purposes may be higher than what it actually

is. It seems the issues displayed at self-evaluation and planning need to be studied in more details to have more precise information.

4.3. Journals

The journals were coded considering the similarities in the responses participants gave. The graphs below show the coding and number of times learners were likely to give an answer connected to the coding. Given that diaries had a weekly frequency the number observed in the graphs indicates the times participants chose that type of answer. The calculation was based on the 240 answers given by learners during the 8 times they did their journals, this allowed to compute a percentage based on how similar their answers were. In the case, there was not common ground to compare answers it was agreed to leave such answers out of the data presented below.

Figure 4. 3 Feelings while doing learning activities.
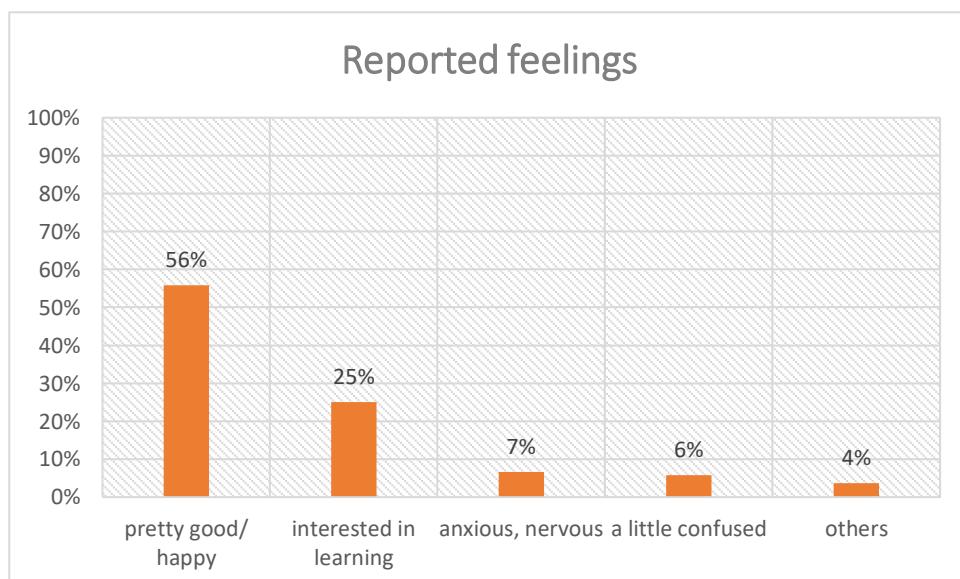
Figures 4.3 shows how students reported they felt when they were learning in the class. As noted, 56% of the answers they gave indicate they felt pretty good while doing the activities. Moreover, it can be observed their interest in learning new things is present with a 25% of assuredness which is not really high but important. Additionally, it can also be noticed that a few answers indicated they had feelings such as nervousness and a little confusion while they were engaged in different learning activities.

Figure 4. 4 Ways to learn better

Ways to learn
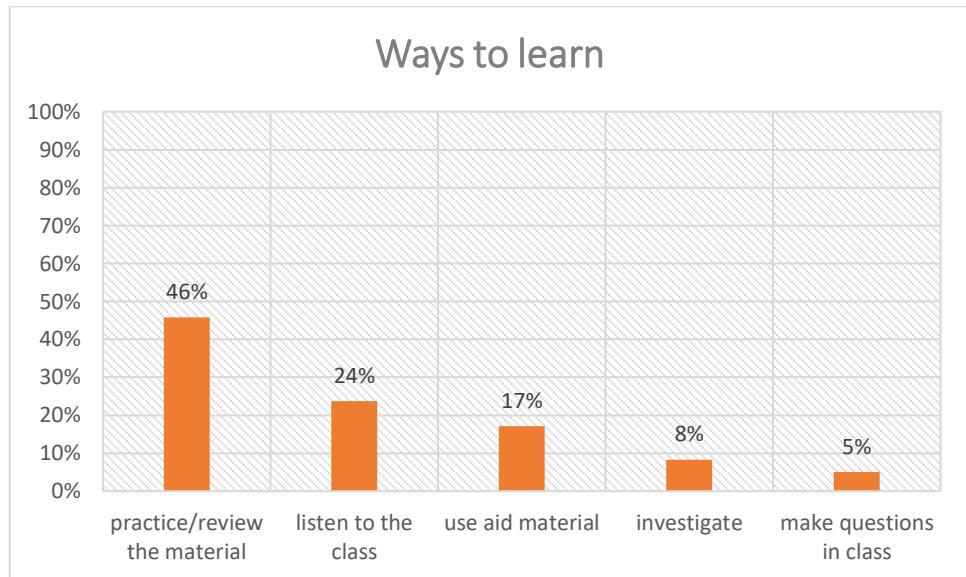
Figure 4.4 indicates different methods students use to learn. It can be seen there is a modest variety of learning habits which help students to improve their performance. A good number of responses from participants state they consider practice and review of the topics of class give them good results. Results also show that listening to the teacher is thought to be a good technique to enhance their learning. A few answers indicate there is a slight initiative to use extra resources, investigate and make questions as a strategy to cope with the new abilities to be learnt.

Figure 4. 5 Participants' self-appreciation

Change of perception of the self
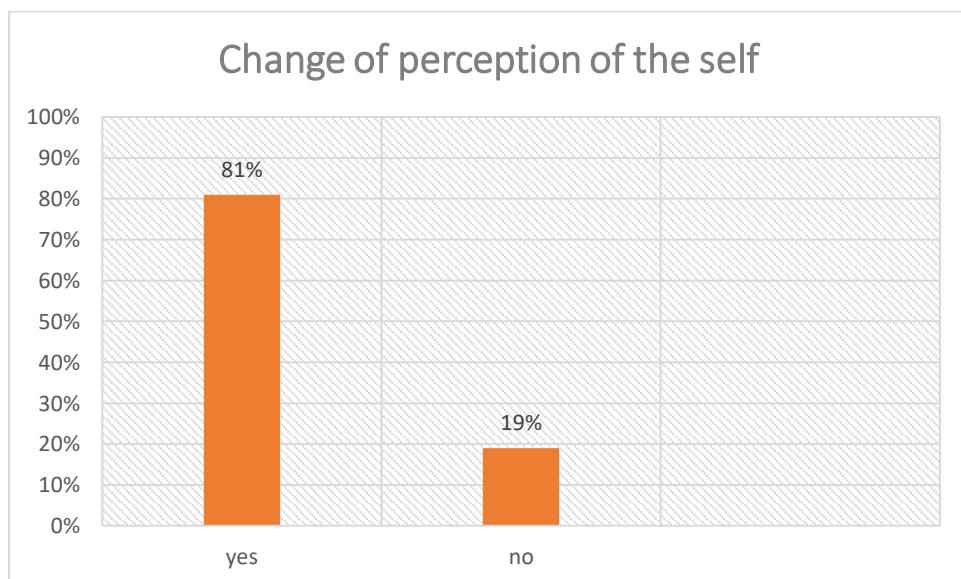
According to the results shown in Figure 4.5 about the perception of themselves throughout the semester (self-evaluation), 81% of the answers of students indicate they considered to have changed what they used to think about themselves. This may probably indicate they engaged in self-regulatory processes that motivated changes to improve outcome and perceptions of their learning achievement. On the other hand, there is a 19% of responses in which participants considered they have not changed the impressions they have about themselves.

Figure 4. 6 Objectives
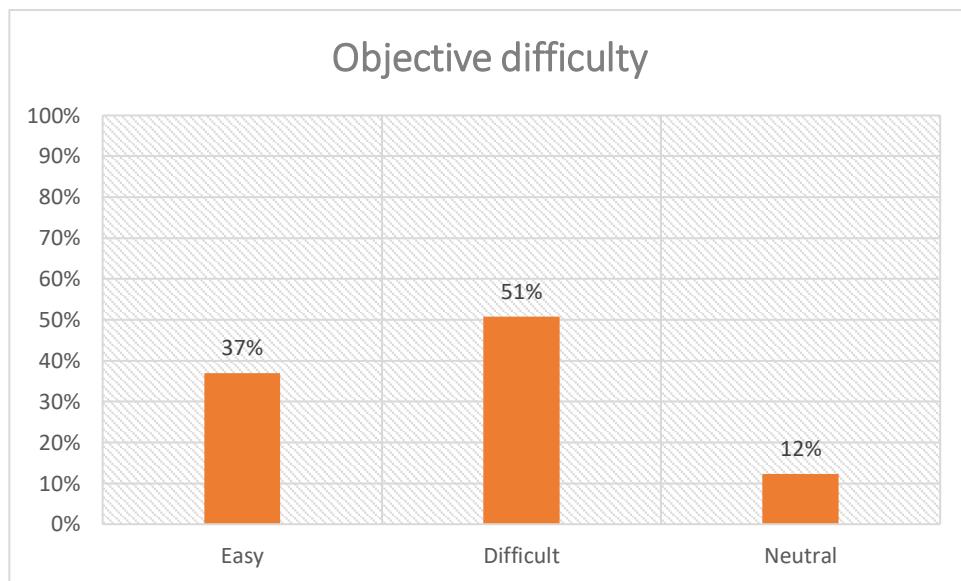
Figure 4.6 confirms that 51% of the responses of students state they think the learning objectives set for the different classes were difficult to be attained for a variety of reasons. Nonetheless, 37% of their responses indicate students consider the objectives did not represent much difficulty, and a slight trend with 12% of responses indicates participants felt the objectives were neither difficult nor easy.

Figure 4. 7 Organization of class material
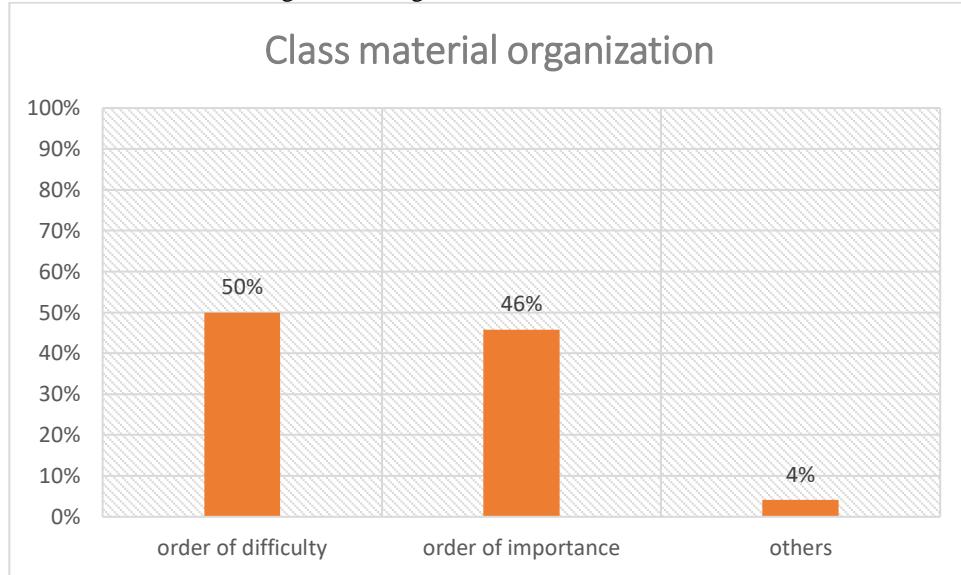
The data in Figure 4.7 shows there is a half of the answers of students correspond to learners who organize their learning material in order of difficulty, on the contrary, a 46% of the answers of participants indicate they administrate their materials according to their attributed level of importance. 4% of their answers demonstrate uncertainty whether having some organization or just random use of materials.

Figure 4. 8 Effective time management
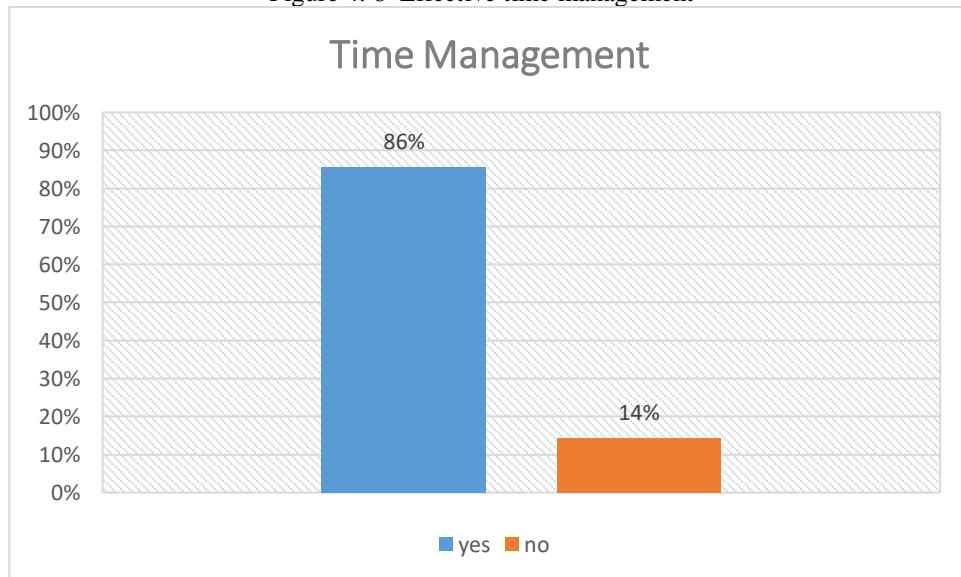
The data in figure 4.8 shows that most students indicate to have organized their time to meet the deadlines for the assignments they had to reinforce their learning. On the contrary, few answers indicate that there were some irregularities to deliver assignments on time, which may indicate these learners did not manage their time adequately or probably had other priorities to focus on.

Figure 4. 9 Steps to attain the learning objectives of the class.
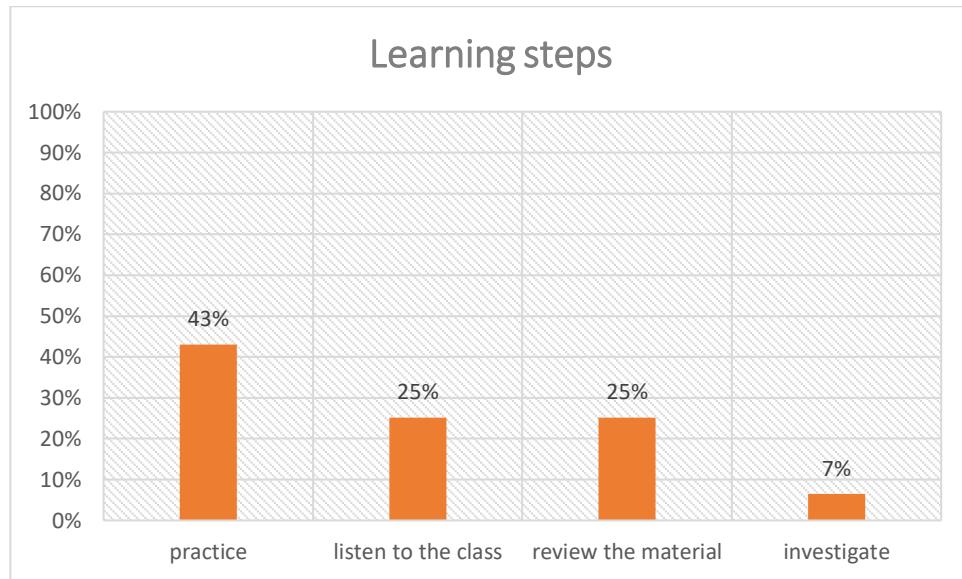
Figure 4.9 shows that the answers of students consider in a 43% that attainment of learning objectives is best obtained through practice. Other responses state that 25% of their learning can be acknowledged to listening to class and equally important to reviewing material before and after classes. Few of students replies consider that they should investigate more about the topic they have learned, a total of only 7% of answers indicate that.

Figure 4. 10 Hierarchization of activities
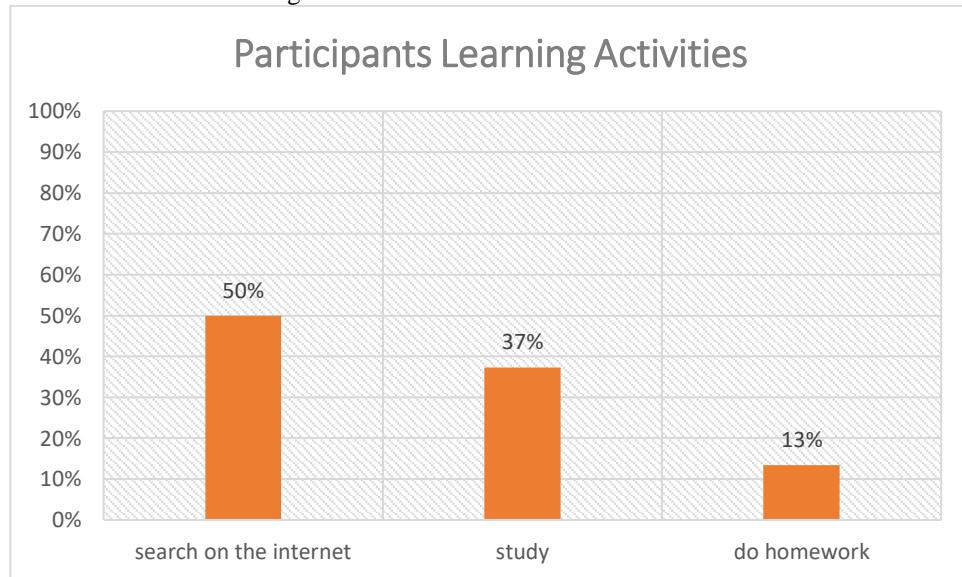
According to the results shown in figure 4.10, half of students' responses indicate searching information on internet as the main idea to get knowledge about the topic. This can be contradictory to the learning steps. Also, 37% of the answers of

students consider studying (review the content and do memory drills) the topic they learned in class a priority. Doing homework can be seen as appears to be less important than actual understanding of topics to be learnt with a 13% of hierarchy among the other two activities.

Figure 4. 11 Learning Strategies Selection
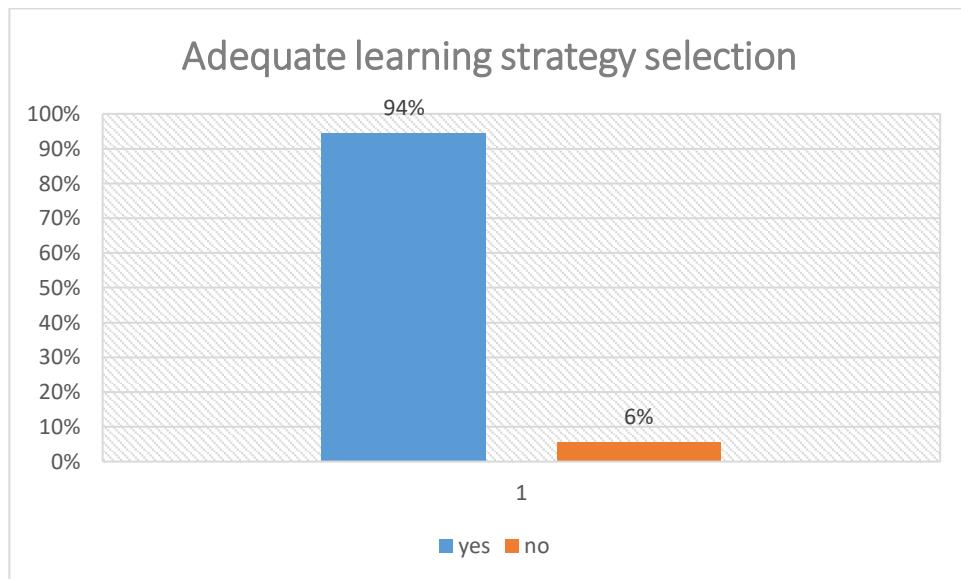
Figure 4.11 shows that most of answers from participants in the study indicate they consider to have selected the appropriate strategies for the consecution of their learning objectives. On the other hand, a slight 6% of students' responses manifested that they may have not chosen the right strategies.

Figure 4. 12 Timely execution of task
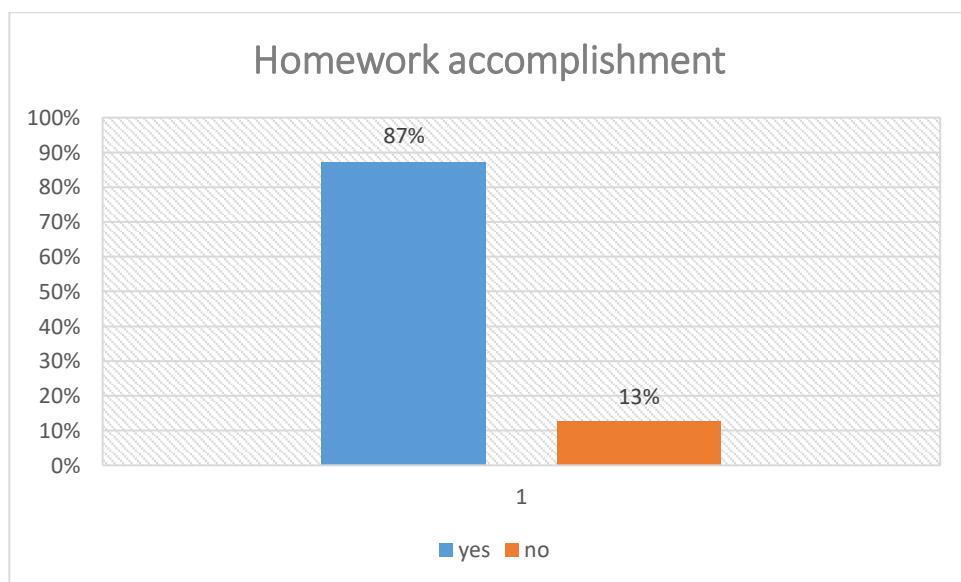
As observed in Figure 4.12, 80% of the time participants reported to have complied with their assignments within the deadlines. A 13% of answers of participants reported not to have completed homework on time. It seems homework is observed as a responsibility to be accomplished, nonetheless as stated above there seems to be a trend indicating that homework is not always appreciated as a source of reinforcement for their learning. Perhaps learners do not always consider homework as further practice of what has been discussed in class, or they simply consider practice when it is controlled by teachers.

Figure 4. 13 Classroom participation Feelings
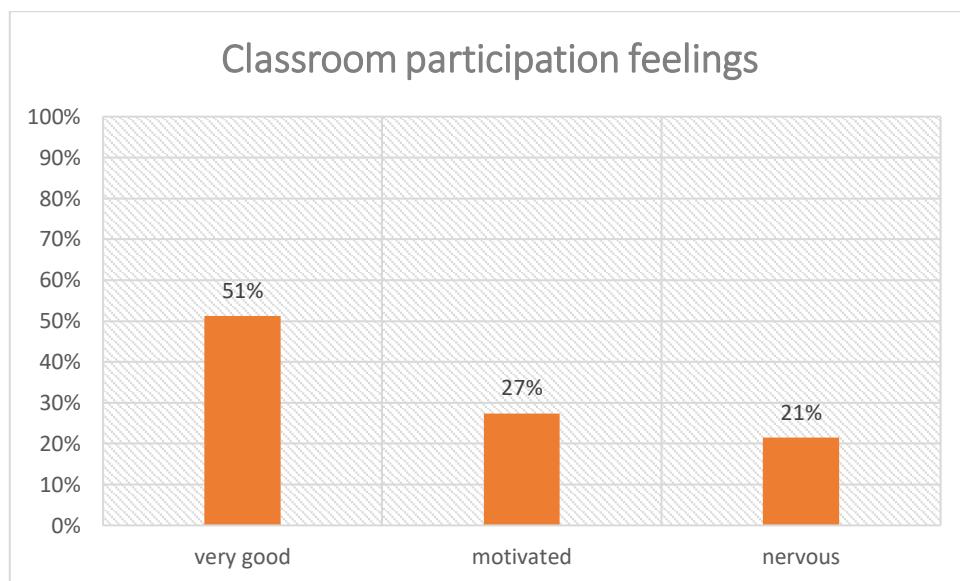
The data in Figure 4.13 shows that the students responded to have felt very good when participating in class in a 51%. A 27% of their answers indicate participants felt motivated as well. Another 21% of responses showed that they felt nervous when they had to interact in the class with other students or the teacher.

Figure 4. 14 Feelings in Group Work
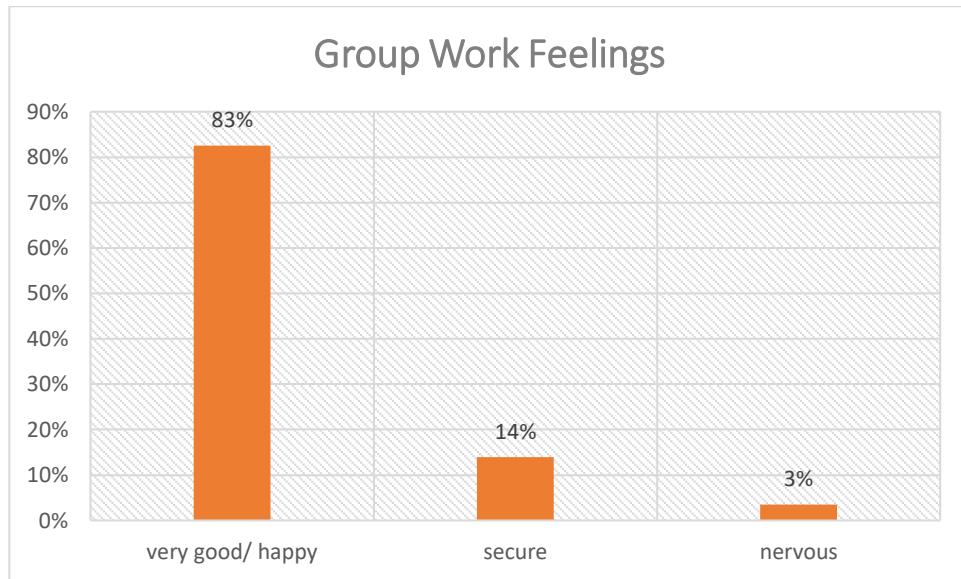
Figure 4.14 shows that a high percentage of responses of participants of the study considered that interactions while working in groups made them feel good and happy when sharing and learning. Additionally, a 14% of their responses state they felt comfortable when they performed the activities in groups. By contrast, only a small 3% minority felt nervous when working in groups. This question can be related to agency within self-regulation given that comparisons between the self and others allow a better understanding of their individuality and how they can influence on the environment as well as the reflection on peers that could resemble models to follow or not to follow.

Figure 4. 15 Techniques to avoid distraction
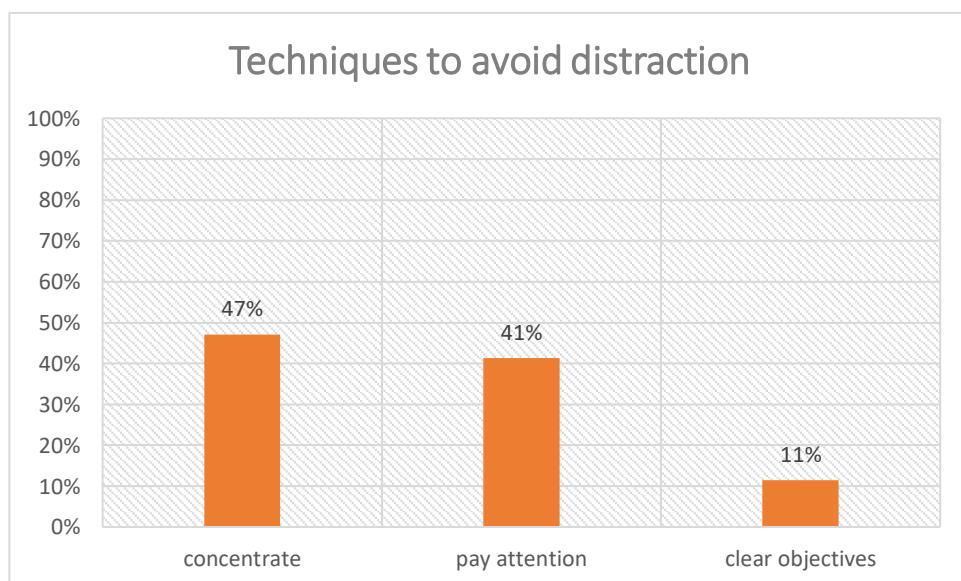
As observed in Figure 4.15 the responses of learners informed that there are three ways they mainly use to defeat distractions. The first with a 47% of concurrence is to concentrate on the topic, focusing on the task may imply delay gratification. Another way that was widely mention with a 41% of acceptance was to avoid distracting themselves while paying attention to the class. This may refer a bit to self-control, given that to pay attention in class they considered their cell-phones could represent distractors. A minority of responses, 11% expressed that they think about their objectives in order to avoid distraction. It was a bit ambiguous to determine if what they wanted to express was that when teachers give them clear instructions and objectives it was easier for them to avoid been distracted, or if the objectives were self-established and to follow them they should discern between importance and possible confusions.

4.3.1. Findings: Journals

Martín & Moreno (2007) describe five elements in order to analyze the process of self-regulation which help to have a reflexive and progressive process. These elements are the individual who acquires learning, the task to be achieved, the strategies that will be applied, the regulation of the learning processes, and the responses during the learning process.

Individuals who acquire learning.

Throughout history there has always been a concern about how self-assessment and self-reflection from the learners occurs in class. Whether students are being motivated by the teachers through their activities or if it comes from the students themselves. Through these weeks, students appear to have changed their perception of learning and how they see themselves through the learning process.

In summary, according to the results learners felt comfortable and motivated to participate in class. Nonetheless, some students indicated that they felt nervous and anxious while they were taking part of learning activities. Despite the fact that some students were worried about their learning most of them changed the way they see themselves and learned to identify and use strategies that supported them to learn according to their necessities as students.

Reflection about the learning task

In todays' world, it is almost impossible for a student to give his or her complete dedication to a specific subject. It must be acknowledged that they need to master several subjects at the same time and that the level of difficulty of each subject varies according to their background knowledge and or learning experiences. These factors create a conflict and division of studying time. Now if we also take into account external facts, like student's jobs or any other duties they may have at personal level it could be extremely hard to accomplish all the assignments proposed by the different subjects. The motivation towards the attainment of goals can be affected by all of the factors mentioned above. They might even get an acceptable grade according to their own standards, but there will always exist the possibility they could have done so much better if they have just the enough time for it.

According to the data, almost the same number of students' responses indicated that the goals were both easy and difficult. This depends on their environment and situations, as well as absences, fatigue, late arriving among others. Besides, most students indicated that they distributed and organized their time correctly and completed the task taking into account order of difficulty and attributed importance.

Reflection about the strategies

It is always good for students to know themselves and to keep in their minds how they learn. This can facilitate their life as students. Most of them use metacognitive strategies without noticing or by instinct. Consequently, they are aware that they have to be actively involved in the learning process as well as practicing, reviewing and investigating the material in order to expand and improve their knowledge.

Reflection about the learning process

Due to the results, we can conclude that students apply different strategies when they are required to learn something new. There are several kinds of activities that they do in order to fulfill and to accomplish their goal, as most of the students use self-regulation strategies to improve their knowledge even if they do not realize that they are using them. Although, a few students consider that the strategies they chose did not give them the result they were expecting it can be considered that reflective strategies are applied and that there could be a possibility to start new self-regulatory practices that can be enhance with the feedback obtained from self-monitoring and or reflection.

Reflection about feelings during the process

. Ryan & Deci (2000), indicated that motivation is the inspiration and courage to perform something. With this in mind, we noticed that students were motivated because the results show that they were happy and had a positive attitude to work in class in order to have enhanced performance outcomes. Although, a few students felt nervous when expressing ideas and working in groups, the majority of the students reported they were committed to learning and this is why they find ways to concentrate and improve.

5. Discussion

Self-regulation is considered a very important aspect to attain goals, nonetheless its role seems to be not precisely determined, hence it is rather unknown by a lot of professionals working on the educational field. Starting by the different models of self-regulation, it can be considered that a consensus on general principles of this construct should be reached. In medicine the Self-Regulation Theory seems to be connected to self-management and in psychology self-regulation can be compared to self-control, thus, imprecision on the construct can lead to lack of value or misconceptions. The development of instruments that can help understand self-regulation in a better form may also seem to depend on definition of the actual components of self-regulation. Autonomy to develop learning abilities and mastery of knowledge is likely to be connected to how learners apply strategies to regulate the self and attain their goals. In a world in which technological tools and access to information are easily available development of the self appears to be crucial to use both the most ethical way possible. Diseases, corruption, vices, low academic achievement and other issues can be connected to lack of self-regulation. It can be considered that education can be enhanced by learning and helping learners how to regulate the self.

5.1. Research Questions

1. To what extent are students aware of their capacity to influence their own learning?

An interesting number of learners that took part in this research work 5 for Q1 and 11 for Q2 are pretty much aware of the capacity they have to influence their own learning. At least half of the learners acknowledge themselves as capable to self-regulate at an intermediate level. And a range of 7 during Q1 to 10 in Q2 participants indicate to have a low self-regulatory capacity. Lack of reliability in scales like planning

and later stages create uncertainty about the actual capacity participants have to design a plan to do well in their studies. Participants have acknowledged the need of a teacher to be guided to help them establish goals for themselves and elaborate plans that could enhance their learning, because they state they can follow plans in the questionnaire. The interview reveals they do not clearly associate some of the practices they acknowledge to use to regulate themselves in other areas like taking care of their health with practices that could contribute to improve their learning achievement. They state they can follow a plan, but it is rather uncertain how they set their goals to formulate a plan to attain some learning objectives, and then subsequently implement it to succeed and finally take steps to assess the effectiveness of it. Participants report to self-regulate at an intermediate level, hence probably they actually perform self-regulatory practices but it can be hard for them to identify which are the strategies they use and how given that the journals do not report a rich array of strategies.

2. *Can they identify self-regulatory practices they apply to succeed in acquiring a foreign language?*

As stated above participants with low self-regulatory capacity are not likely to mention a wide array of self-regulatory practices, however those at intermediate and high level of self-regulatory capacity can identify practices that match those strategies that work at metacognitive level. Perhaps, it may have been difficult for participants in a general form to describe the processes they actually do, or they described ideal situations, either condition could describe how the overall group acknowledges to have a moderate capacity to self-regulate and to be fully knowledgeable of the strategies to succeed in language learning acquisition. By mentioning practice as one of the main trends in their success in learning they generalized the idea a lot and this rather created more questions, especially enquiries about their understanding of what they conceive as practice. It was expected that they mention strategies such as keeping records, drillings, experimenting with the language, among others, but this did not occur much frequently.

3. *Which currently used self-regulatory strategies have the potential to affect their learning and academic achievement?*

Motivation was mentioned by participants as a strategy used to learn English as a foreign language. This factor may increase their interest to find ways to improve their actual learning achievement and therefore trigger self-regulatory practices. Another practice that has been noticed could affect learning positively is their hierarchization of

71

goals depending on difficulty and importance as reported in the journals. If they consider a task difficult or important they could search for information that would enable them to self-regulate. On the other hand, their lack of clarity to plan for the consecution of goals seems to be a drawback that could refrain these learners to start self-regulatory cycles. The dependence on teachers to initiate self-regulatory practices may also signify trouble that could derive either in lack of actual autonomy to enhance learning achievement or low development of metacognitive strategies that could end up in limitations to follow learning programs. Although participants did not directly answer to have cheated by copying the assignments of others it is worrying that doing so is understood as a common practice among their peers given that this condition could lower their level of exposure to the L2 and create a rather unstable learning environment in which doing assignments can be seen as unnecessary or even a waste of time.

5.2. Conclusion

The participants of this research demonstrate to have the three levels of self-regulatory capacity mentioned and recommended by Brown et al. in the SRQ questionnaire, nonetheless a moderate or intermediate capacity to initiate, follow and reflect on self-regulatory processes is the most dominant trend, see Fig 4.2. Participants display strategies such as hierarchization of goals, involvement in practice, doing research, and complying with assignments as procedures that enable them as self-regulators, nonetheless, issues in some aspects of self-regulation need to be clarified, especially with those who identified themselves as having low self-regulatory capacity. There are areas that need more information to be clearly described as for example their ability to set self-established goals and the design of plans to attain such goals. Motivation is regarded by participants to be a trigger to start self-regulation procedures and it may also work as the energizer through the different stages of the self-regulatory processes. It is a concern of the authors that students that were chosen to participate were the best students from two groups of learners, hence they all were thought to have higher capacity to self-regulate, which implies that learners not taking part in the research are likely to have lower capacity to self-regulate. Recalling what was stated in the literature review, failure to self-regulate may represent low learning achievement. It is suggested to continue expanding the knowledge about this construct which may be very helpful to obtain successful outcomes in the component regarding autonomy in higher education. Data shows that participants in the study consider attaining goals in

Learning English as a foreign difficult, hence increasing the level of learners to self-regulate should correspond to the initiation of self-regulatory practices that could help improve the EFL teaching and learning scenario.

5.3. Recommendations and Implications for Theory, Research, and Practice

The present study is an attempt to explore the self-regulation awareness of learners in our teaching context. We believe it is necessary to consider the deepening of the study of self-regulation with larger samples and probably additional refined instruments that align with better precision to our teaching context to have a more accurate description of how self-regulation works in most Ecuadorean settings.

According to the measures from the questionnaire, considering this is a case study of a group and not individuals per se, the findings suggest the group reports to have intermediate awareness of self-regulatory practices. Brown et al describe three levels of awareness. High, intermediate and low. As mentioned before the three levels of self-regulatory capacity were found in this study. There are also issues in aspects like planning and self-evaluation that have the potential to affect actual academic achievement in EFL learning as well as displaying a wide array of strategies to obtain other types of knowledge. It may be helpful to determine how strategies such as hierarchization of goals, complying with assignments and doing research help to self-regulate and hence influence on academic achievement which represents meaningful progress in national education. In the case, self-regulation shows to be determinant in the consecution of competences that significantly improve the current educational results, it could be helpful to discuss about the implementation of national programs that foster self-regulated learning and that would imply teacher-training and collaboration from university students currently involved in teaching degree programs with projects that enhance actual learners' autonomy.

Self-regulation could be crucial to improve the effectiveness of online programs as well as taught classes. Lynch & Dembo (2004) have proven the relationship of both trends and suggest success in online programs where individuals may have not much support from peers depend a lot on the capacity of learners to self-regulate. Self-regulation is important for healthcare, behavioral disorders, academic achievement among others. In case self-regulation could be fostered in schools it seems society could

be benefited in several ways, even in ethical issues such as a reduction in corruption and the opportunity to offer more efficient services.

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APPENDIX 1 .- INFORMED CONSENT FORM

DOCUMENTO DE CONSENTIMIENTO INFORMADO PARA UN ESTUDIO DE CASO

TÍTULO DEL ESTUDIO: "A CASE STUDY OF SELF-REGULATORY PRACTICES IN AN A2 TEFL CLASSROOM AT AN ECUADORIAN PUBLIC UNIVERSITY" Estudio de casos de prácticas de auto-regulación en una Clase A2 de inglés como Idioma Extranjero en una Universidad Pública del Ecuador.

INVESTIGADORES: César Eduardo Chóez Menoscal y Joyce Yesenia Tenelema Chenche estudiantes de la Escuela Superior Politécnica del Litoral

LUGAR DONDE SE REALIZA EL ESTUDIO: Facultad de Administración de la Universidad Estatal de Guayaquil

DIRIGIDO A: Estudiantes de la Facultad de Administración de la Universidad Estatal de Guayaquil que cursan el módulo 2 de inglés y a quienes se les invita a participar en la investigación de prácticas auto-regulatorias dentro del entorno de enseñanza y aprendizaje de inglés como lengua extranjera. Antes de decidir si participa o no debe conocer los objetivos y detalles de la investigación.

Introducción

Somos dos colaboradores, estudiantes de posgrado del programa de maestría en TEFL de la Facultad de Ciencias Sociales y Humanas de la Escuela Politécnica del Litoral y estamos investigando sobre el proceso de auto-regulación utilizado por los estudiantes para aprender el idioma inglés. Le vamos a ofrecer información e invitar a que sean partícipes de esta investigación. No es necesario que haga su decisión sobre participar o no, hoy mismo. En caso de dudas tendrá nuestra asistencia con quien se sienta más cómodo para hablar sobre la investigación. Puede que haya vocabulario inentendible, por favor no dude en consultarnos.

Propósito

El propósito de esta investigación es proveer a los docentes con información factual de las presentes prácticas de los estudiantes para la realización de trabajo autónomo tanto como aquellas estrategias llevadas a cabo para lograr resultados en el proceso de aprendizaje, especialmente del idioma inglés. Con esta información los docentes podrían implementar estrategias que resulten más satisfactorias como parte de su rol en el ejercicio de la enseñanza.

Selección de participantes:

Los estudiantes serán seleccionados considerando su predisposición para trabajar y cumplimiento de deberes. Además, deben estar motivados a aprender el idioma ya que necesitamos obtener información de los estudiantes cuyo nivel de logro es evidente.

Participación Voluntaria

Este estudio de caso implicará que los participantes tomen ciertos cuestionarios durante el tiempo que dure la investigación, así como entradas de registros que se llevaran a forma de diario y finalmente terminará con una breve y puntual entrevista.

Esperamos poder contar con su participación, dicho sea de paso, voluntaria. Es de su total decisión elegir si participa o no. Luego de aceptar usted puede dimitir de la investigación sin mayor inconveniente, ante lo cual, si se da el caso, esperamos nos informe.

Procedimientos y Protocolo

Los participantes responderán a cuestionarios con el fin de indicar su postura sobre actuales características de auto-regulación brindando datos importantes sobre los criterios característicos de la auto-regulación. Estos cuestionarios serán previamente revisados por expertos que garanticen su validez y confiabilidad.

Quien ejerce la docencia e investigación pondrá a disposición la regulación de los diarios semi-estructurados que frecuentemente serán llenados por los participantes. La ejecución de los diarios será sin interrupciones de las actividades diarias de los participantes, por tanto, logísticamente se llevarán a cabo en coordinación con el/la docente investigador/a correspondientemente.

Quien ejerce la docencia realizará bitácoras personales con información sobre el proceso de aprendizaje de los participantes prestando atención a sus contribuciones dentro de la clase.

Finalmente se ejecutarán entrevistas semi-estructuradas para complementar y hacer triangulación de los datos presentados.

Duración

El lapso de duración del estudio es de 8 semanas. Durante este tiempo se recolectará la información cuyos datos a continuación serán estudiados, analizados y reportados.

Posibles implicaciones

Es probable que luego de realizar los cuestionarios, el participante medite más sobre los procesos de auto-regulación y quiera conocer más sobre el tema. Si este es el caso puede consultarnos y pedir asistencia. También puede pasar que conlleve a reflexiones sobre el comportamiento actual y deseable y que esto cause distracciones.

Beneficios

Como participante de esta investigación, el participante obtendrá asistencia por parte de los investigadores para modificar comportamientos, así como análisis de estrategias que le permitirán tener un mejor desempeño académico.

Confidencialidad

La identidad de los participantes de la investigación no será compartida de ninguna manera. La información que se recoja en el ámbito se mantendrá confidencial y estará fuera del alcance público. La redacción de la investigación será reportada en forma anónima y nadie, sino los investigadores tendrán acceso a verla.

Reporte de resultados

El conocimiento que obtengamos por realizar esta investigación se compartirá con usted antes de que se haga disponible al público. No se compartirá información confidencial.

Derecho a negarse o retirarse

No existe clausula u obligación alguna de participar en el proyecto de investigación. Habiendo aceptado en primera instancia ser parte del proyecto, el participante tiene el derecho a retirarse cuando lo estime conveniente, ante tal hecho es recomendable se notifique a los investigadores su decisión de no seguir participando.

Contactos

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Joyce Tenelema email: yesenia.tenelema@gmail.com   Telf.: 0967252390

Formulario de Consentimiento

Yo, _____, doy fe de haber sido invitado a formar parte de la investigación sobre prácticas de auto-regulación en el aprendizaje de idioma inglés. Entiendo que proveeré información a través de cuestionarios, diarios, y una entrevista. He sido informado sobre las implicaciones de ser parte de la investigación. La obtención de beneficios a través de esta investigación incluye asesoría sobre el tema de investigación, pero no existirá compensación económica de ninguna índole. La información de los investigadores en cuanto a contactos me fue proporcionado de forma que cuando tenga inquietudes sobre la investigación, estas serán satisfechas.

Nombre del Participante_____

Firma del Participante _____

Fecha _____

       Día/mes/año

Nosotros, César Eduardo Chóez Menoscal y Joyce Yesenia Tenelema Chenche, hemos dado lectura del presente documento de consentimiento informado en forma exacta al potencial participante, y el candidato ha sido dada la oportunidad de aclarar sus incertidumbres a través de preguntas. Confirmamos que el individuo ha dado consentimiento libremente.

César Chóez

_____

Joyce Tenelema

_____

 Fecha _____

Día/mes/año

Ha sido proporcionada al participante una copia de este documento de Consentimiento Informado. C C – J T

APPENDIX 2.- SELF-REGULATED LEARNING QUESTIONNAIRE

Self - Regulated Learning Questionnaire

El siguiente es un cuestionario que nos brindará indicios sobre su meta-cognición, comportamiento y motivación. Por favor responder con honestidad. No hay respuestas correctas o equivocadas.

Lea detenidamente los enunciados y marque con una X la respuesta que más se apegue con su respuesta.

		MUY DE ACUERDO	DE ACUERDO	NO ESTOY SEGURO/A	EN DESACUERDO	MUY DESACUERDO
1	Usualmente mantengo un registro de mi progreso hacia mis objetivos					
2	Mi comportamiento no es tan diferente al de las demás personas					
3	Otras personas me dicen que me mantengo en las mismas cosas por mucho tiempo					
4	Dudo que pudiese cambiar incluso si quisiera.					
5	Me cuesta decidirme					
6	Me distraigo fácilmente de mis planes					
7	Me recompenso a mí mismo por el progreso hacia mis objetivos					
8	No noto los efectos de mi progreso hacia mis objetivos					
9	Mi comportamiento es igual al de mis amigos					
10	Me es difícil ver algo útil acerca de cambiar mis maneras					
11	Soy capaz de lograr los objetivos que me propongo a mi mismo					
12	Postergo hacer decisiones					
13	Tengo muchos planes que me es difícil enfocarme en cualquiera de ellos					
14	Cambio la manera en que hago las cosas cuando veo un problema con como van las cosas					
15	Me es difícil notar cuando he tenido suficiente de algo (alcohol, alimentos, dulces)					
16	Pienso mucho sobre qué piensan las otras personas de mi					

17	Estoy dispuesto a considerar otras maneras de hacer las cosas					
18	Si quisiera cambiar, confío en que podría hacerlo					
19	Cuando toca decidir sobre un cambio, me siento abrumado/a por mis opciones					
20	Tengo problemas siguiendo las cosas que alguna vez me propuse hacer					
21	Parece ser que no aprendo de mis errores					
22	Usualmente tengo cuidado de no exagerar cuando trabajo, como o bebo.					
23	Suelo compararme con otras personas					
24	Disfruto una rutina, y me gusta que las cosas se mantengan iguales					
25	He buscado información y consejos acerca de cambiar					
26	Se me pueden venir a la mente muchas formas de cambiar, pero es difícil para mi decidir cuál usar.					
27	Me puedo apegar a un plan que está trabajando bien					
28	Usualmente solo tengo que hacer un error una vez para aprender de este.					
29	No aprendo bien del castigo.					
30	Tengo mis estándares personales y trato de vivir de acuerdo a ellos					
31	Soy metódico con mis maneras					
32	Tan pronto como veo un problema o desafío, comienzo a buscar posibles soluciones					
33	Me es difícil ponerme objetivos a mí mismo					
34	Tengo mucho poder de voluntad					
35	Cuando estoy intentando cambiar algo, pongo mucha atención a como lo estoy haciendo					
36	Usualmente juzgo lo que estoy haciendo por las consecuencias de mis acciones					

37	No me importa si soy diferente a la mayoría de las personas					
38	Tan pronto como veo que las cosas no están yendo bien, quiero hacer algo sobre aquello.					
39	Usualmente hay más de una manera de lograr algo.					
40	Tengo problemas con planes que me ayuden a alcanzar mis objetivos.					
41	Soy capaz de resistir las tentaciones.					
42	Me planteo objetivos para mí mismo y hago seguimiento de mi progreso.					
43	La mayor parte del tiempo no presto atención a lo que estoy haciendo					
44	Intento ser como las personas alrededor mío					
45	Tiendo a mantenerme haciendo lo mismo, incluso cuando no da resultados.					
46	Usualmente puedo hallar varias diferentes posibilidades cuando quiero cambiar algo					
47	Una vez que tengo una menta, usualmente puedo planificar como alcanzarla.					
48	Tengo reglas a las cuales me apego sin importar nada.					
49	Si tengo una resolución de cambiar algo, presto mucha atención a como lo estoy haciendo					
50	A menudo no noto que estoy haciendo hasta que alguien me hace un llamado de atención					
51	Pienso mucho sobre cómo me va.					
52	Usualmente veo la necesidad de cambiar antes que otros lo hagan.					
53	Tengo habilidad en hallar diferentes maneras de obtener lo que quiero					
54	Usualmente pienso antes de actuar					

55	Pequeños problemas o distracciones me desvían de mi curso.					
56	Me siento mal cuando no alcanzo mis metas.					
57	Aprendo de mis errores.					
58	Se cómo quiero ser					
59	Me molesta cuando las cosas no salen de la manera en que las quería.					
60	Pido ayuda a otros cuando la necesito.					
61	Antes de hacer una decisión, considero que podría pasar si hago una cosa u otra.					
62	Me rindo fácilmente					
63	Usualmente decido cambiar y esperar porque lo mejor pase.					

APPENDIX 3.- SEMI-STRUCTURED INTERVIEWS

Semi-structured interview - 1

Eh… La primera pregunta sobre la autorregulación es: ¿En el ámbito educativo usted que tanto porcentaje piensa que es responsabilidad del profesor o/y del estudiante para que exista el aprendizaje? Así como porcentajes

Por parte del profesor, para que uno pueda aprender…

Osea, para que se dé el aprendizaje en la interacción profesor estudiante, ¿Qué porcentaje o que rol juega cada uno?

Creo que debería ser un 80 o un 100. 100 porque….

El porcentaje es sobre 100

Sobre 100. Un 50-50. Osea por que la mitad lo explica el profesor lo cumple el estudiante.

Ya. ¿Cuál es el rol del profesor en esta interacción de… de aprendizaje?

Ehhh, Osea, el rol del profesor es importante porque es el que va a explicar la clase

Ya …

Por medio de quien uno va a entender la clase

¿Y el rol del estudiante?

Investigar si le quedo alguna duda (inentendible)… reforzar prácticamente la clase

Eh, en cuanto a usted, ¿Se propone metas regularmente?

Si, si me las propongo

Eh, ¿y qué tan efectiva es en lograr sus metas?

Efectiva, en un 80 por ciento porque siempre hay algo como que por lograr un objetivo no puede lograr el otro. Osea siempre hay algo que se dificulta, pero en un 80 por ciento

Ok, Eh, en cuanto a regular su comportamiento, eh… ¿Qué piensa usted de esto? ¿Es fácil o es difícil? Por ejemplo, las personas que quieren hacer dieta, las personas que se proponen una meta al inicio del año ¿Qué tan buena es usted para eso?

Soy un 70%, ehm… si, mi comportamiento si lo podría regular en un 70%, siempre hay una excepción en el camino, pero si … (inentendible)

Osea, si usted quiere deja r de comer chocolate ¿puede dejar de comer?

Claro que es un proceso, no todo es que, ahorita lo propones y ya mañana, osea, es un proceso… claro que en cierta forma …

¿Y usted toma estrategias durante ese proceso?

Claro, intento de, una persona trata de alternar eso por otra cosa, por buscar algo más saludable

Finalmente, ¿ha visto usted a alguna persona copiando?, ehm, ¿En qué porcentaje diría usted que una persona copia un workbook, una tarea, un deber?

Un porcentaje (risas) un 60%

¿Y qué piensa usted de eso?

La verdad pienso que no es nada, ehm, ¿Cómo le explico? Osea, no le ayuda en nada, porque en si realizar un workbook es como una manera de reforzar lo que uno ha aprendido, Y en si copiando no ...

¿Y las personas que copian en los exámenes?

En verdad yo no, ehm, no digo nunca, pero en realidad si, de que se me complica un poco…

Pero de que usted haya observado alguna vez

Si, si lo he observado, hay personas que tienen la facilidad de copiar.

¿Es un poco común?

De repente, lo he visto, pero no casi siempre, porque ahorita ya es un poquito más difícil.

Thank you

¿Esa es toda la entrevista?

Si, muchísimas, gracias por su cooperación.

Semi-structured interview – 2

En la interacción estudiante-profesor; ¿Qué tanto usted cree que es responsabilidad del profesor y del estudiante, esta interacción para aprender?

Eh, bueno, muchas veces es del profesor, muchas veces nosotros los alumnos por no participar o por temor no lo hacemos, ni siquiera alzamos la mano, pero cuando el profesor si te presiona un poquito te obliga. Te obliga, entonces, yo me imagino que es importante que el profesor a veces, cuando te ve temeroso, te diga, haber usted, conste que ahí ya sabe qué capacidad tiene el y ahí … (inentendible)

Pero entonces ¿Usted qué responsabilidad le pone usted al profesor? ¿Qué porcentaje le pone de responsabilidad al profesor y que responsabilidad al estudiante? Un 80 – 20 …

Yo diría que un 60 – 40, porque el ya se da cuenta …

60 … ¿para el profesor?

Eh, si, 60 para el profesor y 40 para el alumno, una que el profesor ya se ayuda, yo sé que el profesor me va a preguntar, me va a preguntar vuelta, me obliga, me obliga un poco, muchas veces el profesor si tiene que obligar al alumno un poco.

¿Usted se pone, o se propone metas personales regularmente?

Eh, no, a veces no, porque a veces tengo otras teorías, es que tratan de, para mí todo depende del asunto de edad, tengo otro tipo de prioridades, pero estoy tratando de darles más prioridades a los estudios ahorita por lo que quiero terminar, porque yo soy vieja malla.

Pero, ¿dentro de esas prioridades de estudio, usted se propone metas?, así como; esta vez le voy a sacar 7, esta vez le voy a sacar 9.

Si

¿Qué tan efectivo es para cumplir esas metas?

Cuando me lo propongo si, si soy algo efectivo.

¿En un 100 por ciento?

Si, un 90 por ciento

90 por ciento, yaaaa

No pensé pasar ingles horita yo creo me está yendo muy bien, la profesora es muy buena

¿Ha visto usted alguna vez alguna persona copiando un workbook?

Si

¿Es común?

 Es común

¿Qué porcentaje le pondría usted?

Ehh... Si quiera un 60 por ciento y ahhh muchas veces la gente siempre dice que no tiene tiempo para hacer algo va y lo copia enseguida

¿Y qué piensa ustedes de eso?

Ehh.. Bueno si está un poco mal particularmente yo trato de hacerlo hasta donde más pueda para ser sincero hasta yo donde más pueda o cuando ya no puedo o me siento eso no lo copio del libro pero generalmente la gente y buscan traductor en los celulares

Ahhh ya, Bueno… ¿son técnicas?

Si

Esta bien… ¿Ha observado usted alguna vez a un estudiante copiando en un examen?

Ahora no, por lo menos en este no

Antes… No, no me refiero solamente a su profesora

Ahhhh obviamente sí. Eso se ve casi en la mayoría

¿Es un poco común?

Si

Ok, ya... muchas gracias eso era todo

Semi-structuredd interview 3

Son preguntas sencillas, no

En un ambiente de clase, ¿En un entorno educativo las responsabilidades y los roles de los profesores son más o menos en qué porcentaje?, ¿En qué porcentaje el aprendizaje es responsabilidad del profesor?,¿En qué porcentaje el aprendizaje es responsabilidad del alumno ¿

Me parece que es equitativo, eehhh indudablemente el profesor es el que nos guía, da las pautas para… y la materia nueva… pero puede ser el mejor profesor, pero si el alumno no pone de su parte imposible, para mi si es un 50-50

¿50-50? … ¿El rol de profesor es un guía?

Enseñar, guía, a estas alturas ya somos adultos, no podría decir este…darnos pasos tal vez como si fuésemos niños ya... o sea se me fue la palabra pero indudablemente eh.. (Inentendible)

¿Y el rol del estudiante?

Obviamente, lo primero cumplir con lo que el profesor nos está tratando de enseñar y... Auto educarnos también vuelvo y repito si no ponemos de nuestra parte es imposible

¿Usted qué tan frecuentemente se propone metas, objetivos a sí mismo?

Por decirte en este semestre al igual que los exámenes mis objetivos si puedo sacar 8 en todas las materias o más de 8 para poder estar tranquilo en el segundo parcial

¿Y lo ha logrado?

Ya lo logré

¿Y... que tan frecuente se repite ese éxito al lograr sus objetivos? , ¿Siempre...? ¿Un 80 por ciento?

Un 80 por ciento porque cuando verdaderamente me lo propongo... Sí , estamos bien pero hay veces que uno dice sí , quiero sacar 8 pero no ... Lo dice no más pero no hace nada

¿Y usted propone estrategias técnicas, busca información como logra ese objetivo?

Ehh… siempre es bueno ayudarse con libros que pueden ser un complemento (inentendible)

¿Has visto estudiante copiando workbook?

Si

Dentro de una clase, ¿Qué porcentaje más o menos copian de un workbook?

En clase… 70 si quiera (risas)

70 por ahí…No solamente en la clase de inglés esta pregunta pero, ¿Has visto personas que copian en los exámenes, tal vez?

No, la verdad no, es diferente horita por ahí si ves uno o dos pero ya no es como antes horita en una aula...

O sea, antes bastantes personas

Antes eran 140 alumnos ahora hay 20 por aula hay una diferencia (inentendible)

Ahhhh y ¿Que opina usted de las personas que copian worbook o en los exámenes?

Engañarse porque puede sacar una buena nota copiando, pero a la hora de la hora cuando tenga que dar un examen oral o inglés o cuando tenga que ejercer lo que aprendiste en un trabajo no lo vas hacer

Ok.gracias listo

Semi-structured interview 4

En la interacción de la educación ehh… profesor estudiante , ¿Qué porcentaje de responsabilidad piensa usted que es del profesor? Y qué porcentaje es del estudiante?

Bueno en la parte educativa que cada uno tiene que desempeñar ehh... Del estudiante seria del 80 por ciento porque lo que el profesor le enseña pero el estudiante tiene que captar, interpretar todo lo está enseñando, manifestando

O sea seria un 80 por ciento responsabilidad del estudiante y un 20...

La responsabilidad que tiene el estudiante por aprender porque si el profesor le está enseñando y el estudiante tiene que esmerarse en el estudio que está realizando

Ahhhh ya... Muy bien ... y ¿Cuál es la responsabilidad tanto para el profesor y el estudiante?

Bueno el profesor lo que...La responsabilidad de él es brindar a sus estudiantes...eh... La parte teórica ...o de enseñar la materia y el estudiante captar las ideas ,interpretando y de esta manera mostrarle al profesor...que el profesor se dé cuenta como él se va desempeñando en la materia

¿Con que frecuencia usted se propone metas a sí mismo?.. No solo en el ámbito educativo sino personal, comportamiento

Bueno...Con que con todas las materias seria

No, a nivel personal o como

Eh… seria llegar a mi futuro…

Proponerse metas, como este mes eh... voy a dejar de jugar videojuegos

Ahhh, para mejor la calidad de enseñanza de cada uno ya no andar en las redes sociales e investigar más sobre la parte de la materia

Entornes usted si se propone metas regularmente

Si, si lo hago

¿Y qué tan efectivo es para cumplir esas metas?

En la parte afectiva

No, efectivo o sea que tanta efectividad tiene para cumplir esa meta porque las personas se proponen cosas pero no lo logran cumplir

Si uno se propone una meta pero tiene que ya tener planeada como va a cumplir esa meta , bueno por mi parte yo si alcanzo lo que quiero , cumpliendo todo lo necesario para tenerlo y lograrlo

¿Y siempre lo logra?

Sí, pero a veces no sale como uno quiere pero hay que mejorarlo

¿Qué porcentaje le pondríamos un 80, 90 por ciento?

Un 70 por ciento

Un 70 por ciento… ¿ha visto usted personas que tal vez copien en un workbook . o los trabajos que le mandan de otra asignatura?

Bueno, si hay personas que si copian pero esto afecta

¿Qué tan frecuentemente es esto? , que usted observa en la clase que se yo… 5 de 20 estudiantes o 10 de 30 estudiantes

De nuestro curso como somos 30 unos 3 de 30 pero no es tanto

¿Y en otras materias?

Mmmm… un 15 por ciento de todo ya sea por casos que están trabajando o que no han tenido tiempo por eso.

¿Alguna vez ha visto una persona copiando en un examen?

Ahhhh...si, si he visto

¿Es común?

Ehh... Es que depende si el profesor es exigente o se da cuenta que van a copiar o mantiene un régimen que no vayan a realizar copia pero hay otros que no, que están realizando otra actividad y no se dan cuenta que los estudiantes están copiando

¿Qué piensa usted de esto?

Que... No debe ser así que deben tener un control entre todos los estudiantes para que todos (inentendible)

Ok. Bien.

Semi-structured interview 5

Que Piensa ustedes sobre el porcentaje de responsabilidad en el ámbito educativo profesor estudiante, ¿cuánto cree que es responsabilidad el profesor?,¿ cuánto cree que es responsabilidad el estudiante?

Bueno... Yo creo que sería mitad, mitad

Mitad , mitad ya…

50 del profesor y 50 del estudiante creo yo...

¿Cómo cuáles serían las actividades a realizar por los profesores, y cuáles son las actividades del estudiante?

El profesor talleres así como como hace la profesora, ohm… también la pronunciación

Ok

Y así uno mismo practicar

¿Y el rol del estudiante es?

Practicar, ir a seguir estudiando y estudiando para poder (inentendible)

Supongamos que un estudiante tiene éxito, ¿el 50 por ciento es responsabilidad del profesor y el 50 por ciento responsabilidad de este estudiante ¿

Pues yo creo que si porque el profesor, porque cuando es buen profesor una esta aprendiendo

Y si un estudiante falla , también es un 50 por ciento profesor ..

Ahí ya la responsabilidad seria del estudiante

Entonces ahí ya no sería un 50 -50

Bueno ….

Ahhh

Pero yo creo que ahí ya sería más responsabilidad del estudiante .. Que o sea.. Mas responsable debe ser estudiante que e profesor porque el ya ensena ya es cosa del estudiante si aprende, si pone de su parte para aprender

Ok.. ¿Regularmente usted se propone metas?

Estemm.. si por…practicar más para poder

No no , metas personales , comportamiento …de ya no voy a comer chocolate.. Ya no voy hacer tal cosa…si se propone metas regularmente

Si

¿Y que tan efectiva es para cumplir esas metas?

(risas) a veces … poco

¿De las 100 metas que se propone cuantas cumple?

(risas) que , no se .. la mitad

Ok.. ´¿Ha visto usted alguna vez a las personas copiando un worbook?

Si

Es común…¿Y que tal sobre copiar en los exámenes?

Creo que no .. Porque ya .. Como que ..

No solo en los exámenes de inglés sino en los regulares

Ahhh , si he visto ..

¿Cuál es su opinión sobre las personas que copian es una estrategia valida, tal vez?

Es según el pensar de cada estudiante… ahí si para copiar (inentendible) , ahí si no se si podre porque soy un poco nerviosa

¿Qué piensa de las personas que lo hacen?

(Inentendible)

¿Es bueno para su aprendizaje?

No, no es bueno

Ok, muchas gracias eso es todo.

Semi-structured interview 6

Sobre los roles y la responsabilidad del profesor y el estudiante que tanto usted, propone como responsabilidad del profesor y del estudiante.

Un porcentaje

Si …

Yo creo que un 50 por ciento el profesor y un 50 por ciento el estudiante

O sea si un estudiante tiene éxito, un 5o por ciento ha sido responsabilidad del profesor y el 50 por ciento responsabilidad del estudiante y si un estudiante falla 50 por ciento es responsabilidad del profesor y 50 por ciento es responsabilidad del estudiante

Sí, yo lo veo así

¿Cuáles son los roles del profesor?

Los roles como…

Que debe…

La responsabilidad

Exacto…

Ehh, o sea debe. Es que… los profesores deben darse cuenta de las falencias que tiene el estudiante…o sea cuando es un grupo pequeño ellos pueden darse cuenta o sea en que están fallando, o sea porque no están llegando, con sus clases, enseñanzas (inentendible) pero o sea eso sería una (inentendible)

¿Y del estudiante?

El estudiante, practicar para mí la práctica es lo que hace… si un profesor te manda un ejercicio, un estudiante tiene la obligación… a parte lo que aprendiendo en clase, practicarlo en la casa.

¿Con que frecuencia usted se propone metas?

Eh, o sea cada semana

¿Y qué tan efectiva es para cumplir sus metas?

 La verdad es que, la mayoría de metas que yo me he propuesto… las he cumplido, claro las que se puede lograr

¿Usted diría he logrado un 100 por ciento de mis metas, un 90 por ciento de mis meta?

No, 100 por ciento no, imposible a la edad que yo tengo, la mitad que uno tiene a futuro se logran, o sea metas a largo plazo y esas no las he cumplido... falta mucho

Pero ¿y las metas que ya llegaron a su tiempo límite?

Si

100 por ciento de ella las ha cumplido

90 por ciento

Este. ¿Usted ha visto personas copiando un worbook tal vez o tareas?

Si he visto personas copiando

¿Copiando un workbook, copiando tareas?

Si

¿Es una práctica común?, lo catalogaría así

Si

Y que tal sobre copiar en el algún examen, ¿ha visto alguna persona, conoce a una o dos personas ¿

Conozco

¿Qué piensa usted sobre estas prácticas?

Eh, pienso que, en un examen (inentendible)

¿Está bien que copien?

No, no es que está bien que copien pero… por lo general un examen no define tu capacidad intelectual, no define la enseñanza ,claro no está bien que copien porque eso está mal pero no es un problema , ósea no ... no sé cómo explicarlo no es la gran cosa

O sea el fin justifica los medios, quiero un título… copie, lo importante es el título o lo que se aprende

Claro que copiar está mal o sea por lo general la gente copia es teoría y simplemente algunas personas no se les queda y no esta malo

Usted seguiré que debería a ver un rediseño de la forma de evaluar a los estudiantes

Aja, si

Ok muchísimas gracias.

Semi-structured interview 7

En la interacción profesor estudiante, ¿qué tanta responsabilidad tiene el profesor?, ¿qué tan responsabilidad tiene el estudiante?

Sería del 100 por ciento un 50-50 por ciento porque ambos deben estar equiparados

O sea si un estudiante tiene éxito 50 profesor, 50 estudiante y si el estudiante falla 50 estudiante, 50 profesor

Ahí tendría más responsabilidad el alumno con respecto a clase, si el profesor de la clase el estudiante tiene la responsabilidad de prestar atención,

¿Y cuál es la responsabilidad del profesor?

Dar la clase y percatarse que todos los alumnos participen y si hay alguna duda despejarla

Tanto como profesor y alumno asegurarse de que

De que la clase este entendida

¿Qué tan frecuentemente se propone meta así mismo?

Frecuentemente, quizás por año

¿Y qué efectividad tiene al cumplir esas metas?

Mmmm…del 80 al 90 por ciento…Si me pongo una meta a largo plazo, es para poder realizarla bien

O sea usted dice de aquí a una año voy a dejar de comer chocolate

(Inentendible)

Ok, puede que le cumpla…. ¿Alguna vez ha visto a un estudiante copiar tareas workbook en general no solo inglés?

Si, si he visto

Es un poco común… ¿Y en exámenes?

No, eso no

No se ha percatado

(Inentendible)

Ah ya se fija en su examen y nada más… ¿Qué piensa de las personas que incurren en esta práctica?

Que no están en lo correcto porque así no aprenden bien, o sea no aprenden si no practican estudiando y no sabrían que estarían copiando y hasta copian mal

¿Lo importante sería tener un título o aprender?

Aprender, porque cuando ya te toque trabajar, sino aprendió nada como va trabajar, a realizar lo que le pidan

Ok.

Semi-structured interview 8

Eh... En la interacción profesor estudiante, ¿qué tanta responsabilidad le da usted al profesor?, ¿qué tan responsabilidad le da al estudiante en términos de aprendizaje?

O sea yo sí creo que el profesor es un apoyo valioso, si el profesor no le explica a uno de manera didáctica es difícil aprender y comparándolo con el profesor que tuve el semestre anterior, realmente la miss es otro nivel

No, no estamos comparando a la miss ni nada piénselo...

No, no

O sea piénselo en cualquier curso…el éxito del estudiante para aprender está relacionado

Yo creo que 50-50

O sea si el estudiante tiene éxito ..Yo que sé.. En aprender y pasar, 50 por ciento es responsabilidad del profesor, 50 por ciento del alumno

Pienso que si

Exactamente es lo mismo si falla, es decir 50 por ciento responsabilidad del alumno y 50 por ciento responsabilidad del profesor

No, no necesariamente porque puede ser un estudiante que no le ponga la dedicación que debe ponerle

Entonces habría que replantear los porcentajes .. ¿Cuál sería verdaderamente su percepción?

Un 70-30

¿70 de quién?

Un 70 del estudiante y un 30 del alumno

Ah ya... ok... ¿Que tan frecuentemente se propone metas a si misma?

Siempre

Siempre… ¿y con qué efectividad logra alcanzar estas metas?

Digamos que un 80 por ciento

Ok, esteeemm... ¿Qué cosas nada más usted considera para alcanzar esas metas?

Como, un ejemplo

Este… se propuso… no usar internet una semana Como lo hace

Si estamos hablando netamente del estudio de inglés o general de la vida

No, a nivel general... Todas estas preguntas son a nivel general

Por ejemplo, si hace poco me paso que estuve sin celular, se me daño es complicado actualmente estar sin teléfono porque es el medio de comunicación para todo y bueno dije no me voy desesperar y ver cómo me va y realmente fue al positivo más bien creo que me desintoxique de la tecnología, pero para mí es muy muy…

Ya pero eso es algo que justo paso, yo digo sabe que el Dr. Me mando a dejar los chocolates

Si me ha pasado

¿Qué pasos considera usted importante para lograr sus metas?

Mmmm perseverancia, si he tenido eso que me acaba de decir, he tenido que dejar dulces, me ha tocado estar cero azúcar durante un mes y

Pero no es fácil… ¿cómo logra usted llegar a esa meta?

Ehh… todo es con…

¿Hay algún tipo de planificación ¿

No no, realmente una planificación así especifica no, simplemente querer hacerlo...

Por ejemplo ya no quiero comer chocolate... Ok... Entonces la primera semana como 5 y le bajo a uno y así... ¿Eso es un tipo de planificación usted los pasos para autorregularse?

No realmente no, pero usted llega a su meta de alguna forma

Así es… ¿Ha visto alguna vez alguna persona copiando el workbook?

Copiando ¿

Mmmm

Copiando, ¿cómo copiando?

¿Copiando una tarea?

Uy si … todo el tiempo

¿Es bastante común?

Si, muy común

¿Conoce alguien que alguna vez haya copiado en algún examen?

También si

¿El fin justifica los medios?

La desesperación por pasar tal vez

¿Qué piensa usted de eso ¿

Que a larga el daño es para uno mismo porque uno es el que no aprende

Y si uno quiere realmente quiere estudiar res porque quiere ser alguien en la vida y si se va a poner a copiar solamente a la final será un profesional mediocre, pero hay ocasiones que si a veces uno se mata estudiante y…. igual uno va del examen y hay una pregunta que no se y si te la pueden decir estaría bien… de esas preguntas rebuscadas

Eso ya sería un mal diseño de la prueba en este caso

Si

Ok. Gracias

Semi-structured interview 9

Mmm en un entorno educativo las responsabilidades del profesor y del estudiante, que porcentaje usted le daría, ¿cómo qué porcentaje de responsabilidad del profesor y que responsabilidad del estudiante?…Considere que si el estudiante tiene éxito a que si el estudiante falla en cuanto a la responsabilidades

Las responsabilidades deberían ser parte y parte

Si…pero ¿en qué porcentaje estas responsabilidades comparten entre profesor como alumno?

Eh… de un 100 por ciento el alumno tendría 50 y el profesor un 50…

O sea si alumno tiene éxito 50 por ciento es responsabilidad de él y el otro 50 del profesor y si falla lo mismo

Bueno ahí… si puede ser

Si puede ser, ok... Pero no necesariamente ... Lo dudo

Es que por ejemplo si ya el alumno falla ya es responsabilidad del mismo

Entonces el porcentaje que usted me dice habría que replantearlo…

Quiere que le diga otro (risas)

No, no simplemente como usted me dice que si lo considera cunado el estudiante tiene éxito, pero cuando falla como que no... Entonces pensaba que tal vez lo consideraría distinto. ¿Qué tan frecuentemente se propone metas así mismo?…

Depende de lo que me haya pasado, porque si al inicio… Cuando inicia la universidad me propuse a estudiar y aprobar las materias ... Entonces esta meta es a largo plazo

¿Y la ha cumplido hasta el momento? ¿Y metas a corto plazo que tan efectiva es para cumplir sus metas?

Ah corto plazo no he tenido…

Pero también son parte de la planificación de las de largo plazo…. ¿Qué tan efectiva es?

Un 90 por ciento

Ok… usted alguna vez habrá observado un compañero, compañera copiando un workbook una tarea…no solo en ingles… conoce alguien que haya copiado en un examen

En un examen no

¿Qué piensa de las personas que recurren a esto? … ¿el fin justifica a los medios? ...O es una práctica. Que no se…

En si yo no opino... en eso si no me gusta opinar porque creo que todo estudiante ha copiado una tarea no hay uno que diga que no…. o alguien que nunca haya copiado porque hasta yo lo he hecho

¿Es algún tipo de estrategia?

No sé si estrategia porque uno a veces por alguna razón o motivo no pudo hacerla, pero a veces que uno lo hace por vago, pero en si … no (risas) Ya rápido pregunte,

No, ¿qué opina sobra las personas que copian?

No opinaría porque yo también lo he hecho.

Semi-structured interview 10

Ok está bien. ¿En una clase o cualquier entorno educativo la responsabilidad tanto en el éxito como el fracaso del profesor y del estudiante que porcentaje tienen cada uno?

Halando del 100 por ciento, el 60 por ciento es del estudiante y 40 del profesor

¿Y cuáles son los roles tanto de estudiante como profesor?

El profesor debe impartir bien su clase y buscar el métodos para que se dé a entender y el estudiante entender y poner de su parte para poder captar el conocimiento que el profesor imparte al estudiante , cumplir tareas y así

¿Que tan frecuentemente se propone metas?

Metas a largo plazo. Eh solo las que tengo definida. Terminar mi carrera y cosas así

¿Y en cuento a la efectividad de lograr esas metas …Como esa afectividad?…

Como

O sea, yo me propongo lograr 50 metas y de esas metas logro 10

Ahhhh ya de las que logro a corto plazo es de un 50 por ciento

Ok… este y que tipo de estrategia usa para cumplir sus metas… ¿cuáles cree que son características importantes para cumplir esas metas?

Primero es el empeño la perseverancia. un cronograma los objetivos que uno desea y las cosas que me ayudaría a conducir a lograr lo que quiero y las cosas que no

Usted alguna vez ha visto a un estudiante copiando workbook... tarea

Copiando un workbook si…

¿Diría usted que es una práctica común?

Y. Si, común

Y con respecto a exámenes, ¿conoce a alguien que haya copiado?

No…

O no se ha dado cuenta

No, si he visto

¿Y qué piensa de esas prácticas?

Y a veces…

¿El fin justifica los medios?

Depende de la persona tal vez no tuvo tiempo, trabaja o no pudo...Pero igual creo que debería tomarse un tiempo para estudiar no sé...

Y si es un doctor y le toca que la opere a usted alguna vez copio en el examen.

No porque si está ahí parado como doctor debe de saber, pero tampoco que haya copiado en un examen no significa que no sepa nada…

Ok. Listo

Semi-structured interview 11

Ok. En un entorno educativo, ¿cuál considera usted que son los porcentajes de incidencia tanto en el éxito como el fracaso del profesor y del estudiante?

Yo creo que sería 30-70

¿Quién el 30?

Treinta el profesor y 70 el estudiante

¿Porque en mayor porcentaje el estudiante?

O sea porque considero que el más interesado es el alumno y si el profesor no llena todo lo que debe enseñar en el semestre a uno le toca buscar y de hecho eso pasa

Y este… ¿qué tan frecuentemente usted se propone metas así mismo ¿

Mmmm no me he propuesto…

¿No suele proponerse metas?

Casi no

Como que. Este semestre pasare todas las materias con 8, 9. No me voy a quedar en ninguna

Bueno este tipo de metas no tengo porque si tengo buenas calificaciones… tal vez si me quedaría

Que comportamiento tal vez… por ejemplo a las personas que tienen diabetes no pueden comer chocolates

Ah yaaa, por ejemplo me gusta mucho lo que es el piano y siempre me propongo aprender... osea se toca pero quiero aprender a tocar mejor y...

¿Y en que efectividad podría lograr cumplir esas metas?

¿Cómo que en que efectividad?

Mmmm…. obtuve 10 metas este año cuantas de esas he cumplido o parcialmente cumplido

Como le digo no tengo muchas metas pero de esas metas que me he propuesto... Eh…creo que un poco más de la mitad

¿Y qué pasos son importante para cumplir estas metas?

Lo importante siempre es planear para mí…

Ver lo que quiero lograr, lo que quiero hacer y si quiero aprender algo propone horario para aprender

Mmmm

Y así pongo los medios

¿Y... usted alguna vez ha visto a una persona copiando el worbook una tarea diría usted que es una práctica común ¿

Si

Mmmm, ¿ha visto usted a alguien copiando en un examen quizás?

A nivel general si

¿Qué piensa usted de eso ¿

No, no me gusta, no me parece considero que uno se engaña… pienso que uno debe estudiar y hacer lo que uno sabe

¿Qué pasa con esa personas que copian…Obtienen un 10 un 9?

Si de repente tiene. Se van vacíos. Yo considero que lo importante es aprender… no la nota A mí me gusta aprender

Ok, dicen por ahí con el aprendizaje uno llega lejos

Semi-structured interview 12

Coménteme usted sobre la interacción que existe entre el profesor y el estudiante que porcentaje de responsabilidad existe de parte de los profesores y de los estudiantes en el existe y el fracaso de que se lleguen aprender.

Al menos con la miss Joyce.

No solamente con la miss Joyce... piense la pregunta de una manera general

Con la miss Joyce… un 100 por ciento tiene paciencia

Pero no no escúcheme…la responsabilidad del estudiante y del profesor si en un 100, cuanto es responsabilidad del estudiante y del profesor para que se llegue al éxito del entendimiento…

Mmm ya ya en qué porcentaje, 30 por ciento del profesor e una 70 por ciento del estudiante

¿Cómo así?

Depende del estudiante porque el profesor le puse explicar de la mejor manera, pero si el estudiante no práctica, no realiza de nada sirve

Ok… está bien, ¿qué tan frecuentemente usted se propone metas así mismo?

Que tan frecuentemente… metas a corto plazo… cada momento sale algo nuevo

¿Y con que efectividad cumple esas metas?

Trato de hacerlo al 100 por ciento, pero tengo un 5 por ciento

Un margen de error seria...por ejemplo Hoy se propuso pasar por el supermercado, pero no lo hizo

Nooo, difícilmente no lo hago tal vez no compre todo lo que iba a comprar pero de que voy voy

¿Qué tipo de estrategia utiliza para que estas metas se den ¿

Trato de administrar el tiempo es lo que más..

Administración del tiempo y, ¿ esa administración requiere de un tipo de cronograma?

Trato de escribir lo que tengo que hacer durante el día

Reconoce que hay un plan entonces para administrar el tiempo… Estee… ¿alguna vez ha visto a alguien copiando el workbook o una tarea?

Si si he visto

¿Diría que es algo común?

Mmm no común pero si suele darse

Pero no solo en ingles sino en todo

En la mayor parte pasa

Eh… y¿ ha visto algún estudiante copiando en un examen tal vez?

También lo he visto

¿Cuál es su opinión de eso?

Sencillamente no aprende

¿El fin justifica los medios?

Perooo no sirve un título sino tienes conocimientos puedes tener miles de títulos pero si no tienes una base no sirve de nada. Al menos yo admiro a un profesor que una catedra así sea lcdo .ing que un master que no sepa nada

Gracias eso es todo.

Semi-structured interview 14

Con respecto a la interacción profesor estudiante en un entorno educativo antes la posible falla o éxito de un estudiante,¿ que porcentaje de responsabilidad tendría el estudiante y que porcentaje de responsabilidad tendría el profesor?

Yo digo que más el estudiante

En término de porcentaje, ¿ cuánto seria?

Yo diría que el 100 por ciento

Entonces 100 por ciento podemos prescindir del profesor .. No hay profesor

No no que el profesor es la explicación…usted me dice

La responsabilidad tanto de estudiante como profesor para el entorno educativo... Usted me dice que el estudiante es el 100 es decir sacamos al profesor …es decir por ejemplo el estudiante tiene éxito en aprender

Ya..

¿Que tanto de porcentaje corresponde al profesor y que tanto de porcentaje corresponde al alumno?

El porcentaje del 100

No no entre los dos debe haber un 100

Ahhhh yaya lo que el explica, lo que yo capto

Lo que es responsabilidad del profesor y lo que es responsabilidad del alumno

Sería un 50-50

Si el estudiante falla es un 50 por ciento del profesor y alumno y lo mismo si tiene éxito…Ok. Que tan frecuentemente se propone metas así mismo

Ehmm por ejemplo en los estudios .. Horita tengo estudiar

Ya… pero,¿ que tan frecuentemente se propone metas?

En el trabajo tengo mejorar mi rendimiento

O sea si se propone metas regularmente….¿Que tanta eficacia hay al cumplir esas metas?

Si siempre las cumplo

¿Siempre?

Si,hasta horita si

Entones si usted dice que sacara 10 en ingles lo saca

Mmmm entonces en un 80 porciento

¿Y que aspecto son importante para lograr esas metas?

Lo único es siempre estar ahí, ser responsable, no defraudarse

Con responsabilidad, pero, pero me imagino que ser responsable es una característica, que hace para cumplir esas metas,

Lo que me propongo hacer lo hago bien para no tener errores

A ver su meta es sacar 10 en inglés y me dice que usted es responsable, entonces usted tiene una planificación

Estudiar las posibilidades que hay y de ahí planificar

Ok.. Muy bien … ¿usted alguna vez ha visto un compañero suyo copiando?

Si es normal

En exámenes

Amigo mío no pero si he visto

Ahhhh , si ha visto y ¿que piensa usted de esto?

Que está mal porque no aprenden

¿El fin justifica los medios?, yo copio y tengo mi titulo Qué piensa usted de eso

Que está mal porque cuando vaya a ejercer su título no va a saber lo que ha estudiado

Ok.. Muchas gracias

Semi-structured interview 15

En la relación educativa intervienen profesor y estudiante la responsabilidad tanto del profesor y estudiante como la considera

Intervención en qué sentido

En que las dos personas ponen de su parte para que exista un aprendizaje … ¿cuales son los roles?.. ¿Cuáles son los porcentajes usted le pondría a cada uno de ellos?

En cuestión de docente yo les pondría un 60 por ciento

¿O sea el docente tiene más responsabilidad que el estudiante?

En caso que el estudiante tenga un mejor aprendizaje si

O sea el estudiante tiene éxito es 60 por ciento de responsabilidad del profesor y 40 de sus parte

Exactamente

Y si el estudiante falla 60 por ciento de responsabilidad del profesor y 40 del estudiante.. Como así ese porcentaje depende mucho más del profesor que del estudiante

Yo pienso que el docente está dándonos clase y catedra y es parte de nosotros receptarla y así aprender cada día un poco más entonces si ellos no nos dan clase ..o que se yo no cumplen el reglamento o el syllabus…

¿Como define usted el rol del profesor?

El rol de un docente es ensenar al estudiante dictar de sus conocimientos a los estudiantes

¿Y el rol del estudiante cual es?

Aprender con el docente e interactuar entre ellos

Ya.. este.. ¿usted se propone metas a si mismo?

Si

¿Que tan efectivo es al cumplir sus metas?

¿En porcentaje?

Si

Un 80 por ciento

Un 80 por ciento de sus metas las cumple. ¿Qué cosas o que aspectos son importantes para que usted cumpla esas metas?

Ehm… los estudios que estoy

No solamente de estudios pueden ser personales

Pero o sea… la parte importante terminar el semestre y complementar las calificaciones necesarias para aprobar esa una meta

Comprarse un celular nuevo también puede ser una meta…pero cuales son los pasos para cumplir esas metas

Aspectos importantes, bueno en si pasos importantes podrían ser dedicación, perseverancia que con eso se puede llegar

¿Con el caso del celular a que me dedico?, a que persevero ¿

¿A que me dedico?

Si como usted dice a qué me dedicaría ¿dónde se vería esa perseverancia?

En este caso reuniendo más dinero porque uno ya tiene pronosticado sus gastos entonces no utilizamos ciertas partes de los gastos que tengo y reunimos para poder hacer la compra de este bien

Entonces en este caso sería observar las circunstancias…Finalmente,¿ha visto usted alguna

persona copiando el worbook o copiando en algún examen ¿

Si es que visto copiando un workbook o un examen... no nunca, compañeros de este semestre otros compañeros si

¿Diría usted que es común?

Ehm si

¿Que piensa de estas personas?

Pienso que no está bien porque no están llenándose de un 100 por ciento de los conocimientos que el docente brinda

Ok. Esta bien

Semi-structured interview 16

En el momento en que decimos que hay una interacción educativa y los protagonistas son docentes y estudiantes en…. En el objetivo que es aprender… ¿que porcentaje le pondría a los docentes y que porcentaje le pondría a los alumnos de responsabilidad para que se logre aprender?

¿Qué porcentaje?… bueno …con la clase que tenemos horita…

No, no de manera general

Bueno eh… horita he visto más compromiso con los estudiantes, hay un grado mayor de responsabilidad, y se ve reflejado el trabajo y el esfuerzo de cada uno

Y en forma general para que alguien aprenda instructor, profesor, y estudiante o aprendiz que tanta importancia o que tanta responsabilidad tiene el docente y el estudiante supongamos para pasar el semestre para aprender algo

Yo creería que el estudiante 100

Si usted me dice el 100 está quitando al profesor, entonces no hay profesor

Oh no, no si si , entonces me dice hacer un 100 entre los dos.. Entonces sería un 70-30 porque el profesor imparte los conocimientos, pero al estudiante le toca lo, estudiándolo y comprendiéndolo

¿Entonces mayor es la responsabilidad del estudiante? Entonces explíqueme eso

Si porque digo yo. El profesor imparte su clase, su conocimiento lo explica .eh…. eh…. Pero es el estudiante el que debe cumplir sus deberes investigar eh… concentrarse en clase.

Ok… estemmm..¿ Qué tan frecuentemente se propone metas así mismo?

Que tan frecuentemente…bueno … metas usualmente con mayor frecuencia…por ejemplo yo trabajé hasta diciembre estuve en mi trabajo (inentendible) y en el área de cobranza siempre nos ponían una meta, mensualmente debíamos cumplir con x porcentaje

Pero metas suyas

Eso hablando del trabajo, pero ya personales unas dos a tres

¿Y que tan efectiva es al momento de cumplir esas metas?

Bueno, a veces creo que yo son un pocos difíciles pero ahí está la cuestión de una

¿Si le podría un porcentaje cuantas metas usted cumple?

Un 80 por ciento de metas

¿Y que pasos son importantes para cumplir ese 80 por ciento ..Que aspectos o factores para alcanzar eso?

El apoyo de la familia en este caso de mi esposo de mis hijos organizarme , sacrificio

¿A que se refiere con organizarme?

El tiempo para poder desarrollar esas actividades

¿Algunas vez ha visto algún compañero copiando una tarea?

Si

¿Y en algún examen tal vez?

También

¿Qué opina de esta práctica?

Que ya hoy en día debería ser algo que no pase porque ..Bueno hay gente que bueno no pudo a ver tenido tiempo , trabajan o el rol de casa, el rol de madre hay muchos factores

¿Pero está bien o mal ¿

Ahhh no definitivamente está mal porque es engañarse a uno mismo

Ok, eso sería todo

Gracias hasta luego

Semi-structured interview 17
¿En la Interacción docente - estudiante que porcentaje de responsabilidad de intervención de cada uno?
Ósea responsabilidad o interacción. este en que aspecto?

Para aprender
Ah ya

Por ejemplo, ¿en el éxito o el fracaso del aprendizaje que porcentaje de responsabilidad tiene el docente y que porcentaje responsabilidad tiene el estudiante?
Se podría decir que es compartida la responsabilidad 50 -50% porque una parte lo hace el docente. También la otra parte la hace el alumno, pero muchas veces hay docentes que su meta es que los alumnos salgan aprendiendo y a otros le da lo mismo si el alumno quiere pasar pasa si aprende igual.

Entonces si el alumno tiene éxito, el 50% es responsabilidad del estudiante y el y 50% es de responsabilidad del profesor?
Claro
Y si falla también. Es 50% del profesor y el 50 del estudiante?
Si falla este mmmm…. si falla se podría decir que ahí tendría más responsabilidad el docente, porqué hay docente que buscan darse cuenta que los alumnos salgan con conocimientos se podría decir 60 – 40

60 para?
60 para docente y 40 para el estudiante.

Cuando el estudiante falla…. ok
¿Qué tan frecuente se propone metas?
ósea actualmente mis metas es pasar todos los semestres.

Metas de comportamiento pueden ser metas de estudios
Ósea a pesar que cada semestre me propongo como meta pasar todas las materias.

¿Y qué tan efectivo es para cumplir aquellas metas?
Tan efectivo…. con dedicación

Por ejemplo, yo me propongo 10 metas y ¿cuantas cumple?
Ósea… como porque hay metas a largo plazo o cortos plazo

¿Cuál es su porcentaje de efectividad en cumplir metas?
Ya este porcentaje de efectividad en cumplir las metas.

¿Siempre las cumple?
Sí, siempre las cumplo si son a largo o corto plazo.

¿Cuál es su porcentaje para cumplir las metas?
Es de un 85 %.

Por ejemplo, yo me propuse sacar 10 en la lección oral y saqué 10
Ah sí … y como fue la pregunta

¿Cuál es la efectividad para cumplir sus metas?
Ósea que yo no sacó 10… fracaso?

Prácticamente uno se pone metas que puede cumplir, pero a veces no se cumplen.
¿Si saco 8 es fracaso?

Si la meta es 10 obvio es fracaso
¿Qué aspectos son importante para cumplir esas metas?
¿Qué aspectos son importantes? este principalmente dependiendo de la meta hay que ir paso a paso yo talvez me proponga un cronograma.

¿Paso a paso quien propone esos pasos?
Si la meta es mía obviamente yo.

Ok ¿alguna vez Ud. ha observado un estudiante copiando tareas, workbook?
En cualquier asignatura, siempre

¿Es bastante común?
Claro

¿Algún examen?
Si

Y ¿Qué piensa de esa práctica?
¿Que pienso de eso? este que hay estudiante que para ello es más importante pasar sin haber aprendido nada ósea con tal de pasar.

El fin justifica los medios
No, no obviamente dependiendo de cada persona yo no me voy engañar si copio en los exámenes y paso al otro semestre me pregunta algo y no se pues.
Ok muchas gracias.

Semi-structured interview 18
¿En la Interacción profesor -estudiante que tanta responsabilidad del profesor que tanta responsabilidad del alumno?

En el aprendizaje

Si como para tener una idea.
Yo creo en ambas partes el docente debe usar técnicas adecuadas (no entendibles)
Esos los roles del docente usar técnicas adecuadas
Para que capten los estudiantes

¿Si el estudiante tiene éxito que porcentaje es responsabilidad del profesor?
Un 70, 80 % del profesor

Y si el estudiante fracasa que tanto es responsabilidad del profesor un 60,50 %
Y porque baja más o menos deben ser igual
Yo creo 50,50 %
Porque hay docente que explican bien la materia y todos captan y la mayor parte pasa pocos se quedan en cambio hay docentes que no tienen esa técnica para enseñar, ese talento y no tiene ese don entonces no enseña nada entonces perdón no capta y no explica bien no llega al alumno, No usa técnica adecuada.

Si el estudiante falla entonces siempre
Espere doctor también los alumnos fallamos porque no nos dedicamos o trabajamos como en mi caso, entonces en parte el alumno 45%,50%

¿Hay más responsabilidad o es de igual manera para el estudiante?
Yo creo que si deben tener 50% 50%.

Ok

Este… con respecto a proponer metas. ¿Qué tan frecuente te propones metas así mismo?
En general o metas personales.

Todo tipo de metas en forma general
Gracias a Dios un 80% en enfocarme en esa meta

No, no … Con qué frecuencia, ¿siempre se propone metas o nunca las cumple?
Siempre me propongo metas, no todas se cumplen porque son corto, mediano y largo plazo por el por el tiempo entonces se busca la prioridad de la meta.

Ya, pero… siempre las terminas cumpliendo?
La mayor parte sí, no todas no ni que fuera perfecta para cumplirlas todas.

Obvio yo le estoy preguntado
Un 80% o 70%

¿Ok Usted ha visto un compañero copiando tareas?
Si
Se podrá decir que es algo normal
Yo creo que no, porque no aprende nada.

Común, común
Común que en todos lados que uno ve esto.

¿Y qué opinas de esto?
Le comento que hay que ver el punto de vista de los estudiantes. Porque la mayor parte de los alumnos de la universidad trabajamos entonces no hay tiempo porque son padres de familia.

Una padre familia prácticamente no llegaría a ser un buen profesional cuando se forma siendo padre de familia y trabaja
Perdón
Es por la pregunta que me hizo por si copian.

Claro
Hay ver el punto de vista porque no tiene tiempo por eso viene acá a copiar rápido y cumplir las tareas.

¿Y en la tarea no hay algo de aprendizaje?
Si hay, pero depende porque hacen un copia y pega

Bueno muchas gracias

Semi-structured interview 19
¿En el ámbito educativo en la interacción docente - estudiante a que se debe el aprendizaje?
Que tanta importancia y responsabilidad tiene el docente que tanta importancia y responsabilidad tiene el alumno
50% y 50 % porque ambos tienen responsabilidad, pero más el estudiante por es el que se va a graduar
Como así entonces si él tiene más responsabilidad ya no es 50 % y 50%
También es la responsabilidad que tiene el profesor a enseñarle porque hay ciertos profesores que no dan clases y se sientan y otros se dedican a enseñar.

¿Se propone 50 y 50 así el estudiante falle?
A quien le interesa más graduarse al profesor o a el estudiante.

Entonces no puede echar la culpa al profesor si Ud.
Entonces Ud. me dijo que era más responsabilidad del estudiante no entendí eso si quedamos en 50 y 50 entonces nadie tiene más responsabilidad que nadie. Es igual la responsabilidad.
¿Qué tan frecuente Ud. se propone metas?
Muy frecuentemente y trato de ponerme metas al inicio del año lo que quiero en el año o en la semana.
¿Y qué tan efectiva es en cumplir tus metas?
Trato de cumplirlas todas, pero ciertas no se cumplen por cosas que suceden si en la semana me pongo 10, llego a cumplir 7 por cosa que pasa en el trabajo o la universidad
¿Y esas metas que quedan sin cumplir tiene algún tipo de prioridad o simplemente fueron menos importantes?
Pero si esta semana no la pude cumplir trataré de cumplirla la próxima semana y la sigo hasta que la pueda cumplir.
Muy bien
¿Cuáles aspectos son importante para cumplir esas metas?
¿Cómo cuales aspectos?
Este… que paso siguió para cumplir esas metas
En los estudios para los exámenes tengo la meta de sacar todo buenas notas ósea pasar
Ya
Digamos yo cojo mis promedios anteriores o parcial pasado, trato de ver y si necesito 3 trato de sacar ese 3.
Sus estudios es su situación actual y de ahí
Y de ahí trato de estudiar o repasar, trato que en el momento del examen de sacar ese 3 y dar la mejor nota para cumplir mi meta que me he propuesto.
¿Ósea que no la hacía antes?
¿Cómo?
Porque supongamos Ud. se propone metas en vista de que quiere mejorar una situación anterior.
Si digamos en el semestre pasado saque 6 en matemática entonces en este semestre estoy repitiendo la materia y quiero sacar más.

Repite los mismos pasos

Trataría de mejorarlos analizando mejor dedicando más tiempo al estudio haciendo mis tareas y cumpliendo

¿Hay algún caso o plan que ejecuta, que va siguiendo las cosa que fallaron anteriormente en una forma planificada?
Antes no

No ok
¿Alguna vez Ud. ha observado un compañero copiando tareas?
Algunas personas por que no tiene tiempo o simplemente vagancia se ponen a copiar.

En los exámenes también. Ud. qué opina de esta práctica el fin justifica los medios?
porque de nada le sirve solamente para pasar, lo que estudio no le sirve de nada por qué no va aprender nada (no entendible) no se dedicó, copia y saca buena nota en ese momento, pero más adelante ya sea que le vuelva a tomar lo mismo o en otras materias y no sabe nada.
ósea esa persona hizo mal ok muchísimas gracias.

Semi-structured interview 20
En el ámbito educativo en la interacción docente - estudiante a que se debe en el aprendizaje
Que tanta importancia y responsabilidad tiene el docente que tanta importancia y responsabilidad tiene el alumno.
El alumno es el responsable.

Ya… mayor porcentaje es del estudiante. Cuanto podría ser de un 100 %?
Un 65% el estudiante y 35% el profesor

Ok ¿Qué tan frecuentemente Ud. s propone metas a Ud. mismo?
Claro que sí.

¿Y qué tan efectiva es para cumplir esas metas?
Digamos un 70%

Porque no puede llegar a cumplir sus metas en un 100%?
(no entendible) tengo que hacer cosas porque mi mamá tiene una enfermedad catastrófica
 y debo darme un tiempo para mi mamá mis hijos y el trabajo y los imprevistos.

¿Qué condiciones son buenas para cumplir todas esas metas?
Pienso que debo tener estabilidad emocional y el deseo de hacer las cosas.

Ya que tengo el deseo y la fuerza. ¿De ahí?
Teniendo el deseo y la voluntad

Entonces yo deseo que la montaña se mueva, aunque tenga media pepita de semilla de mostaza de fe es como difícil
Es como algunos pasos que va a seguir ara tener éxito en el cumplimiento de las metas.
Claro.

Me refiero a planificación. Ud. de alguna manera planifica el éxito que tiene en sus metas?
Si, este paso a paso. Por ejemplo, lo que tengo que estudiar.

¿Eso paso a paso lo propone Ud. o alguien lo propone por Ud.?
Ya
¿Y en qué basa esos pasos?

Muchas veces me pongo a ver por internet videos de los chinos para ver cómo se superan como tiene que ser

Ud. ve como auto motivarse
Uhhhh si veo como otras culturas se motivan

¿Ok algunas veces han visto un compañero suyo copiando workbook o alguna otra tarea?
Si

¿ES bastante común en exámenes?
Exámenes no.

En exámenes nadie ha copiado en alguna otra materia. Y qué Ud. opina de esa practica
Yo no lo hago porque tengo temor.

¿Lo ve como una práctica valida?
No, porque uno que se esfuerza y otro que no se esfuerza tiene mejor nota que uno.

Pero entonces, el fin justifica los medios ¿
No, no digo que esté bien si lo hace el sabrá como hace y cómo va a llenar ese vacío yo en lo personal no lo hago para mí el fin no justifica los medios (no entendible) va a ser un profesional y no va a saber.

Muchísimas gracias.

Semi-structured interview 21
¿En el aspecto educativo con los intérpretes docentes estudiante que tanta responsabilidad le da Ud. a los docentes y tanta responsabilidad les da a los estudiantes para aprender?
Bueno yo le pondría más o menos un 60% al estudiante y un 40% al docente

¿Cómo así?
Porque diríamos que el profesor él tiene por su trabajo supuestamente las técnicas, y el estudiante y si no entiende tiene que investigar y entonces tiene que seguir los pasos. Y el docente tampoco puede cogerle la mano a cada uno para que aprenda.

Ud. Se propone metas frecuentemente?
Todo el tiempo

¿Y qué tan efectiva son esas metas que ha propuesto?
Bueno con respeto mis metas son bastantes bajas casi no puedo cumplir con mis metas

¿Son ambiciosas?
Yo ambiciosa para nada es responsabilidad

¿Es muy responsable?

No soy muy responsable si algo me ocupa más tiempo dejo de hacerlo y hago las cosas más importantes.
Las metas desde que uno dice una palabra se cumple para mí eso es responsabilidad y lo que uno puede hacer desde que uno lo dice algo no es responsabilidad.

Ósea yo declaro
Pero tengo que hacerlo yo soy un poco irresponsable y mi meta se hace muy larga.

Pero algunas metas que si cumple y tienen que ver con la responsabilidad pero que otros aspectos
Los aspectos de la responsabilidad, la voluntad, la motivación
La motivación claro, para poder hacer algo bien tiene que motivarse.

¿Qué propone Ud.?

Ahora si tengo meta de pasar el semestre y ahora lo estoy haciendo, pero al principio no estaba practicando. Ahora lo estoy haciendo y tuve que haberlo hecho desde el principio.

¿Qué pasos sigue? ¿Hay una planificación de fondo o solamente voluntad y motivación?
Trato de planificar

¿Alguna vez ha visto copiando un workbook?

Sí, todo el mundo

Alguna vez ha visto copiando un examen…. alguna vez no solo en materia de inglés
Si
¿Y qué piensa de esa práctica?

¿Que pienso? …. De alguna u otra manera va a lo fácil

Eso está bien
No porque no aprende nada si uno lo hace no cumple una meta

Cumplió con la meta paso se graduó es bachiller licenciada asambleísta

Semi-structured interview 22

En una clase que interviene estudiante -profesor, ¿en el éxito del estudiante que tanta responsabilidad tiene el profesor y que tanta tiene el estudiante?

La responsabilidad que tiene el profesor es dar bien su clase y dar bien su explicación para que el estudiante poder entender, y del estudiante la obligación es prestar atención a todo lo que explique el profesor.
Y el éxito del estudiante es mayoría la responsabilidad del profesor o del mismo estudiante
Del mismo estudiante
Si yo le daría un porcentaje que tanta responsabilidad del profesor y que tanta responsabilidad del estudiante
Yo diría del profesor 50% ,60% y del estudiante 50%.

Ósea 50% y 50% la misma responsabilidad, pero hace un momento me dijo que era más responsabilidad del estudiante.
Pero si me dice 50 y 50 me está diciendo que es la misma responsabilidad
50% del estudiante y 50 % del profesor
Los porcentajes se dan de 100 en 100 similar
Yo creo que más del estudiante
Si es más del estudiante entonces seria 51% del estudiante y 49% del profesor porque hay que llegar al 100% (no entendible)
Segura
Yo pienso que si uno no entiende la clase y se queda en la misma el profesor debe dar su clase como debe de ser.

¿Qué tan frecuente se propone metas?
Este día a día sí.

¿Y qué tan efectiva es para cumplir sus metas?

Si me propongo metas día a día las cumplo y la que no llego a cumplir, pero también hay momentos sobre todo en el trabajo a uno lo desobligan y momentos que llama la atención y las metas que tiene propuestas decaen, pero hay que ser persistente.

De las metas que Ud. ¿Si cumple que características son necesarias para llegar a cumplirlas?
Realizar bien mis trabajos, mis tareas.

Supongamos que la meta es realizar bien su trabajo. ¿Qué paso sigue o que estrategias son necesarias para realizar bien su trabajo?

Empiezo desde ese momento que me siento a trabajar.

Responsabilidad de ese momento Ud. Empieza a pensar cómo realizar su trabajo
No comienzo cuando comienza el día.

¿Quiere decir que tiene planificación previa?
Si yo tengo en mi pensamiento lo que mañana voy hacer debo tener todo al día.

Alguna vez Ud. ¿Ha visto a un compañero copiar las tareas o workbook?
Si hay momentos que uno ve que hay compañero que preguntan o copias y me incluyo

¿Copiar es como escribir las tareas de otro y la hago pasar como mía también?
Eso no, si me falta algo pregunto y lleno. Bueno eso es lo que hago yo, pero no presentar la misma tarea de mi compañero.
Bueno como es el mismo libro y la misma página es prácticamente copiar. ¿Has visto copiar en algún examen?
En la universidad no me he fijado, de pronto si hay, pero no me fijado. créemelo cuando me pongo a hacer mi examen mi mirada es hacia abajo.
¿Qué piensa de las personas que copian tareas y exámenes?
Bueno eh eh tal vez no se propone estudiar puede ser que no tenga tiempo o no busca estudiar porque todo debe haber un tiempo para estudiar, trabajar, irse de paseo yo creo que no es conveniente que una persona se base de otros compañeros para pasar.
No es conveniente en ese momento para un futuro profesional bueno ok muchísimas gracias eso sería todo.

Semi-structured interview 23

¿En una interacción profesor - estudiante para el éxito del aprendizaje que tanta responsabilidad de parte del profesor y tanta responsabilidad de parte del estudiante?
Yo creo que hay responsabilidad de parte del estudiante en aprender porque el profesor te puede enseñar o es algo que para él es costumbre porque ya lo domina, pero tu como estudiante quieres aprender para algo en la vida o ser un profesional y si tu no le pones ganas no vas a aprender.
¿Qué porcentaje le pondría de responsabilidad?
Eh eh yo creo que 75% estudiante y 25% del profesor
¿Cómo así?
Porque depende del estudiante aprender.
¿Qué rol tiene el estudiante?
Enseñar, pero por eso digo si el estudiante no quiere el profesor puede estar hablando, hablando.
¿Puede prescindir del profesor?
No puede presentir del profesor, pero el profesor es una herramienta fundamental para el conocimiento del estudiante
Una de las herramientas que podrían existir
El profesor solo lo vemos los sábados y en lo que hace es subir a la plataforma el material para poder estudiar y depende de nosotros aprender a leer y resolver.
¿Qué tan frecuentemente Ud. se propone metas?

Eh por lo general no le puedo decir, pero si diarias en caso de trabajo tengo que cumplir los entrenamientos y tengo que entregar respaldo diario y si no lo entregamos
¿Qué tan efectiva es para cumplir sus metas laborales, personales, profesionales?
Si un 80% tampoco no soy perfecta
Si
¿Qué factores son más importantes para cumplir ese porcentaje de metas?
Si es la organización. Si tú no te organiza y termina lo que quieras presentar todo depende de organiza acción tiempo y el trabajo en si tú lo dominas (no entendible)
Alguna vez Ud. ¿Ha visto copiando a alguien un deber una tarea?
Si suele verse aquí.
Común
¿Alguna vez ha visto copiar exámenes?
Si común
¿Qué piensa de esta práctica?
Bueno en este caso yo no le voy a decir que no he copiado, pero a veces sirve en lo que es fórmulas de ley tengo que verlas o sino oye ayuda con esto y hago una pauta para mí en otros casos algunos estudiantes se ponen a copiar
Una pauta puede dar el profesor
Copiar hace daño entonces para que vienes a clases si prestas atención el día del examen vas bien concentrado de ley te acuerdas de algo
¿Qué piensas de las personas que para cumplir metas se valen de cualquier cosa en este caso copiar ósea para obtener título profesional?
Yo creo en este caso no tiene conocimiento en la cabeza porque no sabe cómo aplicarlo en el estudio o en el trabajo si tú tienes un título y si sabes que no lo sudaste.
Pero esto es las personas que siempre copian
No
Lo que me están diciendo que alguien alguna vez se le paso un desliz y copio es otra cosa. ¿O es lo mismo?
Por eso digo yo por lo general no copio.
Prácticamente lo que Ud. me digo que no sudaste un título seria las que siempre copian
Claro
Ya ok entonces en definitiva es una práctica
Hace daño
Que hace daño ok

Semi-structured interview 24

En una clase existen los protagonistas que son el profesor y el estudiante. ¿Qué importancia o que relevancia tiene cada uno de estos integrantes para lograr una meta en el aprendizaje en el estudiante?
Para llegar al alumno tiene que haber un método de enseñanza. Bueno los profesores básicamente tienen los métodos de enseñanza bueno para llegar al alumno.
Y el rol del estudiante
Y el rol del estudiante debe ser recíproco. Si el profesor está enseñando bien deben atenderle cumplir con las tareas hacerle sentir que le gusta la clase y tratar de aprender lo que uno puede sacarle provecho.
Si el estudiante falla o si el estudiante tiene éxito que tanto es responsabilidad del profesor y que tanta responsabilidad del estudiante. ¿Términos porcentajes?
Estamos hablando el profesor y el estudiante está fallando
¿Cualquier profesor siendo bueno siendo malo para el éxito o para el fracaso de tal estudiante?
Sería igual
Entonces van a la par todos tienen el mismo nivel de importancia bueno
¿Qué tan frecuente se propone metas seguir?

En los estudios o….

Metas, metas de comportamiento, estudios, personalidad, profesional

Trato de llegar más lejos proponiendo objetivos alcanzables

¿Y qué tan efectivo son esas metas que ud.se propone y cuantas cumple?

Claro que a veces no llegamos a todas, pero como dice Ud. le pone un porcentaje de 70 a 30 %.

70% llega a cumplirlas

Si

Qué factores son importantes para cumplir ese 70% de las metas?

Creo que lo básico cumplirlas todas, pero hay que ser disciplinado.

¿Disciplina, y algo más?

La disciplina abarca se ordenado, hacer las cosas a tiempo.

Un niñito de 10 años quiere llegar a la nasa. La disciplina le sirve, pero, ¿no faltaría otra cosa?

Siempre uno se propone metas sabiendo que uno lo va alcanzar.

Un niñito de 10 años no pude llegar a la meta, en el futuro me refirió, pero a los 10 años ya tiene planificado que hacer.

Con disciplina, estudiar

¿No hay un plan?

Eso hace que uno haga un plan, pero hay que ser disciplinado.

¿Alguna vez ha visto copiando algún compañero una tarea?

Si

¿Es algo común?

No tan común, pero en el horario que nosotros estudiamos si es común.

¿Alguna vez ha visto compañeros copiando examen?

Tareas en clases sí.

¿Qué piensa de las personas que incurren en esta práctica y copian? Hay algunas que lo hacen seguido.

Una vez al año. Yo creo que lo hacen seguido porque no tienen tiempo o no quieren aprender.

Al final tendrá el mismo título que ustedes.

Bueno hay que ver si llegan a la base porque si copian al final habrá un momento que ya no pondrá hacerlo más.

Pero al igual que Ud. Llega a la meta.

Ud. Sabe que no va a ser igual porque no lo hizo con esfuerzo.

¿Se siente bien porque se burló de todos?

No burlarse de la gente es sentirse bien.

Semi-structured interview 25

En una clase existen los protagonistas que son el profesor y el estudiante. ¿Qué importancia o qué relevancia tiene cada uno de estos integrantes para lograr una meta en el aprendizaje en el estudiante?

En el momento de la enseñanza

En el aprendizaje lo importante para la universidad. ¿Que el profesor sea bueno?

Yo creo que es de parte y parte siempre y cuando el profesor llegue al alumno y el alumno capte lo del profesor.

Entonces Ud. diría un 50% y 50%?

Si en ese sentido si por parte y parte.

Si el estudiante falla 50% responsabilidad del estudiante y 50% responsabilidad del profesor,
Si el estudiante tiene éxito 50% responsabilidad del profesor y 50% del estudiante

Si

¿Qué tan frecuente se propone metas a seguir?

Eh, eh creo me pongo metas mías en aprender.

¿Y qué tan efectivo es para llegar a esas metas?

Depende como se concentre en ese momento en la clase y como me importan los conocimientos.

Pero supongamos que su meta es comprar un celular, ¿si sus metas son a diarios que tanto de esas metas cumple Ud.?

Un 80%

Y qué factores son importantes para que Ud. cumpla ese 80% de metas. ¿Qué cosas hace que se repita en todas esas metas que si llegó a hacer?

Este… poner empeño en todo lo que hago y concentrarse si quiero eso concentrarme en lo que voy a seguir.

¿Concéntrame en que yo puedo cumplir mi meta o cómo?

Si hacerlo y darme cuenta que puedo lograr lo que yo me propongo.

¿Hay algún tipo de plan que Ud. Lleve a cabo para lograr sus metas?

Creo eh si este…. (silencio)

Por ejemplo, mañana voy al supermercado para comprar todas las cosas necesarias.

Organización

Organización puede ser…. ya …. ¿Alguna vez Ud. ha visto copiando algunas de sus compañeros un worbook o alguna otra tarea?

Muchas veces, eso es muy frecuente eso en la universidad.

¿Y qué opina de esa práctica?

Creo que no es la manera de hacerlo, creo sinceramente que si me pongo a copiar no voy aprender nada.

¿Y esto de copiar es permitido? todo los hacen?

Todos los hacen porque buscan quien hizo el deber y todos los hacen, pero de nada sirve copiar porque no entienden nada.

Ya…. entonces como ve Ud. a las personas que practican eso?

Creo que se está haciendo daño ella mismo porque no le sirve de nada copiar, porque en una prueba o examen no sabe en qué va a terminar.

¿Cómo es ese daño copiando? Alguna vez un ministro dijo que había copiado alguna vez en su vida.

Depende como lo hace. Si lo hace todos los días, todo un siempre.

¿El que copia no aprende?

¿Perdón?

Si presta atención a lo que vas a copiar…. ósea puede ser una técnica para aprender

Pero no es una técnica al 100%.

Ok muchísimas gracias

Semi-structured interview 26

¿Si el estudiante falla o si el estudiante tiene éxito que tanto es responsabilidad del profesor y que tanta responsabilidad del estudiante?

A mí me gusta participar bastante en clases, eso te ayuda para el aprendizaje. Es importante ya que salen a la pizarra y todo eso de repente puede aprender la persona que está escribiendo como el docente.

¿Entonces qué tanto de porcentaje le pondría Ud.?

No todo depende de amas partes.

¿No, pero la situación estudiante profesor que tanto porcentaje en la responsabilidad del profesor para que ese estudiante tenga éxito y tanto porcentaje y responsabilidad del estudiante?

Un 70% docente y 70% el estudiante.

Un porcentaje parte de una base 100% y si estamos hablando debe ser igual 50 y 50 y Ud. me dice que alguien tiene más importancia o los dos iguales?

El docente es de mayor importancia por él es quien explica.

¿El docente es de mayor importancia y que porcentaje tiene el docente?
Yo digo un 40%
No pues si el docente tiene 40 el estudiante tiene 60%.
Entonces yo digo 60,40.
60 el profesor…
¿Qué tan frecuente se propone metas así mismo?
Metas me la propongo día a día… buscar un objetivo analizando la situación.

¿Y de esas metas que se propone cuantas cumple?
Trato que en el día cumplir siempre una.

¿Y esa un cuanto porcentaje representa?
El porcentaje yo diría un 90%.

¿Qué pasos o qué factores son importantes o necesarios para cumplir esa meta?
No entiendo primero que paso proponerme, segundo tener un objetivo en el transcurso del día y en parte en base a los objetivos que he tenido ir aplicando …. el objetivo a poco tiempo y a largo tiempo.

Ok
Alguna vez Ud. ¿Ha visto copiando un worbook o alguna otra tarea?
Si normalmente si se ve eso.

¿Y en algún examen?
Si

¿Qué piensa Ud. de esa práctica?
Pienso que es por necesidad del estudiante, pero yo digo que está mal. A pesar que también hay docente que son bien estrictos y tratan de fijarse en todo y a larga somos nosotros mismo lo que estamos perjudicando.

Copiar es malo
Claro

Pero dices que logra su objetivo
¿Mande?

Logra su objetivo, copió y sacó un título.
Por ejemplo, digamos mi caso tengo trabajo estable gracias a Dios y me veo en la necesidad de estudiar para seguirme superando y tener un título y si no tengo conocimiento.

Ya
Necesito tener título, pero también conocimiento.

Ok muchísimas gracias.

Semi-structured interview 27

¿En un ambiente educativo profesor estudiante que tanta responsabilidad del profesor y tanta responsabilidad del estudiante para que ocurra el aprendizaje?
Depende del tipo del estudiante que estamos hablando de un presencial donde el 50 % y 50% y en semi-presencial con un 80% el alumno y 20% el profesor.

¿Pero porque en el presencial hay tanta importancia del profesor?
Porque ahí el profesor de la materia y ahí específicamente todos los puntos en la materia.

Pero le quitamos responsabilidad al estudiante.
No se quita, sino que también porque mandan a investigar.

Ambas en ese sentido son como más flexibles.
A distancia es como un poco más en el presencial se siguen las reglas.

Digamos que es similar el tiempo cuando uno trabaja.
Que tan frecuente Ud. Se propone metas a seguir
Si trato de trazarme metas en el trabajo.

¿Y qué tan efectivo es para cumplir sus metas?
Siempre trato de cumplir todas las metas que me propongo.

¿Siempre las cumple?
No siempre, pero sin embargo ya está dentro de los parámetros.

¿Que siempre es importante para cumplir sus metas?
Trazarme un objetivo.

Metas y objetivos son bastantes similares.
Claro no las metas son lo que uno se propone y el objetivo es donde uno llega.

Bueno, pero van de la mano osea yo me propongo los objetivos y con eso obtengo las metas. ¿No hay otros pasos que sean más importantes?
No porque lo principales son esos.

Este… alguna vez ha visto copiando un worbook?
Si por supuesto

¿Alguna vez ha visto copiando un examen?
También si se da la posibilidad todo depende del profesor.

¿Y qué piensa Ud. de esa práctica?
Este no se aprende.

Y qué tal si logra su objetivo no importa si Ud. copió, pero pasó.
El objetivo fue que paso, pero no aprendo nada y para obtener solo un título sin haber aprendido nada.
Ud. qué piensa de eso?
Mmmm que no aporta nada a la sociedad.

Ok muchas gracias

APPENDIX 4.- JOURNAL
DIARIO

NOMBRE: FECHA:

PERSONA:	**REFLEXIÓN DEL ESTUDIANTE COMO APRENDIZ**
¿Cómo me sentí cuando estaba aprendiendo una actividad?	
¿Cómo puedo ayudarme a entender mejor?	
¿Ha cambiado la imagen tengo sobre mí como estudiante? Explique.	
TAREA:	**REFLEXIÓN SOBRE EL OBJETO DEL APRENDIZAJE**
¿Los objetivos de esta semana fueron fáciles o difíciles para mí?	
¿Cómo organicé los materiales que utilicé como apoyo del aprendizaje?	
¿Distribuí adecuadamente mi tiempo para realizar las tareas?	

ESTRATEGIAS: REFLEXIÓN SOBRE LAS ESTRATEGIAS A UTILIZAR
¿Que hice para aprender mejor?

PROCESO: REFLEXIÓN SOBRE EL PROCESO DE APRENDIZAJE
¿Qué actividades hice al principio?
¿Escogí las estrategias de acuerdo con los objetivos?
¿Terminé la tarea a tiempo?

EMOCIONES: REFLEXIÓN SOBRE LAS EMOCIONES DURANTE PROCESO DE APRENDIZAJE
¿Cómo me sentí cuando participé en la clase?
¿Cómo me sentí cuando trabajé en grupo?
¿Qué hice para no distraerme?