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Towards the design of a quality management model in a self-access centre in Mexico: enhancing learner autonomy and language competence.

by

Beatriz Eugenia Navarro Cira

ORCID: 0000-0002-5119-3629

Thesis for the degree of Doctor of Philosophy

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<u>Abstract</u>

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Abstract

The aim of this study is to understand how a quality management system together with the principles of ISO 9001:2015 can serve as tools to plan, monitor and impact on the development of autonomy and language competence of language learners through the services offered in a to evaluate Self-Learning Language Centre (SALC). The study itself takes place in a tertiary Mexican context.

The idea of implementing a quality management system is based on the principle that a well-organized institution should be able to minimize the impact of product defects (educational services) and continuously improve product performance (service). For the purposes of this study, the product performance evaluation focuses on two of the main services offered by the self-access language centre in this study; namely the language advice and the language learning workshops.

The main study addresses the perceptions that student users, language learning advisors and other stakeholders have of the SALC and any issues they face. It relates these to the quality management principles and the management processes present in the SALC and the impact on the development of learner autonomy and language competence.

Based on the findings, an Operational Process Model (OPM) will be designed with the aim of adapting the original model to the given needs of a self-learning centre and harmonizing the processes to increase learner autonomy and language proficiency with various services provided at a SALC.

This OPM is then intended to serve as a flexible management and assessment tool for SALC managers and administrators in different contexts, giving them an overview of the SALC processes from input (what was planned) to output (what was achieved). This means that the goal of the model is to give users a clearer idea of what to do, how to do it, how to evaluate it, and how to improve it. This new OPM is based on a synthesis of key study results supported by ISO requirements (ISO 9001:2015).

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Research Thesis: Declaration of Authorship

Print name: The Development of Language Competence and Learner Autonomy within an Operational Process Model at a Public University Self-Access Centre in Mexico.

Title of thesis: The Development of Language Competence and Learner Autonomy within an Operational Process Model at a Public University Self-Access Centre in Mexico.

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

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2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
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Definitions and Abbreviations

Definition	Definition
ANUIES	Asociación Nacional de Universidades e Instituciones de Educación Superior.
CIEES	Comités Institucionales para la Evaluación de la Educación Superior
CONPES	Coordinación Nacional para la Planeación de la Educación Superior.
COPAES	Consejo para la Acreditación de la Educación Superior A.C.
Effectiveness	It is defined as an output of specific review/analyses that measures the achievement of a particular educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.
Efficiency	It is defined as the ability, of an organization, to perform well or to achieve a result without wasted resources, time, or money (using the smallest quantity of resources possible).
ENQA	European Association for Quality Assurance in Higher Education
EUA	European University Association.
EURASHE	European Association of Institutions in Higher Education
ESG	Standards and guidelines for quality assurance in the European Higher Education Area
ESIB	European Student information Bureau
HE	Higher Education.
ISO	International Organization for Standardization.
OECD	Organization for Economic Co-operation and Development
PIFI	Programa Integral de Financiamiento Institucional.
Principles	They form the conceptual foundation for the ISO portfolio of quality management standards.
Process	A process is a set of activities that are interrelated or that interact with one another.
PROMEP	Programa de Mejoramiento del Profesorado.
Quality	Applies to objects and refers to the degree to which a set on inherent characteristics fulfils a set of requirements.
BSI	British Standards Institution
Self-Access Centre	Place where autonomy is more likely to happen.
SEP	Secretaría de Educación Pública.
SINAPPES	Sistema Nacional para la Planeación Permanente de la Educación Superior.
Total Quality Management (TQM)	TQM is about providing the customer with what they want, when they want it and how they want it, to design products and services that meet and exceed their expectations.

Definition	Definition
Operational Process Model (OPM)	Tool to help a SALC to plan, monitor, evaluate and improve those services provided at any SALC devoted to the enhancement of autonomy and language competence in language learners.

Chapter 1. Overview

This research takes place in a large state university in the western part of Mexico to the south of Mexico City. This is a case study taking place in the University's self-access language centre (SALC), using quantitative and qualitative measures to understand the impact of a quality management system (QMS) which uses internationally recognised norms (see 1.2 below) on the provision of services in the centre. Sixteen language advisors and over 400 student users of the Centre took part in the research. In addition, seven coordinators from other SALCs in Mexico were interviewed about the management of their own centres in terms of planning, evaluation, and decision-making processes. The data was used to inform the development of a flexible operational process model (see chapter 6) which can be used to provide the 'rules, guidelines or even established practices' (Gardner and Miller, 2015) for the effective management of SALCs since it seems that no such agreed-upon standards have as yet been developed (see 1.2).

This chapter first presents the research background to this study. Section 1.2 further explains the rationale for the study and gives an overview of research in the area. Section 1.3 presents the context of this study. Section 1.4 outlines the main aim and research questions; finally, Section 1.5 details the structure of the thesis.

1.1   Background

Over the last four decades, a great deal of research has been conducted on language learner autonomy, its development, and the role of the self-access language centre in the learning process (e.g., Holec, 1983; Dickinson,1997; Gardner and Miller,1999; Pemberton et al. 2009; Little, 2015; Reinders 2012; Hobbs and Dofs, 2012; Mynard, 2019). Language learner autonomy appears to be a multi-faceted concept and includes inter alia or 'the ability to take charge of one's own learning' (e.g., Holec 1981). However, despite all the research to date, very little has been written about how to evaluate the activities of these centres and their impact on the development of autonomy (see 1.2.1 below). In addition, there has been no real discussion of how best to evaluate their effectiveness against a set of commonly accepted standards or norms, as used more generally in other contexts such as industry, government, health and also education more broadly.   A number of researchers (e.g., Broady & Kenning: 1996; Darsawang, 1996; Riley, 1996; Karlsson, et.al., 1997; Benson 2007; Reinders and Lázaro, 2008; Little, 2010; Miller & Gardner, 2014; Mynard, 2016) have identified a lack of evaluation principles. To address this research gap, the current study draws on work done elsewhere on quality standards (see 2.2) and seeks to

propose an operational process model (OPM) for self-access language centres, based on a quality management system (QMS) or standardised evaluation process (2.2). This operational process model draws on the requirements of the International Organization for Standardization (ISO9001:2015, see 2.4 and 5.2) and adapts and integrates these requirements to the individual necessities of a SALC.

Developments in international quality standards (e.g., ISO 9001:2015, Six-sigma, BSI, Malcolm Baldrige Quality Award, see 2.2) inform this research since it is claimed that these standards can provide clear guidelines for the management of an institution or unit in order to improve its educational effectiveness (Karapetrovic, et.al., 1998:105). This research takes a case study mixed methods approach. It focuses on exploring the development of language learner autonomy as well as language competence in a university self-access language centre in north-western Mexico since the development of these aspects constitute the foundation of the mission and vision of the SALC in question. Many similar centres will have similar aims even if they are not overtly stated (Miller & Gardner, 2014; Mynard, 2016). It then uses this data to evaluate the efficiency and effectiveness of the management processes involved in the provision of these services and to propose a revised model which can be used in the research site and in other centres.

1.2   Rationale for This Study and Overview of Research in the Area

My interest in this topic started thirteen years ago in 2007 when I was appointed as the coordinator of the self-access centre in the Languages Department at a state University in Michoacan. Michoacan is a state located in western Mexico, close to Mexico City and many other large state universities. At that point, I was unclear about my role and what it entailed. As an additional challenge, a new quality management system (QMS) was to be implemented in the SALC as a university requirement. The main intention behind the implementation of a QMS was to address the perceived 'poor performance' of the SALC. It was noted that there was a lack of evidence that the centre was providing adequate human and technological resources to achieve its core mission of supporting the development of learner autonomy and language competence in its users. Evidence was therefore needed in order to justify further future investment and indeed, to guarantee its ongoing existence as a provider of language support for students at the university. At that time, we adapted the current ISO standards (ISO 2008) to the activities of the SALC without considering that there also needed to be a process, or QMS, which related specifically to the learning and other aims of the SALC. By 2008, the University had adopted a system of quality standards (Chapter 2) and a university-wide QMS was implemented for administrative areas, including the SALC. In this way, the concept of quality, which was based on

the quality standards norm ISO 9001:2008 and its later version ISO 9001:2015 (see 2.2.3), were linked to the processes involved in the provision of services in use at that time.

In 2011, I had the opportunity to carry out some initial research as part of my master's thesis (Navarro, 2015). The aim of the research was to investigate student user perceptions of independent language learning, the impact of the University Self-Access Language Centre on their language learning processes, and the role of the assessor, or language adviser on these processes (ibid.). I was able to relate these findings to the data collected by the SALC QMS. Since the QMS data mainly referred to SALC usage (i.e. head count in terms of visits to the SALC, use of resources and materials, booking with language advisers, workshop attendance etc.), my findings suggested that that there was a gap between the Quality Management System which had been implemented by myself and the other SALC staff, the stated mission and vision of the SALC, and what the users themselves reported, in terms of their SALC use. In other words, there was more of a focus on administrative processes which did not sufficiently take into account the development of learner autonomy and language learning processes which was the stated mission of the Centre. It is this finding which is at the heart of the current research and led to the decision to take this finding forward, to investigate the context more deeply and to propose an operational process model for use in a SALC which is based on a QMS linked to appropriate ISO standards.

There has been some discussion as to how SALC provision should best be evaluated in terms of its quality. Wooll (1994), in an attempt to include quality in the process of evaluating a SALC, suggests that one area of evaluation research could be to compare "what is" with "what should be" in order to evaluate the "quality of management". Nonetheless, there seems to be some discrepancy in terms of what 'is' and what 'it should be.' Since the scenarios within individual SALCs may be different, the goals and the people involved in the process might be different too. In other words, the "is" compared to the "should be" may vary between settings (Gardner and Miller, 1999). Thornton (2016) mentions that despite the regular existence of SALCs as learning spaces at higher education institutions, for more than 20 years now, there has not been a clear consensus on how to evaluate the work of Self-Access Language Centres. This limited work on the evaluation of SALCs is set against the fact that globally many educational institutions have embraced the philosophy of quality management in order to evaluate their results (see 2.2.2). This thinking is based on the belief that the quality of service, the quality of the process, and the quality of information is now measurable, controllable and subject to development (Gryna, et.al. 2007).

Despite the fact that both Morrison (2006) and Gardner (2002), suggest that the evaluation of a SALC is as important as it is complex, they conclude that evaluation is also the basis to justify

further funding and for ongoing improvement. Researchers, such as Miller & Gardner (1994), Broady, & Kenning (1996), Karlsson, Kjisik, & Nordlund (1997), have tried to describe in detail what to evaluate while others, such as Darsawang (1996), Riley (1996), Gardner, & Miller (1999) have focused on how to evaluate a self-access centre. Accordingly, Thornton (2016), explains that first of all, it is necessary to determine what is going to be evaluated, and the purpose or the reason why the centre was opened. Therefore, on the one hand, the purpose of an evaluation may depend on what the people involved in the centre (the stakeholders) might consider most important to know in terms of qualitative aspects, such as those related to language learning (e.g. the development of learner autonomy and the development of language competence) or, on the other hand, it may be that the centre's success is determined with more quantitative measures such as the number of students using the centre.

To date, evaluation in SALCs has been focused on the assessment of specific fields. For example, Maynard (2014), Koyalan (2009) and Sinclair (1999) have centred their attention on evaluating learner autonomy, while Mozzon-McPherson (2007) has shown interest in evaluating support or training for learners, or Barrs (2010) who opted to evaluate the learning environment. On the other hand, Morrison (2002) has proposed mapping as an evaluative approach centred on stakeholders while Lee (1999) suggested an evaluation based on the involvement of students as did Law (2011), who recommended giving the learners a central role.

It is for these reasons and given the current moves towards the evaluation of quality in education, that this study sets out to explore the impact of an existing Quality Management System at a SALC (the 'what is') and to establish whether it provides the necessary tools to evaluate the educational processes involved in the provision of services at this centre which is the heart of this study. It is proposed that the evaluation must consider two perspectives: a) the current quality model and b) the impact of the processes described in the model in terms of how they promote the development of learner autonomy and language competence, given that these are the main educational goals of the SALC in the research site. Additionally, it seeks to establish, whether having established the core elements of these processes, an Operational Process Model for SALCs to monitor and evaluate the processes related to enhancing autonomy and language competence in language learners (the 'what should be') can be established.

The following section in this chapter outlines key thinking in terms of the role of self-access language centres. As Wenden (1998) states, learners' beliefs and perceptions about what is important in language learning may inevitably affect their perception about the usefulness of a given learning system, such as the one that occurs at a SALC.

1.2.1   Learner Autonomy, Self-access Language Centres and Evaluation

Self-Access Language Centres (SALC) are said to be spaces with various didactic resources that allow the student to choose the materials that best fit their tastes or learning needs. As elsewhere in the world, for the last twenty or so years, SALCs in the various public universities in Mexico have been promoting the advantages of self-access language learning and 'instructing' the users of these centres in the philosophy of autonomy in language learning. It has been said that SALCs provide the facilities and resources to help students to understand the concept of learner autonomy through the use of these facilities, to develop appropriate learning techniques and strategies, and to practise those techniques as they engage in language learning (e.g., Sheerin, 1997, Benson, 2010, Darsawang, 1996; Riley, 1996; Gardner & Miller, 1999).

This thinking is supported by the assertions made by Gardner and Miller (1999), who argue that self-learning is related to student autonomy. They maintain that autonomy in language learning occurs when students take more responsibility for their own learning. In other words, one can assume that a Self-access Language Centre is a place where students have access to a wide range of materials designed to enable students to study independently.

According to Dickinson (1987) independent language learning can be developed in an environment where students can access an autonomous study program with accessible materials such as worksheets, audio books, CD-ROMs, magazines, or novels to mention just a few. In addition, they can have access to the support of appropriate support staff and the latest in technology. This kind of learning environment has been developed to offer students the possibility of being more than just passive recipients of information; it offers the opportunity to students to become more active participants in the learning process, setting their own goals according to their learning needs (Mynard, 2014). Additionally, learners very often have access to the guidance of learning advisers whose role it is to orient the students to the process of understanding the advantages of been autonomous and in developing the appropriate skills and learning strategies (Gardner and Miller, 2005).

In this sense, Mozzon-McPherson (2001) mentions that by identifying needs and possible courses of action, knowledge is co-constructed through negotiation and interaction rather than being taught or prescribed by an expert. Mynard (2011) suggests that a learning adviser tends to work outside the classroom and outside class time (often in a self-access language centre) and is available to work with individual learners on their needs. These needs might not necessarily be the same as the aims of the language course that they are taking.

If setting parameters for the evaluation of a typical school or university curriculum is likely to be complex, it may be even more so in the Self-Access Language Centre given the nature of its work (Gardner and Miller, 2005). Any SALC is also subject to the scrutiny of university authorities who are interested in learning on the efficiency and effectiveness of the resources invested. In other words, Self-Access Language Centres must demonstrate that despite their very particular nature, in terms of the variety of users pursuing a large variety of learning goals and with a huge variety of needs, they are not only capable of defining their objectives, supporting the learning needs of their users, but they are also aware of the pressure of needing to show that their level of usage is increasing year after year.

Several authors (e.g. Benson, 2010, Darsawang, 1996; Riley, 1996; Gardner & Miller, 1999) have argued that evaluating autonomy in language learning can be difficult, more so if models of quality assurance are developed in scenarios where a centre is dedicated to the development of independent learning. Hence the interest in this current research project which is seeking to establish whether and how an educational quality assurance methodology could help to determine the guidelines for an operational process model that allows the assessment of the impact of a SALC on the development of autonomy in language learning and the improvement of language competence.

1.2.2 Quality Management Systems in Education

The construct of quality must be explored in order to establish any links between the enhancement and evaluation of the processes involved in the improvement of learner autonomy and language learner competence in a self-access language centre and to establish whether they can be supported by the principles underlying a quality management system (QMS).

For the purpose of this study, it is important to establish the relationship between the different concepts that surround the complex world of defining and applying the concept of quality in educational contexts, especially at tertiary or higher education levels. I have found no evidence in recent or past research literature that a study with similar characteristics or approach to the one proposed here is in progress elsewhere despite the volume of research which has been carried out in the field of autonomy, self-access, or quality in education over the years.

Gardner and Miller (1999) report that although the term quality has been discussed in the context of a SALC over the past decades, it does not yet seem to have been embraced. This is perhaps due to the fact that SALCs have seen themselves as promoters and supporters of language learning autonomy and they have worried little about evaluating the efficiency and efficacy of the

processes linked to the services associated with the development of autonomy or linguistic competences. Accordingly, Dickinson (1987), some while ago, states that little research has been carried out in SALCs to evaluate the effectiveness of self-instruction in language learning. For Gardner and Miller (2005), the evaluation of a SALC performed by other institutions would help to demonstrate if they are functioning properly under the same conditions. Similarly, if the evaluation were done by another institution this would help indicate to the SALC if the resources provided are used successfully and have contributed significantly to the education of the students.

Karapetrovic, et.al. (1998:105) mention that more colleges and universities that have realised the benefits of international quality standards have embraced ISO 9000 series in order to improve the educational quality through a better-quality management system. ISO 9001:2015 norm (2000), states that their standards provide clear guidelines to plan, set, monitor, evaluate, and improve the management of an institution or university in terms of effectiveness and efficiency.

Effectiveness and efficiency are defined by Vlascenau, et al. (2004:37). Effectiveness is an output of a specific review or analysis that measures the achievement of a particular educational goal or the degree to which a higher education institution can be expected to achieve specific requirements (i.e., quality). Wojtczak (2002) also considered effectiveness to be the measure of the extent to which a specific intervention, procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population. In the ISO standards, efficiency is understood as the relationship between the result achieved and the resources used; while effectiveness is seen as the extent to which planned activities are carried out and planned results are achieved (ISO, 2012).

 As an example, effectiveness could refer to the academic support provided in the SALC and whether the advisory service and the language workshops offered met their individual objectives, while the efficiency could refer to the degree to which the management of the centre achieved its targets. Despite the apparent separation of these constructs in theory, in practice they seem to overlap since they both co-exist in the same environment. In terms of evaluation, one is needed for the centre to focus on how the resources to encourage the development of autonomy at a SALC (or any other use learners perceive as necessary to complete their learning needs) are used. The other is relating to providing these resources and making decisions as to the continuous improvement of the centre (Gardner & Miller, 2005).

Vlascenau, et.al. (2004:37) defines efficiency, as the ability of an organization to perform well or to achieve a result without wasted resources, time, or money (using the smallest quantity of

resources possible). Accordingly, educational efficiency can be measured in physical terms (technical efficiency) and in terms of cost (economic efficiency). Harvey (2010) also defines efficiency to the extent to which an activity achieves its goal while minimising resource usage. The next section gives an overview of the huge interest in self-access language learning in the Mexican context.

1.3   The Role of the Self-access Centre in Mexico

Like many regions in the world, Mexico has been concerned with finding a way to make students aware of their own learning needs and how to overcome any issues. There has been an interest in empowering learners to take control of their learning, especially in the field of language learning (Benson, 2010; Holec, 1981). A university in Thailand, for example, conceived the idea of opening a self-access language centre in order to demonstrate that with appropriate support they could improve English language learning (Darasawang, 1991). One of the goals was to provide an appropriate support system to provide learner training for learners who came to use the SALC on their own. As part of her story, Darasawang mentions that she was first introduced to the concept of learner autonomy through Leslie Dickinson, a key researcher in the area at the time and the British Council working in Thailand.

Dickinson (1990) shows how learner autonomy can be fostered through different contexts, one of them being the self-access language centre. Little (1999) argues that to understand the concept of learner autonomy, it is important to comprehend it from an anthropological point of view, suggesting that the pedagogy of autonomy will vary from place to place, and that there is a need to respond sensitively to cultural differences that occur locally. These differences mean that there can be no universally applicable prescriptions. Nunan, (1996) states that autonomy is not an absolute concept. Therefore, he associates autonomy with factors that have to do with the personality of the learner, their goals in undertaking the study of another language, the philosophy of the institution (if any), and the cultural context within which the learning takes place.

As the concepts of learner autonomy developed in the 1980s and 1990s, the Ministry of Education in Mexico, along with the British Council (1995), developed a project to introduce the concept of learner autonomy to public universities, especially in the area of English language teaching. Over a number of years, SALCs were established in 36 public universities, with many universities setting up two or three centres across different campuses. The SALC in this research site was set up as late as 2000 and was one of the last to be established. Since their establishment, self-access language centres in Mexico have provided a full range of services and materials for their users to

either learn a foreign language or to practise it. Such centres typically included 'learner preparation' since, as Sturtridge (1992, p.13) declared in a British Council handbook at the time, 'for students who come from a very "traditional" educational background, it may be a giant leap into the unknown to find themselves expected to select their own tasks from a seemingly amazing selection'. These centres also served as libraries where students consult books or prescribed information from their teachers (Sturtridge 1992, see 2.6)

Typically, SALCs in Mexico offer different services, depending on local needs. For some, since it is typically compulsory in Mexico for students to have achieved a level of competence in English in order to graduate, the educational priority for the SALC is enhance levels of language competence so that the students can obtain the necessary language certification. Others can be compared to a modern language laboratory where students can achieve and improve their language skills independently, outside the classroom. A public university website states that it serves "as a learning resource for the practice and reinforcement of foreign languages;' another states that its mission is to provide a place where students "can improve their English through the development of their learner autonomy."

It is likely that the various SALCs in Mexico have adapted to new priorities since their inception, but it seems likely at this point to reflect that despite their different approaches, SALCs intend to be seen as places in which autonomy can be fostered. Indeed, there are regular academic conferences in Mexico at which the promotion of learner autonomy is discussed by practitioners. Benson and Toogood (2004) make it clear, however, that after the rapid spread around the world of these centres, and despite their often-stated justification, they are often less related to learner autonomy and more to the pragmatic and economic needs of language teaching providers. If this is the case, many centres will have been established with no clear pedagogical goals or rationales.

Given the need to have a consistent approach to understanding and evaluating the work of SALCs such as these, the aim of this research is to provide an operational process model that allows centres to define their own 'mission' or 'vision', and which will permit the centres to see themselves as a whole unit of work, in which they have the ability to plan, set goals, evaluate and improve their processes in a more harmonising way. The elements in an operational process model design need to be supported by quality management principles that best harmonise with the services provided in a SALC. This is to ensure that learners' needs are addressed, that the processes implemented contribute to the development of learner autonomy and language competence, and that the language learners are satisfied with the services provided. These services may include language advising, workshops, language learning materials, and access to technology.

1.4   The Research Context

The state university in which this research takes place enrols around fifty thousand students in different academic fields of study and believes that mastering a second or third language will give graduates the best possibility of competing in the labour market, not only at the national level but also internationally. The University has put in place the 'necessary human, material, technological and infrastructure resources' to guarantee the best learning foreign language conditions (Benson, 2010). There has been support for language teaching through the Language Department for more than thirty years and in the last two decades through the Self-Access Language Centre.

The Self-Access Language Centre is part of the Language Department located at the state university in Michoacan and provides a service to students enrolled in this department, the university and the community as well. The SALC is located in Building C-6 on the main campus. The total number of students that normally attend each semester varies from nine hundred to one thousand. The centre offers a variety of learning materials to different languages including Chinese, English, French, German, Italian, Japanese, Latin, Portuguese, Spanish L2 and the indigenous mother tongue from Michoacán called P'urhépecha.

At the Centre, some regular practices include an orientation session at the beginning of each academic term, advising sessions and workshops. Visits to the centre, advising sessions or workshop attendance are not compulsory.

The centre also offers a variety of materials like audiobooks, audio-interactive books, audio CD's, grammar reference books, vocabulary books, dictionaries, novels, and magazines in four different languages (English, French, Italian and German).

The SALC is not only a place where students can study by themselves since the centre also offers a variety of activities such as conversation clubs, study groups, pronunciation workshops, to mention just a few. Additionally, some learning-to learn-workshops are offered right after the orientation session.

In terms of human resources, the number of language advisers at the SALC varies from year to year, while the number of administrative staff members remains the same. At the time of writing, the SALC employs one full-time coordinator, 10 full-time administrative staff members who are divided over two working shifts, seven people covering the mornings and three the evenings. The number of advisers is usually around twenty-five. Nine of these are permanent staff and sixteen temporary employees are hired each semester. None of the advisers are full-time teachers; most

work ten hours a week. Eleven advisors cover the morning shift, five the evening shift, and seven the Saturday shift.

Since 2008, language advisers have been in charge of providing personal advising to SALC users as well as leading language learning workshops. To show their competency, advisers are required to take a training course. The course is provided by the Centre for Foreign Languages at Universidad Nacional Autónoma de Mexico (UNAM). This is an online course of about 220 hours of training. At the time the research was conducted, nearly 90% of the advisers had taken the certification course to become SALC advisers. More recently, advisors newly hired to the SALC have not had the opportunity to receive adequate training, even internal training from more experienced advisors, as the SALC does not yet have an implemented training programme.

The Self-Access Centre opened its doors in August 2000. The paperwork to implement and obtain ISO 9001:2008 quality award in the provision of its services started in 2007. The quality standard, ISO 9001:2008 was chosen over other quality assurance models e.g. Six-sigma, BSI or Malcolm Baldrige Quality Award (see 2.2.2) because it establishes the principles of a quality management system (see 2.3 and 2.2.3) and makes it clear that organizations (in this case self-access language centres) depend on their customers and therefore should understand current and future customer needs, meet customer requirements and strive to exceed customer expectations. The SALC that is the subject of this research obtained a quality award in 2008. The updated version ISO 9001:2015 later replaced the 2008 version. It was then decided that for this research, the ISO 9001:2015 norm, which is the most recent version at the time of the study, would serve as a guideline for understanding the data collected and the functioning of the research site.

Even though this SALC has developed and maintained a quality award since 2008 and the Quality Management System can be considered a developed and strong system, much work remains to be done. Some of this work refers to the understanding that a quality approach may not only evaluate satisfaction of the services provided (efficiency of the managerial processes), but that those services could also focus to enhance the development of learner autonomy or any other educational objective that the SALCs have determined (effectiveness).

In this context, there is no conclusive evidence that suggests the processes implemented at this SALC have enhanced learner autonomy or developed language competence in those language students who attend the centre.

To organise and understand the collected data, NVIVO 11 software was used. The characteristics of NVIVO provides the opportunity to analyse data from different perspectives. For the purpose of the study collected data was organised as presented in Table 1.

Table 1 NVIVO 11 Data Analysis

	Advising Sessions	Language learning Workshops	Learning Resources
Effectiveness (Academic Procedures)	• Awareness of learners' needs. • Establishing learning objectives • Learner autonomy awareness • The voice of advisors and learners	• Awareness of learners' needs. • Establishing learning objectives • Learner autonomy awareness • The voice of advisors and learners	• Worksheets • Books • Technology-based resources • Magazines
	Management Process Planning		
Efficiency (Managerial Procedures)	• Managers' perceptions • Implementing procedures • Provision of services		
	Strategies to Evaluate the Processes		
Effective/ Efficient Use of the SALC	• Service satisfaction • Impact on the enhancement of learner autonomy • Impact on the enhancement of language competence		

1.5   Main Aim and Research Questions

The main aim of this study is twofold. The first objective is to develop a case study based on a university SALC in Mexico which already has in place a longstanding quality management system. Following detailed analysis of the findings of the case study, the second objective is to propose a dedicated and flexible Operational Process Model (OPM) appropriate to the needs of a SALC and which could be used and adapted by other SALCs according to their particular context. This operational process model will be supported by QMS principles, thus permitting the identification of the processes associated with the development of language learner autonomy in the support of language learning in a SALC environment.

The second aim is supported by the following two specific objectives:

a) Use data from the study to develop effective and efficient processes which ensure quality and satisfaction for all stakeholders (students/ language advisers / managers).

b) Based on ISO 9001:2015, design the necessary procedures to plan, implement, control and measure those processes involved in the provision of services dedicated to the enhancement of learner autonomy and language competence in such a way that they can be adapted to the individual necessities of a Self-Access Language Centre.

Effectiveness in this study refers to the quality of the academic support provided at the SALC that is the subject of the study, and this includes the language advisory services, the workshops, and the learning resources. Efficiency refers to the management of the centre itself. Despite the apparent separation of these two constructs in theory, in practice they complement each other since they both co-exist in the same environment. In terms of evaluation, one is needed for the centre to focus on 'how' the resources encourage the development of autonomy at a SAC (or any other use learners perceive as necessary to complete their learning needs), while the other relates to the provision of these resources and the decision-making process which relates to the continuous improvement of the centre (Gardner & Miller, 2005).

To fulfil the purpose of this study, a main research question has been proposed, followed by two research questions along with a number of subsidiary questions.

Main research question:

Which elements of the QMS are to be included in the design of an Operational Process Model which might permit the identification of the processes associated with the development of autonomy and language competence in a SALC through the provision of:

a) Advising sessions.
b) Learner training workshops?

Research Question 1: To what extent does the current quality management model effectively and efficiently contribute to the development of learner autonomy and language competence in terms of:

a) SALC advisory service?
b) SALC learner training workshops?
c) SALC facilities and resources?
d) Learners' overall satisfaction?

Research Question 2: Based on answers to the above, what are the elements to be included in a SALC operational process model which best ensures the efficiency and the effectiveness of the quality processes around management performance and the development of learner autonomy and language proficiency?

1.6   Rationale for This Study and Overview of Research in the Area

This first chapter of the dissertation describes my interest in carrying out research into whether the use of quality management systems can support the stated goals of a self-access centre. It describes the main aims of the research and gives the research questions that are proposed for this study.

The main intention of chapter two is to clarify the concept of quality and its implications in education, and how this is linked to the main aim of this study. In this chapter, relevant literature concerning the concepts of quality, learner autonomy and self-access centres is discussed. The chapter begins with an examination of the different approaches that have tried to define what quality is and its implications from industry perceptions to the field of education.

Chapter two also discusses how a quality-based approach, and more specifically how a Quality Management System, based on the ISO 9001:2015, can be used in SALC environments to establish practises which can bring these two areas together.

Chapter three situates readers in the context of this research. The first section in this chapter contributes to a deeper understanding of the quality implementation process at the SALC which is the subject of this research. Then it moves into the reasons why this research was proposed.

Chapter four outlines the reasoning for the selected methodology and the research approach that supports this investigation. A mixed-methods methodology is proposed for this study and includes a qualitative investigation of the perceptions of the participants on the development of autonomy in a SALC, and a quantitative interpretation of numerical data to support the sections of the ISO 9001:2008 norm that refer to continual improvement and decision making.

Chapter five presents the findings of this case study, showing the impact of the quality management system at the SALC. The first section of chapter five addresses findings regarding learners' needs, perceptions towards the advising sessions, and the managerial processes.

Chapter six presents the proposed Operational Process Model (OPM) for a SALC. Here the model is presented and how this OPM is intended to be implemented in a SALC is explained. In addition, the OPM demonstrates the processes that must be considered in order to implement it in a SALC.

Chapter seven discusses the findings detailed in chapter six in relation to existing research.

Chapter eight presents the conclusions of the study and possible future research areas.

Summary Chapter 1

This chapter began with a rationale for examining the role of self-access language centres in developing and enhancing language learner autonomy. Second, the complexity of establishing a methodology for evaluating self-access language centres was presented. Third, the chapter discussed the need for this research and described the SALC at the heart of this study and the implications of using an existing QMS based on ISO 9001:2015 normativity. Finally, the idea of proposing an operational process model developed for each SALC was presented. In particular, this model will take into account the needs of the SALC and will provide a methodology to identify and evaluate the processes linked to the provision of services dedicated to the improvement of learner autonomy and the development of language competence in language learners.

Chapter 2   Theoretical Framework

2.1   Introduction

This chapter sets the theoretical framework for this study. Since the main objective of this study is to examine to what extent a well-organized institution that decides to implement a quality management system increases the possibilities for monitoring and evaluating the aspects related to promoting the development of autonomy and language competence in language learners. First, the concept of quality and its transition from business to the concept of quality in education (2.2) are discussed. It then moves on to Examining Quality Management Systems (QMS) in more global contexts in education (2.2.2) with a review of different quality management systems in education. Also, an overview of the quality systems in the Mexican higher education system is given, as it is important to understand the context of the study.

The chapter then goes on to examine the key concept of language learner autonomy and self-accessible language learning (2.5). Again, it takes into account the theoretical insights of leading figures in the field (e.g., Benson (2010); Gardner and Miller (2005); Reinders (2010); Mynard (2012); Little (1998) and again situate the context of the study with a review of the self-access movement in Mexico. It is important to remember that this research examines aspects related to the development of learner autonomy and some extent, the development of language competence and the impact of a self-access centre. It is not about looking at the individual constructs of language acquisition or competence.

In recent years there has been little theoretical research on how best to evaluate self-access language centres and their core services. Also, there is not much empirical data on the relationship between self-learning centres, the concept of quality and the development of the necessary processes (planning, monitoring and evaluation) that can help them achieve their main educational goals, such as strengthening autonomy in language learners (Broady & Kenning (1996); Darasawang (1996); Riley (1996) Karlsson et al., (1997); Benson (2007); Little (2010); Miller & Gardner 2014; Mynard (2016).

Gardner (2002:62) comments that due to the complexity of self-access systems, particularly concerning their need to serve a very heterogeneous learner population with different learning goals, language levels, learning backgrounds and styles, and usage patterns, the evaluation of SALCs becomes always be problematic. Together with an examination and discussion of evaluation in SALCs, what follows is an overview of the research on the management of self-help

centres and their different purposes, uses and concepts (2.6). Morrison (2005:268) mentions that SALCs differ in many respects from other educational institutions such as schools, language centres or language programs, both pedagogically and administratively, and that, therefore, existing frameworks developed for these are not necessarily correct for the assessment of SALCs.

This chapter summarises what the research literature and the relevant sections of the ISO 9001:2015 (ISO, 2015; see 2.4) standard refer to about the managerial tasks relevant in a SALC to avoid misunderstandings in management definitions and Guidance in self-help centres. It is important to discuss how these misunderstandings can affect the development of the centres when it comes to language skills and the promotion of autonomy. As part of this chapter (2.6.4) it is also useful to discuss the role of learning advisors in supporting learner autonomy, as this topic is part of this research.

Finally, the pedagogical issues related to the relationship between concepts such as quality, autonomy in language learning and self-access centres are discussed, as it is intended to propose an operational process model for SALCs based on a quality management system (5.4).

2.2 Quality in Education

Given the importance of quality in this study, it is important to discuss the different connotations that specialists in the field have shared to the concept of quality to understand why they have not yet agreed on a universal definition. Finally, the evolution of quality from industry to education and how to bring quality and autonomy in language learning together in this study is discussed.

Although quality is an important construct in this research, this section does not intend to provide a historical overview of quality development in manufacturing areas. However, it is essential to explain the context in which this term was coined, such as how this philosophy has been adopted over time by the education sectors, particularly at tertiary levels.

2.2.1 The quality concept: an eternal discussion

The underlying concept of quality has been the subject of discussions for years and has not yet brought this construct to a uniform definition. Gryna et al. (2007) mention that the concept of quality in the industry has emerged from new concepts in manufacturing. In the early 20th century and after World War II, Japanese industry experienced a significant movement dubbed the First Quality Revolution.

Several authors such as Shewhart (1923); Deming (1983); Juran (1988); Crosby (1984); Pepper and Coole (1991); Nigvkcar (1996); Warren et al. (1974), Pirsig (1974), Green and Harvey (1993), Reeves and Bednar (1994), or Gummenson (1990) have attempted to conceptualise, schematise, or explain what the notion of quality refers to. One of the early pioneers of quality in the industry was Walter Shewhart. Shewhart (1923) introduced a new model for managing and controlling production known as Statistical Process Control (SPC). Nelson (1985) describes Shewhart's SPC model as a model that involves the use of control charts to analyse a process to identify appropriate actions that can be taken to achieve and maintain a state of statistical control and capability of the process Deming (1982) made further contributions to the field of quality when he based his vision of quality on four main areas: a systems approach, understanding statistical variation, the nature of knowledge, and the study of human behaviour to help organizations improve their increase productivity and quality. On the other hand, Juran (1988) emphasizes that quality can be viewed as a set of processes where planning, control and quality development are part of each quality process.

For Feigenbaum (1983), the concept of quality is associated with customer satisfaction. Furthermore, Ishikawa (1985) sees quality as a continuous process that does not necessarily end when the customer receives the end product. Instead, Ishikawa (ibid.) states that this customer continues to receive services even after receiving the product. Moreover, the service an organisation provides would be extended to all levels of management throughout the company and even beyond the company into the everyday lives of those involved. Finally, Crosby (1984) defines quality as meeting requirements; in other words, it is a zero-defect approach.

In this sense, Quality Assurance (QA) is about maintaining quality standards by following the procedures set out in the QA system; Total Quality Management (TQM), popularized by Peters and Waterman (1982), is about creating a quality culture where the goal of every employee is to delight their customers and where the structure of their organization allows for this. TQM is about delivering what the customer wants when they want it, how they want it, develop products and services that meet and exceed their expectations. Customers will only come back and tell their friends about it when they are delighted.

In relation to the above, Gryna et al. (2007) state that quality encompasses the following concepts:

- Quality is seen as customer satisfaction and loyalty, with quality having at least two components - the product's properties and the zero-defect premise.
- Quality must be seen as a group of activities that cannot be done in isolation.

- Quality must be seen as a whole in the organisation.
- Quality is based on three main areas - planning, control, and continuous improvement, each of which must meet a list of requirements.

According to Reeves and Bednar (1994), the search for a relationship between a universal definition of quality and a statement of the law has not been successful. According to Gummesson (1990), rather than attempting to define the term, it might be helpful to provide insight into the many ambiguous dimensions surrounding the notion of quality through societal consensus. Garvin (1988) classifies the different definitions of quality into five main groups:

- First, he defines quality as a subjective and personal item.
- Second, in this context, product-related definitions and quality are seen as measurable quantities, and the measure relates to the product.
- A third classification is a user-based definition, where quality depends on customer satisfaction, making the definition somewhat subjective.
- The fourth definition of quality is the manufacturing-based definition; Quality is seen here as compliance with requirements and specifications.
- The fifth classification focuses on value-based definitions; Quality is defined here in relation to costs.

The ISO 9000 series (2012) is considered the world's most important quality standard for all aspects of life (e.g., small businesses, industry, education, health). In 1979 it was published in the UK as among the first principles for quality systems, and it was not until the mid-1990s that it was known in the UK as BS5770 (Sallis, 2005).

The International Organization for Standardization (ISO, 2015) is another international organization that establishes the criteria for a quality management system that specifies requirements for a quality management system (QMS). Any organization, large or small, can use ISO regardless of its field of activity, including educational environments, to demonstrate their ability to consistently demonstrate that their products and services comply with a set of regulatory requirements to meet customer needs and requirements (ISO, 2015).

2.2.2 Quality in education. From industry to the education system

Quality is a term that encompasses many different areas for many other purposes, and education is no exception. If a consistent definition of quality in the industry has become a topic of discussion, quality in education is also a topic (Tribus, 1994). Before delving into the quality of education, it is essential to remember that the quality principles applied to education are rooted in the industry.

UNESCO (2003), Peters and Waterman (1992) and Doherty, 1994) mention that quality is not confined to one sector; his approach can be applied to other areas such as healthcare, non-profits, government, and education. It is impossible today to conceive an organization without at least little control over its activities or processes. Gryna et al. (2007) mention that this approach suggests that the quality of a service or process and the quality of information are now measurable, controllable, and developable.

Similarly, the same ambiguous definitions appear in the industrial sectors when describing the role of quality in education and trying to reach a consensus on how to define quality. Several authors such as Feigenbaum (1983), Crosby (1984), Gilmore (1974), Parasuraman et al. (1985) and Doherty (1994) made significant contributions to their efforts to define educational quality in a unified way. They see the quality of higher education as a way of seeking excellence, values and demands.

For example, Peters and Waterman (1992) describe quality as excellence in education. Feigenbaum (1960) describes quality as added value in education. For Crosby (1984) and Gilmore (1974), quality is viewed as the conformity of educational outcomes with planned goals, specifications, and requirements. Finally, to Parasuraman et al. (1985), quality in education focuses on meeting or exceeding client expectations of education.

The British Standards for Quality Assurance (BSI, 1992) published guidance on applying standards to quality in education. At the same time, the National Accreditation Council for Certification Bodies has also circulated a proposed code of practice for standards used in education (Doherty, 1994). However, Raynolds (2000) says that the quality of education often does not correspond to the moral values of education. Perhaps it is because moral values are not tangible, i.e., not measurable, since the philosophy of quality is only based on quantifiable goals.

Holt (2000) also points out that when applying quality to education, this is particularly important in terms related to students or mentoring; educational institutions should provide them with broader learning opportunities and more assessment opportunities. However, Saylor (1992) states that quality in education is also associated with continuous organisational improvement; in this case, schools meet the needs of their customers, and by customers, he meant students, staff, and institutions. On the other hand, Doherty (1994:14) describes quality in education as "what makes learning, a pleasure and a joy."

UNESCO (1996) defines quality in education as:

- Learning "to know" improves students' mental and intellectual abilities.

- Learning "to do" to improve the physical abilities of individuals; and
- Learning "to be" and Learning "to live" can focus on enlightening students' ethical values.

In 2003, UNESCO reaffirmed that education should be viewed as a human right and that institutions should promote access to education and the quality of education. Accordingly, Tribus (1994: 89) reflects on the idea that education should address the teaching-learning processes as central to the mission of educational institutions and apply tools for improvement to these processes. The author clarifies three critical points in adapting a quality management approach in education: parent involvement, school administration, teacher training and evaluation.

In this sense, Tribus (ibid.) recommends distinguishing between education and business. He notes that school is not a factory, students are not a product, but the product is the student's education. In a way, education needs to have the same goals as its students: knowledge that enables participants to understand, know-how and wisdom that will allow the institution to prioritise, and character that encourages participants (students) to become respected and trusted members of society. Tribus (1992:89) also states that quality management is more concerned with fixing the system than fixing the fault, so he says if you want to improve a product or service, pay close attention to the processes that produce the product or service.

Skrzypek (2006) defines the quality of education as the ability to build the capacity to assimilate knowledge in the field of educational needs and to implement this knowledge to create mechanisms that enable meeting the expectations of customers and educational services. He also says that among interested parties regarding the quality of education, one should distinguish between pupils, students, teachers, and employers. Skrzypek's definition of quality is similar to one of the principles of ISO 9001 (INLAC, 2017:13), which states that the primary focus of a QMS is to meet customer requirements and strive to exceed customer expectations.

Barnette (1988) states that quality in education can be perceived from different perspectives, and these views lead to other methods of assessing quality in education. It is precisely these methods that set various performance indicators (PIs). Barnette (1998:70) analyses these PIs together with four dominant contemporary UK higher education concepts. The first conception sees Higher Education (HE) as the production of a highly qualified workforce, which describes graduates as products with utility value in the economy. In this context, quality is measured by the ability of students to compete in the workforce and PIs are estimated as the percentage of graduates who enter employment. The second conception refers to higher education as training for a research career and defines it as the academic community engaged in research. From this conception,

quality focuses more on the staff's research profiles than on the students' achievements. The PIs, in this view, focus on the employee posts.

In the third conception, Barnette (1988) sees Higher Education (HE) as the management of curriculum, referring to the change in education from an elite to a mass system in which students are admitted based on unconventional qualifications and from different backgrounds. First, quality is seen as achieving a high level of teaching effectiveness. Then the key performance indicators (PIs) are measured through financial data, good degrees, and staff-student ratio. Finally, higher education is viewed as a matter of prolonging life changes. Here, HE is valued as a means of social mobility. The PIs are also in the percentage growth in the number of students and the area of first-year students at a university.

The central aim of quality in education is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders according to the European Standards and Guidelines for Quality Assurance in European Higher Education (ESG, 2015). These standards have been adopted by the E4 Group of the European Association of Institutions in Higher Education (EURASHE), the European Student Information Bureau (ESIB), the European University Association (EUA) and the European Association for Quality Assurance in Higher Education. Additionally, institutions may have additional policies and processes to ensure and improve the quality of their other activities, such as research and governance (ibid.).

2.2.3   Quality in education based on the International Organization for Standardization, ISO 9001:2008

For this study, the concept of quality is aligned with the principles of the International Standardization Organization (ISO), which sees quality as a resource that inspires confidence in the organization's ability to provide products that meet the needs of customers (in this case, the students or language learners).) meet expectations (ISO, 2012).

ISO (2015) says its standards can be used by any organisation, including service providers such as hospitals, banks, or universities. The latest version of the standard was specifically designed to make it more accessible to non-manufacturing organisations. These standards define the requirements for a quality management system. They help businesses and organisations be more efficient and improve customer satisfaction, as education management relies heavily on quality business models to provide accountability systems (ibid.). For example, ISO 9001 is based on the idea of continuous improvement. ISO standards do not specify what the goals should be in terms of quality or meeting customer needs. Still, organisations must define these goals and

continuously improve their processes to achieve them (ibid.). Consistent with this line of thinking, Gardner and Miller (2014) note that although the concept of quality management has emerged from the corporate sector, increasing interest in education may be related to an increased need for accountability to stakeholders, particularly government agencies, funding bodies, students and fee payers.

Although the International Organization for Standardization (2015) established a set of quality management principles to show how these together can provide a basis for performance, improvement and organizational excellence, Woodhouse (2013) states that it is important to keep in mind that universities themselves are in charge of their quality tasks and not with an external quality agency. The latter is only responsible for validating and supporting the work of the universities.

Furthermore, Woodhouse (2013) states that ISO 9000 was designed to improve product quality. He also notes that if organisations could demonstrate that they operate a quality system that meets international standards, as in the case of educational services, customers would gain more confidence in the quality of the products purchased or the services received. Woodhouse also believes that working to document procedures reduces errors and ensures consistency of results.

Hoyle (2001) states that the purpose of ISO standards is to assist organisations of all types in implementing and operating effective quality management systems according to the principles that establish quality requirements. They describe possible benefits for the organisation. The actions implemented improve the organisation's development and, of course, the impact of these principles within the organisation. There are many ways to apply these quality management principles. The nature of the organisation and the specific challenges it faces determine how they are implemented.

Hoyle, David and Thompson, John (2000) describe guidance on applying these management principles, classified as follows: a) Customer Orientation: The primary focus of a QMS is to meet customer requirements and strive to exceed customer expectations. The organisation needs to gain and keep the trust of customers and other interested parties in order to improve customer loyalty. The organisation must plan, design, develop, produce, deliver, and support goods and services to meet customer needs and expectations. However, the ISO 9000 certificate may seem satisfactory at first, which may be short-lived as the customer slowly realises that owning the ISO 9000 certificate has not resulted in the expected growth of a business; In other words, the customer-centricity is also about satisfying needs, not wants. On the other hand, Blackmore (2009) notes that in higher institutions, there is a tendency to focus on student satisfaction rather

than focusing on improving teaching and learning. This point is important for this study as it examines the importance of student satisfaction as an important quality measure alongside the achievement of relevant educational goals and appropriate management processes.

b) Leadership: in the industry, leadership is viewed as the anchor that can establish a unity of purpose and direction at all levels and create conditions under which people achieve the organisation's quality goals. Increasing effectiveness and efficiency helps to achieve the organisation's quality goals. Communication of the organisation's mission, vision, strategy, policies, and processes must occur throughout the organisation. Bush (2011) mentions that, as with many other ideas, changes in education have been influenced by industry and education management is no exception. The first attempts to include management in education date back to the 1960s in Great Britain (BSI, 1992). Although the idea of industry parameters was adopted, the involvement of management in education developed their theories and models essentially based on observation and experience.

c) In the specific context of SALCs, Gardner and Miller (2014) state that some research has been done on SALC management. In the author's words, effective management of SALL (self-access language learning) involves management and leadership. Gardner and Miller explain that management in SALCs seeks efficient use of resources while leadership seeks challenges to overcome and opportunities to meet the centre's needs and interested parties.

d) People engagement is essential to improve organisations' ability to create and deliver value. Facilitating people's engagement in meeting the organisation's quality goals improves people's satisfaction, trust and collaboration and recognises and celebrates people's contribution, learning and improvement. Holey (2013) emphasises encouraging employees to contribute and use their personal experiences. He also states that the principle of involving people in ISO 9001 (2008) is reflected in the requirements related to participation in design reviews, defining goals, responsibilities and authorities, and creating an environment in which people are motivated, which facilitates internal communication and ultimately result in the determination of competence needs.

e) Process Approach: Outcomes are achieved more effectively and efficiently when activities are understood and managed as interrelated processes that function as a coherent system. The quality management system consists of interrelated processes that allow the organisation to provide interested parties with confidence in its consistency, effectiveness and efficiency and to define the objectives of the system and the processes required to achieve them. Tribus (1994) defines this principle as simple when one wants to improve a product or service, and the

organisation is focused on improving the process that produces it. For example, Tribus suggests that in education, the teaching-learning process could be seen as a central task of an institution while emphasising tools to facilitate the improvement process. Gardner and Miller (2014) suggest that what makes a quality model suitable for education management is also applicable to SALCs as it concerns both the process and the product/service and has a strong focus on customer satisfaction.

f) Evidence-based decision-making: This is more likely to lead to the desired results based on the analysis and evaluation of data and information. Increasing the ability to demonstrate the effectiveness of previous decisions ensures that data and information are sufficiently accurate, reliable and secure. Explaining why we refer to goal achievement as accountability in education is essential. As already described in this chapter (see 2.2), the word quality has been included in the industry's education management field. One of the main reasons quality has become an important part of our education systems (Brundrett and Rhodes, 2011) is that institutions are now competing to offer the best options for their current and future customers (the students). Even if the term quality in education is much discussed; there now seems to be a consensus on education; the quality can be measured by how well institutions have responded their customers' (stakeholders) needs.

g) Relationship Management: An organization manages its relationships with interested parties for continued success, such as B. Suppliers. A shared understanding of goals and values among interested parties increases the ability to create value for interested parties. They share resources and competencies and manage quality-related risks through joint development and improvement activities with interested parties (ISO, 2015). For example, Tribus (1994) refers to these educational stakeholders as the students who may live with the product all their lives, second, the parents who pay for the service, and future employers who will pay to derive benefit from the education of the students and society who paid for the education.

These requirements or management principles have been addressed along the eight chapters in the previous ISO version 9001:2008 of the International Quality Standards (ISO, 2012). The primary purpose of these requirements is to increase customer satisfaction through the effective application of the QM system, including processes for continuous improvement of the system and assurance of compliance to a customer; by applying legal and regulatory requirements.

In the standards, normative or regulatory references (ISO, 2012) specify the necessary processes to implement and maintain a quality management system. Ongoing processes should help continuously improve service effectiveness and increase customer satisfaction by meeting

customer requirements. In addition, these principles help establish a procedure for ensuring the quality management system's conformity and continuously improve the quality management system's effectiveness.

ISO 9001 is the internationally recognized quality management system (QMS) standard from which companies of all sizes can benefit. ISO 9001 Quality Management Certification was developed as a powerful tool to improve business to help to continuous improvement, streamline operations and reduce costs.

Holey (2013) states that the purpose of ISO 9001 is to provide requirements, which, if used, will enable organizations to demonstrate that they can consistently offer a product that meets customer needs and applicable regulatory requirements and provide guidance on how to improve an organization's efficiency, effectiveness and overall performance.

2.2.4 ISO 9001 Update

These principles in ISO 9001:2008 have been updated; now, the standard is called ISO 9001:2015. This set of changes was made to be more transparent and adaptable for those organisations that would start implementing a quality process to earn a quality award or get their organisations to work more consistently on customer needs. However, like its predecessors, ISO (2015) mentions that awarding a certification is not a requirement but gives more credibility to the organisation.

In this sense, and according to Brand (2019), the granting of accreditation shows that an organisation uses the standard to demonstrate that it can consistently provide products and services that meet customer needs and regulatory conditions.

ISO 9001 (2015) lists three benefits an organisation can have after certification. The first relates to an organisation that has met the ISO 9001 requirements. Second, ISO 9001 assesses whether the implemented quality management system is appropriate and effective and encourages stakeholders to identify and implement improvements to the observed processes. Finally, as the organisation continuously improves its products/services, this ensures a benefit to the customers as their requirements are met. In addition, it is also claimed that the organisation will benefit from higher job satisfaction, improved morale and better operational results.

Since 1987, when the ISO 9001 series of standards was first introduced, several changes have been made to facilitate the implementation of a QMS in an organisation. As a result, many changes have occurred since then. For example, in 1987, organisations had to describe what they were doing. In the 1994 version, the reasoning changed; The organisation had to say what they do

and do what they say. Later in the 2000 release, the organisation needed to continuously focus on the right processes to improve and increase customer satisfaction. Nothing has been added in the 2008 version, but it has been clarified as far as the interpretation of the standard is concerned.

Significant changes have been made compared to the 2015 version. (Marivoet 2016). According to ISO 9001:2008 earlier version (ISO, 2015), understanding and managing interrelated processes as a system contributes to the organisation's effectiveness and efficiency in achieving intended outcomes.

This approach enables the organisation to control the interrelationships and interdependencies between the system processes so that the organisation's overall performance can be improved toward the intended outcomes following the organisation's quality policy and strategic direction.

Control of the processes and the system can be achieved using the PDCA cycle (see 2.2.4), with the general focus being on risk-based thinking aimed at seizing opportunities and preventing undesirable outcomes.

Along with the changes, the new philosophy of 9001:2015 is based on the risk-based thinking approach, which appears essential to achieving an effective quality management system. Risk-based thinking has been implicit in previous editions of this International Standard, including, for example, taking preventive actions to eliminate potential nonconformities, analysing any nonconformities that do occur, and taking action to prevent recurrence commensurate with the impact of the nonconformity.

To meet the requirements of this International Standard, an organization must plan and implement measures to address risks and opportunities. Dealing with risks and opportunities creates a basis to increase the effectiveness of the quality management system, achieve improved results and avoid adverse effects.

The following table (Table 2) compares the connection of the clauses of ISO 9001:2008 with those of the new ISO 9001:2015.

ISO 9001:2008	ISO 9001:2015
0. Introduction	0. Introduction
1. Scope	1. Scope
2. Normative reference	2. Normative reference
3. Terms and definitions	3. Terms and definitions
4. Quality management system	4. Context of the organisation
5. Management responsibility	5. Leadership

ISO 9001:2008	ISO 9001:2015
	6. Planning
6. Resource management	7. Support
7. Product realisation	8. Operation
8. Measurement, analysis, and improvement	9. Performance evaluation
	10. Improvement

Table 2. ISO versions 2008-2015

As can be seen, ISO 9001:2015 has ten clauses instead of eight. This new model of the norm is known as the high-level structure. Since the QMS is still a process-based approach, this new structure of the standard has been adapted to the Plan (P) Do (D) Check (C) ACT (A) model (ISO, 2015).

INLAC (2017) describes the PDAC model as an integrated system that enables the organization, in this case, a SALC, to achieve positive outcomes from what they offer their customers (students). Usually, the PDCA is presented in a Deming Chart (see 2.2.4), showing how the planning activities and the control methods are linked. For example, as discussed, planning involves setting goals and based on them, designing the processes to achieve them. The Do phase represents the implementation of the activities defined in the process. The Check phase involves tracking and measuring the activities proposed in the Do phase to monitor whether the activities are on track to achieve the goals. After all, acting means making decisions to improve the activities of the established processes.

2.2.5 Pedagogical implications

At this point, it seems important to note that since the publication of the first set of quality management system standards by the International Organization for Standardization (ISO) in 1987, ISO has stated that a QMS is just a tool for organisations to determine how they can meet the needs of customers and other interested parties involved in the activities. Since then, the ISO standards have been revised at least every seven years. Changes to each release are intended to improve an organisation's professionalism, increase customer satisfaction, and print a positive image that confirms that the organisation adheres to international, internationally recognised quality standards.

Some of the alleged benefits of implementing a QMS based on the ISO 9001 standard, according to Marivoet (2016) is that this quality management system shows that the organisation is providing products and services of consistent quality. It also shows that the products and services

provided meet customer satisfaction, complies with the law and legislation, meets the organisation's requirements, and help them reorganise the products and services to improve them continuously. Northwest Missouri State University (Hubbard, 1994) pledged this, recognising that quality service is an essential component of quality in higher education. To this end, they have taken some measures to provide quality service to their students, such as clear and polite communication of the services provided to help students achieve their goals, making it easier for students to say what they need and what to expect.

The latest ISO 9001:2015 standard is based on seven principles of quality management: (see 2.2.5) customer focus; Guide; engagement of people; process approach; improvement; evidence-based decision making; relationship management. (INLAC, 2017).

2.3   Educational quality in a global context

Universities know that adopting the quality assurance philosophy is more than a bureaucratic process. For example, Lewis and Smith (1994) from the University of Ohio, USA, presented a study of an institution implementing a model based on Total Quality Management (TQM) principles. First, the institution recognized that TQM principles and university practices were not in conflict; on the contrary, some were compatible with their enduring traditions. For example, the emphasis on service, meeting the needs and expectations of its students, and management practices such as leadership, knowledge-based decision-making, and participation were standard practices at the university.

The ESG (2015) (see 2.3) has published a set of European standards focusing on quality assurance related to learning and teaching in higher education, including the learning environment, with relevant links to research and innovation.

The ESG (ENQA, 2007:16-19) establishes seven standards for quality assurance in higher education:
1) Policy and procedures for quality assurance
2) Approval, monitoring and periodic review of programs and awards.
3) Assessment of students
4) Quality assurance of faculty 5) Learning resources and mentoring of students
6) Information systems
7) Public information

Although the ESG uses the ISO 9001 standards per se, its quality assurance policy appears to be quite similar to those within. A look at the ISO 9001 standard model (see 2.3) reveals some similarities:

ISO 9001:2008	ISO 9001:2015
Policy and procedures for quality assurance	Management responsibility
Approval, monitoring and periodic review of programmes and awards	Realisation of the product/service
Assessment of students	Resource Management
Quality assurance of teaching staff	
Learning resources and student support	
Information systems	Measurement, analysis, and improvement
Public information	

Table 3. Similarities between ISO versions

Implementing quality standards as guidelines in higher education institutions has allowed them to really move towards quality improvement (Rosa and Amaral, 2007) and is part of their strategic management. Therefore, internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders.

The second ESG standard (Rosa and Amaral, 2012:136) relates to the need for institutions to have processes for designing and approving their programs. Programmes should be designed to meet their objectives, including the intended learning outcomes. The qualification resulting from a program should be specified and communicated and relate to the correct level of the national (European Community) qualifications framework for higher education and consequently to the qualifications framework of the European Higher Education Area. This standard can be associated with the ISO principle of Process Approach (2015), which refers to a set of interrelated processes functioning as a coherent system.

The following ESG refers to student-centred learning, teaching and assessment standard. This means that universities should ensure that programs are delivered in a way that encourages students to take an active role in shaping the learning process and that student assessment reflects this approach. It is asserted that student-centred learning and teaching play an essential role in stimulating motivation, self-reflection and student engagement in the learning process.

This means carefully considering the design and delivery of study programs and evaluating outcomes. At first glance, this may not be easy to comprehend given its level of detail and focus on student-centred learning and teaching. It promotes flexible learning paths to do justice to the diversity of the students and their needs. It proposes, where appropriate, the use of different

forms of teaching and other flexible pedagogical methods, as well as regular assessments and adjustments to the conditions of education. It promotes a sense of autonomy in the learner while ensuring appropriate guidance and support from the teacher, fostering mutual respect within the student-teacher relationship, and having proper procedures for dealing with student complaints.

ENQA (2009) presents five case studies relating to their experiences implementing an assessment based on a quality model. Sallis (2002) mentions that ISO 9000 alone cannot guarantee quality development, but what ISO 9000 can do is ensure that there are systems in place to deliver these standards once decided and that it is the institution that sets the standards for their teaching and learning.

Accordingly, Mizikaci (2005) discusses the need to implement Total Quality Management Systems in higher education in Turkey. She notes that this need arises from two aspects. On the one hand, we have seen a growing number of higher education institutions, most recently in the last decade. On the other hand, we have seen the globalization of education, new models of education, the rapid development of technology and the need for qualified graduates to enter the labour market. Mizikaci (2005) mentions that based on the increase in the number of higher education institutions in Turkey and the globalization of education, the Turkish Higher Education Council has proposed changes in Turkish education based on seven quality areas:

- planning,
- implementation and evaluation,
- academic staff,
- students; university cooperation,
- learning sources.
- management,
- a quality assurance system.

Furthermore, Babbar (1995) states that education in the US claims to teach and educate people. Therefore, fundamental managerial concepts such as commitment, motivation, participation and leadership play an important role in determining the effectiveness of the applied processes to shape and influence people wherever they are. Babbar (ibid) describes a case study at a US public university. He based his analysis on showing why the government allocates enormous economic resources to ensure that education is delivered effectively in schools, universities and educational institutions.

One of the aims of Babbar's study was to discuss the role of teachers in establishing TQM. Based on his research, Babbar commented that teachers committed to the philosophy of TQM could, with sincere effort, get students interested in what is being taught. Only when students are genuinely interested in applying what they have learned to improve the performance of their organisation's competitiveness can a TQM-oriented teaching approach serve as a powerful model to enhance student learning and help bring out the best in students and teachers.

Another study by Winn and Green (1998) reports the results of using a TQM at the Air Force Academy, Oregon State University, USA. He commented that the implementation of Deming's (2000) 14 points had shown that TQM could be a powerful tool in education, although it was first applied to manufacturing processes. The critical elements to a successful implementation are:

1) Gaining the support of everyone in the chain of custody
2) Identifying customers
3) Focusing on refining the process
4) Using Deming's 14 Points as a guide and checklist during implementation efforts.

In this sense, Deming's 14 points (Deming, 1986) offered a way to significantly improve the effectiveness of the organisation since these 14 points can be viewed as management principles:

1) Create consistency of purpose: strive for constant improvement of products and services, with which Aim to become competitive and ensure consistency in the way business is done, which ensures jobs are preserved.

2) Introduce a new philosophy: Organisations may not be able to continue their business if old practices persist (e.g. delays, errors or deficiencies) and are open to new challenges.

3) End the dependency on inspections: End the dependence on reviews for quality assurance. It is better to monitor and develop quality practices during the process to avoid mistakes rather than correcting them.

4) Avoid short-term contracts: It is worth building good, long-term relationships with suppliers in the long term. In the case of the educational process, teachers can be considered providers. Therefore, educational institutions should trust their suppliers as they are the first link to quality service.

5) Continuous Improvement: Continuous improvement of quality and productivity in the service process. A quality improvement could lead to a more effective effect.

6) Training on the job: The training and further education of employees are necessary for the survival of an organisation. Therefore, training should be seen as an excellent quality improvement tool. Institutional Leadership: Managers must lead their subordinates by example, not just through supervision.

8) Drive away fear: Effective and transparent communication, motivation, respect and interest in each other and each other's work can help

9) break down barriers between departments: collaboration can improve, and different teams of experts understand each other better, opening the door to hearing other ideas and exchanging.

10) Do without admonitions: Slogans, warnings and cautions are perceived as patronising. Instead, give the workforce methods to do their job better.

11) Eliminate targets: Managers should focus on quality instead of quantity, encouraging professionals to do their job well and taking the time to do it. Rushing through work can lead to production errors.

12) Allow pride in craftsmanship: Let employees again take pride in their craftsmanship and ability. This relates to the eleventh point. Employees feel happier when they have the opportunity to do their job well and professionally without feeling the pressure of deadlines.

13) Promote education and self-improvement: Integrate and promote employee training, self-development, and improvement. This is directly related to the sixth point. By encouraging employees to work for themselves and see their studies and training as a natural part of their job, they can push themselves to a higher level.

14) Transformation is everyone's job: Transformation is everyone's work. Establish concrete actions to implement and achieve transformations and changes throughout the organisation.

Correspondingly, Crosby (1986) refers to quality as the fulfilment of requirements. For Crosby (ibid.), non-compliant products are those that management has not specified or controlled. He also notes that this lack of control or non-compliance is due to things not being done right the first time. Crosby was the first to refer to doing right as zero error, but this does not mean that those involved in the process should never make mistakes. Instead, work should be carried out as a series of activities or processes, defined by precise requirements, to achieve results. Then, like Deming, Crosby (ibid.) also laid down 14 steps that summarize his path to quality:

Then Crosby (ibid.), like Deming, also laid down 14 steps that summarise his path to quality:

1) Management commitment: The need to avoid errors should be recognised, and managers should implement quality guidelines. In addition, quality policies are needed to emphasise that stakeholders are expected to meet requirements or be formally changed according to customer and organisation requirements.

2) Quality Improvement Team: People from all departments should collaborate to form a quality improvement team. Each team member should have sufficient authority to commit the area they represent to action.

3) Quality Measurement: The organisation can establish quality benchmarks for each activity area. Activities are recorded to show where improvements can be made and where corrective action is needed.

4) Cost of Quality Assessment: Quality recognition is not an absolute measure; Instead, it can be applied to fixing bugs, leading to higher profitability.

5) Quality Awareness: By providing training and visible evidence of quality improvement efforts, these employees can raise awareness of the cost of failure to the business.

6) Corrective Action: Corrective action should become a habit. When people see that problems can bring solutions to light through discussion, this will also affect regular improvements.

7) Establish an ad hoc body, the Zero Defects Program, which means that things should be done right first. This should not be viewed as a motivational program.

8) Supervisor Training: Before installing or applying these 14 steps, first, managers should be trained and understand them to pass them on to their employees.

9) Zero Defect Day: It's Essential Zero Defects is committed to the company's performance standards and that everyone receives the same message in the same way.

10) Goal setting: Every manager gets his employees to set specific, measurable goals for short periods.

11) Troubleshooting: Employees describe the problem. Problems should be confirmed within 24 hours by those responsible for the area. The quicker the issue is resolved; the more trust can be built as people become increasingly confident that their issues are being addressed and dealt with.

12) Recognition: Recognising or giving an award to those who achieve their goals or excel is important. The act of recognition is significant.

13) Quality Councils: Continually discuss improvements and upgrades to the quality program.

14) Repeat: It is important to assemble a new team of representatives and start the program with zero defect days. This fresh start helps anchor quality in the organisation. Crosby (ibid.) claims that the above steps could lead organisations to operate more efficiently and that there will be teamwork rather than negative attitudes between interested parties.

2.3.1   ISO 9001 Misconceptions in Education

Several misunderstandings were identified in the implementation of the quality concept in education, such as it is a bureaucratic process, the misinterpretation of the standards, lack of commitment, and the perception of an additional workload (Al-Najjar & Jawad, 2011; Bevans-Gonzalez 2014 Gamboa and Melo 2012 Van den Berghe 1997.

First, Van den Berghe (1997) states that when ISO standards are implemented, the interpretation of the terminology and the processes involved becomes a critical point; for example, the definition of "product" can be interpreted as a learning output or as a learning process. He also identifies other problems in interpreting the ISO standards in education, such as the lack of free consultation, consistency between auditors, and the time spent reviewing documentation before audits.

Second, in a study on perceptions of ISO standards in education at the University of Pennsylvania, Bevans-Gonzales (2014) found that many participants were confused and, at the same time, curious about how this quality model is intended to be applied in education. Other focus groups agreed, saying that ISO standards do not apply to education. This study also found that participants felt that more paperwork would be done, less classroom time would be devoted to teaching, and additional work would likely be required of teachers.

Although the standards should be clear and applicable to all contexts, Van den Berghe (1994) argues that the ISO 9000 standards are not easy to read. In addition, the meaning of individual sentences may not be evident in a given context, and interpretation sometimes seems necessary. Still, the guidelines encourage understanding, which has its advantages. For example, individual sections can be declared inapplicable for organizations, while it can be shown that the requirements cannot be implemented for others. Nevertheless, with these interpretations, it is essential to show that the "spirit" of the standard is followed as far as possible. In this sense, Van den Berghe (1994) underlines that although there may be non-applicable clauses in the ISO 9000 standards, careful interpretation is required. Furthermore, many of the specifications in the standards require detailed analysis and proper interpretation before they can be applied in a specific educational or training context. Nevertheless, despite these interpretation issues, education and training organizations generally have a positive attitude towards ISO 9001 (2012).

Finally, Gamboa and Melo (2012) mention the disadvantages of increased bureaucracy and several difficulties associated with the quality implementation process. They report three disadvantages that are mentioned most frequently in their study. The first relates to how people perceive the implementation of ISO as ultra-bureaucratic; the second refers to problems in

interpreting the standard and difficulties in adapting the standard to education. A third disadvantage relates to the participants, who seemed to find implementing standards time-consuming and with an additional workload.

Although these examples show that ISO standards can be seen as critical issues in education, Twigg (2001) states that while these quality assurance systems are not perfect and can certainly be improved, they are more or less effective for many institutions, states and governments.

2.4   Educational quality in the Mexican context

The Mexican government has paid special attention to educational issues in recent decades. Since 1978, when the Ministry of Education announced its intention to offer a culture of learning based on quality standards, the word quality has been part of every National Development Plan (Planes Nacionales de Desarrollo) that each Mexican president submits after his election.

In 1979, the Mexican Ministry of Education created a department responsible for seeking excellence in higher education: the Sistema Nacional de Planeación Permanente de la Educación Superior, or SINAPPES in its Spanish acronym (see Figure 1). This organization was responsible for the national and permanent planning system for higher education. However, it was not until former Mexican President Salinas de Gortari assumed the presidency of Mexico (1989 to 1994) that a new programme was started. The main purpose was to oversee every public university in Mexico and promote the quality of higher education through continuous evaluation of academic Programs on which funding depends (Rubio, 2006). Rubio (ibid.) mentions that the idea behind these new quality programs in higher education was to create an agency that could regulate and oversee all academic programs taught at every state university throughout Mexico.

In 1989, ANUIES (Asociación Nacional de Universidades e Instituciones de Estudios Superiores), a non-governmental organisation founded in 1950, established ten requirements that higher education institutions must meet to be accepted as ANUIES members. These concerns:

1) The mission of the institution.
2) Institutional requirements.
3) Planning processes.
4) Academic infrastructure.
5) Educational programs.
6) Evaluation systems.
7) Academic staff.
8) Students.

9) Financial resources.

10) Cultural programs.

It now has around 122 public universities and 24 private universities in Mexico as members and significantly influences all decisions and changes in the country's public education system. The ultimate purpose of ANUIES is quality assurance in higher education. Therefore, a university must meet specific requirements to be part of ANUIES. Although ANUIES is not the organization that certifies universities in their quality processes, it is a crucial step in earning a quality award as its requirements align with those on the checklist of the federal agency that certifies the quality assurance of Mexican higher education institutions.

In 1979, the Mexican government and the ANUIES worked together to set up a new office to evaluate the academic programs universities and institutes offered their students. This is how CONPES was born (Coordinación Nacional para la Planeación de la Educación Superior). This office is responsible for the national evaluation of universities, and the income depends on the results of the evaluations. CONPES bases its reports on three areas:

1) The self-evaluation of the institutions.

2) The assessment of individual academic programs by recognized organizations and specialists in each field of study (see CIEES below);

3) The assessment of academic programs at the institutional level by experts in the field of study and recognized by the academic community to ensure parity between institutions (see CIEES below).

As in quality and accreditation systems elsewhere (e.g. UK), these evaluations aim to ensure quality in higher education. Since visiting all 36 public universities and institutes is not easy, CONPES has divided the verification into two different levels of examination that more easily monitor the quality of education (see Figure 1). In one of the standards, the evaluation focuses on the institutions, the courses and the participants (professors and students). The government has created two distinct programs at the second level, striving to improve higher education in Mexico. One is called PIFI (Programa Integral de Financiamiento Institucional); This program is more focused on funding, which means that depending on the research program each university or institute presents, they will receive appropriate funding to support their research. The other program is PROMEP (Programa de Mejoramiento del Profesorado) which aims at academics to improve their academic skills, either in Mexico or abroad. It is a fellowship program for scholars and supports this research.

The figure below (figure 1) explains how the education system in Mexico is evaluated by the various organizations that ensure the delivery of quality education at all levels.
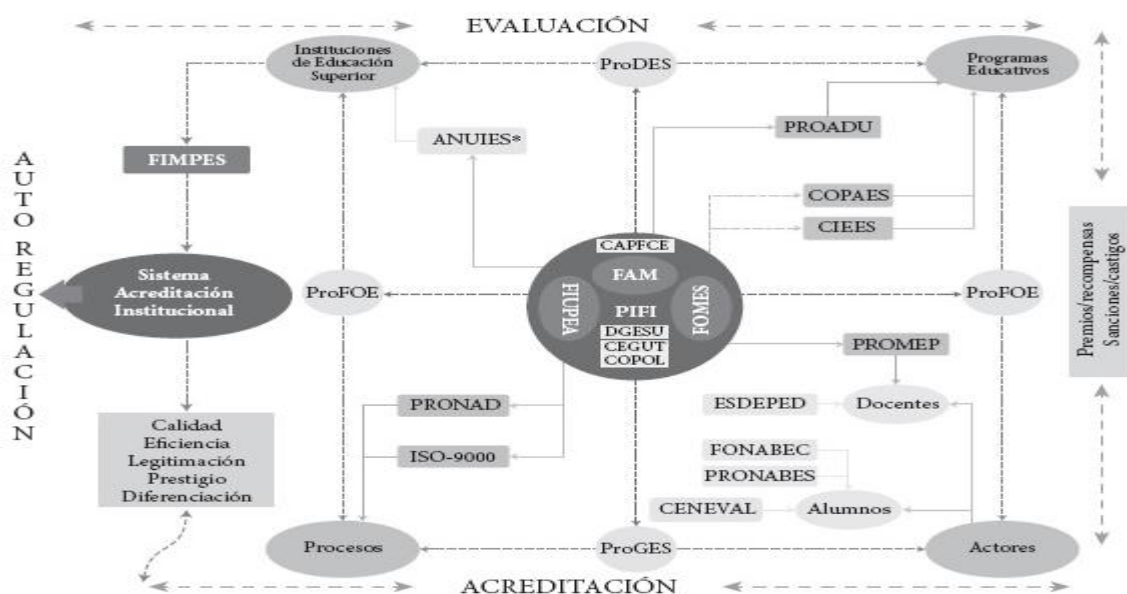
Figure 1   Diseño Institucional de la Evaluación en México

After the creation of SINAPPES (Sistema Nacional para la Planeación Permanente de la Educación Superior), CONPES created a new organisation in 1991, CIEES (Comités Institucionales para la Evaluación de la Educación Superior). The CIEES Committee (see CONPES above) evaluates higher education institutions in Mexico. Since 1991, the CIEES has been responsible for assessing the academic programs at Mexico's various higher education institutions. CIEES only analyses the content of the educational programs at the various universities throughout Mexico but is not allowed to certify these programs qualitatively. To improve and ensure quality in Mexican higher education, the CIEES created the COPAES, which since 2004 has been responsible for reviewing any institution wishing to obtain certification in quality assurance. COPAES is the only body that recognises the federal government as an organisation that can certify and verify that a university has met the requirements to accredit its quality processes for its academic programmes. It is this body whose requirements the university must meet at the research location and introduce appropriate internal procedures to obtain accreditation.

The functions of the COPAES (reference) are:

1) Defining the requirements and criteria for the recognition of organisations that want to accredit a higher education institution in terms of quality,

2) Creation of a general framework for the processes of academic accreditation programs at universities.

3) Evaluation of organisations applying to be quality assessors.

COPAES is a non-governmental organization with no financial interest, and its members are made up of professionals from different disciplines. COPAES has several professional associations in various fields of study. These bodies or associations form committees to evaluate the curricula offered in Mexican universities. COPAES certifies that each evaluation committee is impartial and whose ultimate purpose is to ensure the quality of every academic programme offered at higher education institutions.

1) Openly acknowledge that university academic programs have been evaluated and awarded a quality prise.

2) Promote the culture of continuous improvement in higher education.

3) Improving the ability of institutions to develop educational programmes that meet international quality standards.

4) To support higher education institutions in setting academic goals based on their mission and vision, remember that these goals can be controlled, measured and improved.

5) Ensuring high-quality standards in the universities' educational offerings and institutional facilities to the public.

This research is designed against this background of quality standards at national and institutional levels (see 1.2 and 2.2).

2.4.1 The new position of Education in Mexico

To fully understand the context of this study, it is important to refer to recent educational research stimulated by changes in government. The National Development Plan for 2013-2018, in effect at the time of this research, was drafted by the then President and Congress and outlined the various projects for the different government sectors such as national security, health and education.

In 2010, the Organization for Economic Co-operation and Development (OECD) countries, which includes Mexico as a developing country, proposed a set of recommendations to improve the education quality in Mexico, which would be accompanied by adequate funding. The report (Ejecutivos, undated) of the OECD focuses in particular on:

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In 2010, the Organization for Economic Co-operation and Development (OECD) countries, which includes Mexico as a developing country, proposed a set of recommendations to improve the education quality in Mexico, which would be accompanied by adequate funding. The report (Ejecutivos, undated) of the OECD focuses in particular on:

a) Change in school policy.

b) Quality measurement in education according to international standards.

c) Having well-trained teachers.

d) Ensuring continuing education for teachers to improve their professional skills.

e) Continuous evaluation of teachers and students.

f) Investing in infrastructure to improve the facilities provided by educational institutions and create better learning environments.

Based on the above recommendations, the Mexican government has implemented procedures at all education levels that monitor student progress and the quality of the services provided. The services offered at higher education institutions include educational programs to improve learners' competence, knowledge, understanding and personal development from their learning experiences. (September 2010). This has led to public higher education institutions in Mexico seeking certification or accreditation of their academic programs to receive the necessary financial support for teaching and research.

Most European higher education institutions have now implemented internal quality assurance based on European standards and guidelines emerging from the Bologna Declaration to ensure the quality of education (Rosa et al., 2010). Therefore, Mexican higher education institutions are not only trying to implement quality assurance to generate economic benefit but also as part of a global movement.

Based on this idea, the Mexican Ministry of Education has developed a series of concepts based on international quality standards in education (PDN, 2012). It envisages revising education in

Mexico to achieve the global standards required in a globalized world. The new education reform is overseen by CONAFE (Consejo Nacional de Fomento Educativo). This educational reform mainly focuses on having more well-prepared teachers at all levels by providing them with specific academic skills that are later assessed.

Quality also means the need to improve the use of new technologies to enhance the workforce in Mexico. And it is associated with better infrastructure that can create better learning environments where learners not only have access to knowledge, culture, and physical education.

The Ministry of Education in the New Education Reform (SEP, 2012) has the last fifty years. Has sought to change how education is perceived in Mexico and improve the quality of educational programs at all levels. (Plan Nacional de Desarrollo (Mexico). Although the reform benefits all walks of life, many political groups and teachers' unions oppose the change. They are concerned about the purported benefits of the reform, despite claims that the best teachers will access more significant benefits, including economic gain (Congreso de la Unión, 2012).

So far, this chapter has focused on the development of the quality movement in Mexico, where quality in education is now viewed as a tool to develop mechanisms and processes to ensure academic excellence and improve students' critical thinking and learning outcomes in general. However, Doherty (1994) contends that all efforts to provide excellence in education are meaningless and invaluable if the system cannot produce more independent learners.

This chapter moves away from the argument supporting quality management in education at all levels, focusing on university self-study language centres' specific mission and vision. Chapter 1 (see 1.2.1) argues that SALCS are typically associated not only with independent language learning but also with the development of language learner autonomy and an accompanying language counselling service (Mynard 2012, Mozzon-McPherson, 2017). The following subsections in this chapter present key theories in the field of language counselling and the role of SALCs in developing language learner autonomy.

2.5   Learner Autonomy in a Self-access Environment

This second half of the chapter contextualises the concept of autonomy and its development in a self-access context, bearing in mind that this study (see 1.4) combines the following two concepts:

a) The principles of quality assurance.

b) The Principles of Language Learner Autonomy

It examines how these two concepts can be brought together in a self-access language centre environment to fulfil the mission and vision of a typical SALC by enhancing the services offered to learners and their language learning outcomes (see Chapter 6). It also deviates from the idea that strengthening and promoting learner autonomy in language learning involves several stages, including developing appropriate language learning strategies, such as encouraging learners to make decisions about their learning needs. In addition, monitoring and evaluating their learning process (Dickinson, 1992) and that quality assurance monitor and evaluates the process involved in delivering these phases.

The different viewpoints regarding language learner autonomy are discussed. As this research takes place at the Self Access Language Center a discussion on the definition, categorisation, and management of SALCs is also included.

This discussion is followed by an analysis of the role of advisors in the empowerment process and how they can play an important role when attempting to assess the impact of the SALC on language learners.

2.5.1 The development of autonomy: definitions and application of the concept

The concept of autonomy and its implications in the field of language learning has been widely discussed over the years, and many authors worldwide have contributed to the richness of this construct (Holec, 1981; 1986; Oxford, 1990; Sheerin, 1991; Gardner and Miller, 1994; Nunan, 1996; Benson, 1997; Little, 1998; Scharle and Szab, 2001; Morrison, 2001; Reinders, 2010; Mynard, 2012). As will be discussed later, these authors have defined autonomy as the learner taking responsibility for their language learning, setting personal goals and reflecting on their achievements.

Holec's (1981) first definition of autonomy is the ability to take responsibility for one's own learning. Holec (1983) later redefines the construct by adding that people are considered autonomous learners when they independently choose goals and purposes, set goals, and achieve them. Also, when those people select and organize materials, methods, and tasks to be accomplished can select evaluation criteria. In this context, Waite-Stupiansky (1997) defines autonomy as the ability to think for oneself. Similar to Dickinson (1987), autonomy involves two attributes: responsibility and decision-making, but he also clarifies that making decisions does not mean implementing them.

Nunan (1996:13), on the other hand, says that autonomy is not an absolute concept. For him, autonomy encompasses various factors influencing the learning process. For Nunan, the learner's

attitude and goals, institutions' missions, if any, and the cultural context could influence the definition of autonomy as an overall concept. Nunan (1997) states that the fully autonomous learner is more of an ideal than a reality.

Nunan (1996) states that the degree of learner autonomy depends on several factors related to each learner's personality, their goals in learning another language, the philosophy of the institution (if any) providing instruction, and the cultural context in which learning takes place. These factors will naturally work together so that a learner whose personality and preferred learning style are positively aligned with autonomy could become largely autonomous in an institutional or cultural context sympathetic to autonomy.

Later, Nunan (2000) also proposes four ways to include learner autonomy in language learning. This includes learning strategy training, reflection classes, learning contracts and learning diaries. Training learners to become more autonomous means first helping students see how useful autonomous learning can be and providing them with methods of doing it effectively. Reflective teaching could include meeting with students who are becoming more independent and discussing the learners' strategies. Learning contracts may consist of deadlines set by the learner to help keep them motivated. Learner diaries can contain self-reflections or detailed logs describing what the learner did during a learning session. These activities help students develop cognitive and metacognitive strategies. In addition, guidance and training can help learners to develop autonomous language learning skills.

Little (1991) argues that autonomous learners' behaviour can take many different forms, depending on their age, how advanced they are in their learning, and what they perceive to be their immediate learning needs.

Little (2003) also links his definition of autonomy to several factors that capture the challenge of learner autonomy. These factors refer to a holistic view of the learner that requires us to engage with and reflect on the cognitive, metacognitive, affective and social dimensions of language learning to make how they interact with each other. In other words, there is consensus that the practice of learner autonomy requires insight, a positive attitude, the ability to reflect, and a willingness for proactive self-management and interaction with others. Accordingly, Sheerin (1997) emphasised that the process of autonomy does not necessarily occur in isolation and that teachers play a critical role in helping students become more autonomous.

Additionally, Little (2003) adds that the importance of learner autonomy is sometimes explained in terms of a positive relationship between present and future learning. For example, learners responsible for their learning are more likely to achieve their learning goals. So then, developing

learner autonomy involves enabling learners to become autonomous users of their target language.

In conjunction with Little's definition in the last paragraph, Scharle and Szabó (2001) describe autonomy as a process in which students involved must go through a series of steps to become aware of what it means to be an autonomous learner to become. Scharle and Szabo (ibid.) explain three steps or phases involved in developing autonomy in students: First, awareness-raising when students become aware of their contribution to language learning. Second, changing attitudes means learners need to take an active role by becoming more responsible as learners. As a student internalises these first two steps, they will soon be ready to move on to the third side, known as role transfer, where students play the role of teachers and enjoy freedom, but that freedom comes with an increase in their learning responsibilities.

In this context, Little (2004) emphasizes the idea of sensitisation or reflection as a prerequisite for autonomy. He also emphasises that language learners need to see the learning process as a cyclical event, where the decision to move on to a new learning step is supported by a series of phases consisting of monitoring the learning process, setting goals and the selection of activities and materials. Alongside these processes, learners need to be able to assess their learning outcomes concerning areas that need to be strengthened or improved.

Wright (2005) also points out some overlapping notions in learner independence and learner autonomy. For example, she mentions that independent learning is a common term for teaching and learning in higher education. It is associated with concepts such as learner autonomy, responsibility, effectiveness and self-awareness and is usually intended to be carried out closely with classroom-based learning. Sometimes different terms refer to a single concept, and sometimes a period appears to refer to different concepts.

For Wright (2005), the idea of encouraging independent learning, not as a substitute for formal instruction but as an integral part of learning and teaching, suggests a number of benefits, such as: extending learning beyond the classroom and offering flexibility. As Wright (Ibid) also acknowledges, encouraging independent learning encourages and develops important transferable skills, gives students more responsibility for their learning, increases motivation, and accommodates different learning styles.

Related to Wright's understanding to date, various other authors mention additional concepts when referring to autonomy. For example, Gardner and Miller (2005) define autonomy as self-directed learning, self-instruction, independent learning, and self-access learning. In addition, Sheerin (1991) refers to autonomy as independence; Lier (1996), James and Garret (1991) as

language awareness or self-direction, while Candy (1991) describes autonomy as the learner's ability to make decisions about an educational method. Furthermore, Oxford (1990) refers to autonomy as learner self-government. She suggests that as learners become more comfortable imagining their responsibilities, they gradually gain more confidence, engagement and competence.

Similarly, Ridley (2003) suggests that, on the one hand, learners would take more responsibility for their learning once they acquire metalinguistic knowledge and skills to reflect on language and communication. But on the other hand, they have metacognitive skills and knowledge about the learning process. Similarly, Sheerin (1997) notes that the process of autonomy does not necessarily occur in isolation and teachers play an important role in helping students become more autonomous.

Dickinson (1992) also refers to the promotion of learner autonomy as helping learners to become more independent by training them to use language-learning strategies effectively in their language learning process. Accordingly, this author emphasises the idea that learners take responsibility for their language learning process by controlling, monitoring, and evaluating it. He also argues that when teachers encourage students to be more independent, teachers are part of the process by legitimising independence in learning. Teachers can also help learners to develop learning strategies to become aware of learning techniques that could support them in responding to language learning problems, which could eventually convince learners that they are capable of independent study.

Conversely, Benson (2010) explains autonomy in terms of control. To this end, the latter author supports his definition by stating that autonomous language learners can direct their learning, which implies that students are somewhat in control of their learning process. Benson (ibid.) also mentions that a student can choose and control the types of learning activities they choose to participate in. Furthermore, Benson (2011) has described autonomy from three perspectives: sociocultural implications, teacher autonomy, and new technologies. Moreover, he explains the sociocultural implication of autonomy in language learning as a more collaborative approach. Even in contexts such as self-access and distance learning, the individualisation approach has traditionally prevailed. As Benson (2011) mentions, teacher autonomy is still a topic of debate because it is challenging to define independently of learner autonomy.

Finally, Benson (2011) notes the need to rethink how new technologies provide access to language and language learning opportunities. These technologies have often shifted from

educational technologies as content providers to designing technologically enhanced environments for independent and cooperative self-directed learning.

In particular, those technologies are mentioned in self-access, language counselling, distance learning and tandem learning. In line with Benson's reflections on autonomy in sociocultural contexts, Dam et al. (1990) describes the term autonomy from a social context and identify the learner as someone who knows how to learn and can apply this knowledge in any learning situation. Learning to learn (the development of learner autonomy) is the development of the learner's awareness and awareness of the process of (language) learning. Negotiation, planning and evaluation of learning goals and activities are necessary elements in the learning process.

2.5.2   Assessment, a pathway to evaluate learner autonomy

The term assessment can be distinguished from evaluation, which is commonly used to measure the effectiveness of a particular pathway, approach, method or program. The assessment also differs from testing in that testing is generally used at the end of the teaching-learning process to measure learners' ability to reproduce a given level of knowledge.

Everhard and Murphy (2015) identify at least three ways to describe the evolution of valuation from the most traditional approach to a more sustainable system. These authors support this transition based on Weeden et al. (2002). The latter mention that assessment has shifted from the primary focus of measuring achievement to a phase where learning is universally recognised. Heritage (2014) adds that summative assessment or knowledge assessment can be described as the process by which a professional determines or assesses how much the learner has learned or how far they have progressed. Finally, Colbert and Cumming (2014) state that formative assessment or assessment for learning is based on feedback and feedforward. In other words, teachers and learners decide the teaching and learning pathways.

Also, Carless (2013) posits that sustainable assessment or assessment as learning encompasses a set of activities that generate feedback and develop skills as self-regulating and autonomous learners. Furthermore, Cooker (2010) states that the shift from summative to formative assessment, from less teacher-centred to more collaborative, will lead to interdependence, connectedness, autonomy and consequently enduring and sustainable lifelong learning skills. Finally, Kohonen (1992) believes that autonomy can be significantly fostered when learners are immersed in more experiential or socio-constructivist approaches, where learners are free to choose their learning pathways and where teachers act more as advisers, advisors, or facilitators.

For Oscarson (1997) the assessment of autonomy has to go through three stages, from a very dependent set to a very independent set. Harris and Bell (1990) support Oscarson's position, stating that the more involved the self is in the evaluation process, the greater the development of autonomy.

Dickinson (1987) sees self-assessment as an attitude towards learning, i.e. learners must be able to assess the success of their learning, and at the same time, they would be able to control their learning (decision making).

From the above considerations, it can be argued that evaluating autonomy has become a necessity. First, however, it would be important to note how measuring learner autonomy can contribute to the theory and practice of learner autonomy in language learning (Everhard and Murphy, 2015).

Gardner and Miller (1999) and Sinclair (1999) mention that qualitative data from observations, portfolios, or interviews may not be as convincing as quantitative research tools. Sinclair (ibid.) argues that measuring autonomy in terms of observable performance may be speculative since things are not always what they seem. In this sense, Benson (2001) and Dixon (2011) agree that the development of autonomy is variable and uneven. This variability in learners' degree of autonomy depends on certain factors such as age, willingness and needs.

However, Murase (2010) conducted a study at a Japanese university to measure learner autonomy. The study mainly focuses on developing an instrument for measuring language learner autonomy (MILLA) based on these four dimensions technical, psychological, political, philosophical and sociocultural. The instrument included 113 items measuring autonomy and six demographic questions. The results show that while there is a significant correlation between the above dimensions, the results also show that the model is not that statistically accurate. However, the research of Murases (2010) opens the door to a more comprehensive investigation that compares the degree of student autonomy measured with the MILLA instrument to their actual behaviour in the classroom (Everhard and Murphy, 2015).

2.6   The role of the self-learning centre in the process of developing autonomy

As this research involves the development of language learner autonomy and language learning in self-study centres, this section will discuss the relevant literature to understand what a SALC is, its components and how it is linked to autonomy in language learning. It begins by clarifying the concept of a self-access language centre and its relevance to this study. The second part discusses

different perceptions depending on the cultural context in which SALCs are embedded, including the topic of this study. It will also describe the research carried out on SALCs and provide a rationale to understand the connection between assessing the effectiveness and efficiency of a SALC based on QMS principles.

2.6.1 The purpose of the Self-access centres

Historically, in language learning environments, students have played a passive role in learning. Decisions about curriculum, delivery and assessment used to be made by educators (Gardner and Miller, 2014). As language teaching theories and practices have evolved, the learner's role has shifted from a teacher-centric approach to a more student-centric approach (ibid.).

Since the 1970s and especially in the 21st century (Benson, 2009) there has been an increased interest in the development of language teaching and language learner autonomy.

As language learner autonomy emerged as an innovative form of learner-centred practise and the need to provide these learners with opportunities to explore language and develop their learning strategies, Self-Access Language Centres (SALCs) were established in response to these needs. Gardener and Miller (2005) mention that many definitions of autonomy have emerged to explain the role of SALCs in developing language learner autonomy. In Holec's (1981) terms, SALCs aim to prepare students for independent learning and to encourage the development of learner autonomy, or the ability to take charge of learning.

Lázaro & Reinders (2008) describe SALCs as flexible learning spaces that allow teachers and students to experiment with new teaching and learning methods. SALCs are one of the most learner-centred forms of language teaching available, and this presents both challenges and opportunities. Consistent with the latter definition, Gardener and Miller (2005) define a self-access language centre as a language learning approach rather than a language teaching approach. Sturtridge (1992) described a SALC as any system that provides language learners with materials to choose how they want to work, usually without a teacher or minimal teacher support. She suggests that a SALC is where students attend to complement classroom activities in institutional settings where some control over materials, facilities, and availability is exercised.

Later, in 2000, the same author supplemented her definition of a SALC as a space where the main goal should be language learning by allowing its learners to learn languages in a relaxed, material-rich environment. Also, she reinforces the idea that learners should be self-governing in the SALC without teachers' constant presence and guidance. According to Reinders and Cotterall (2001), a SALC aims to develop learner autonomy among its users through a set of resources such as

materials, activities and support, usually located in one place and designed to engage learners of different levels, styles, goals and interests.

Dickinson (2000) argues that all language teachers should take responsibility - in addition to language teaching - to help students learn how to learn. He believes SALCs could provide the facilities to help students learn how to use them carefully. Language students must then learn additional language learning techniques, such as B. Learning strategies, and they must practice these strategies while engaging in language learning. Dickinson (ibid.) also states that the main purposes of self-directed language learning are, first, for the learner to develop greater learning autonomy, and second, to work on personal goals in the target language. Along with Dickinson's reflections on the purposes of a SALC, Sheerin (1989) explains that the basis for deciding on a particular structure for a SALC is related to the human resources available or needed and the type of learners using the facility.

Based on the various discussions of SALC constructs (Dickinson (1995); Gardner (2002); Miller (2002); Sturtridge (1992); Sheerin (1989); Gardner and Miller (2005) have developed six models that explain the differences are intended to support paradigms supporting models of SALCs. These models may also reflect the context in which SALCs operate; as Sturtridge (2000) points out, each SALC will deal with its own rules and challenges and its issues, including where and why a self-access language centre was established and the institutions' perceptions of it.

Lázaro & Reinders (2008) point out that although the feasibility of the concept of learner autonomy has been demonstrated across cultures, it is important to consider learners' educational backgrounds and learning preferences for SALC to be successful. Gardner and Miller (2005) note that it is not easy to define or explain what a SALC is or how it works due to the enormous diversity of systems, which are also influenced by the context in which they are embedded.

So, based on these premises, it is fair to say the different learning contexts influence those self-access systems. Therefore, the classification of SALC types proposed by Gardner and Miller (2005) moves from the least autonomous to the most autonomous model. The table below (Table 4) shows the different types of SALCs described in the literature. The first column is labelled with the name under which the centres are classified. The second column explains the purpose of the centres. The third column describes the degree of autonomy they promote, and finally, there is a comparison to Sheerin's model(s) discussed in the following sections.

Table 4   Models of Self-Access Language Centres (based on Gardner and Miller, 2005 and Sheerin, 1997)

Model	Description	Level of autonomy	Self-access Centre System
1.Study Centre	The main purpose is to complement face-to-face teaching. Materials are tightly focused. A teacher is always on hand to help learners choose the most appropriate materials. Time in the centre is limited.	Structured: Full guidance is provided. Learners have little flexibility to experiment with the materials.	Controlled access System
2.Withdrawal Centre	Learners can work either in their classrooms or at the centre under the supervision of a centre teacher—intensive private lessons. The material is closely aligned to learners' most common language problems.	Structured: Full guidance is provided. Learners have little flexibility to experiment with the materials.	Controlled access System
3.Programmed learning Centre	It's a writing centre. It was set up to improve learners' writing skills. The materials were selected in advance. The learners mostly work alone but can consult a teacher.	Structured Approach: Full guidance is provided. Learners have little flexibility to experiment with the materials.	Controlled access System
4.Drop-in Centre	A wide range of materials to choose from when first introduced to the centre and materials Learners choose materials and work areas. Teachers are always available to help learners understand their learning styles.	Semi-structured approach: Learners become more responsible for their own learning at some point.	Controlled access System
5.Self-directed learning Centre	Help learners become more independent. Participation is at the discretion of the learner. The learners have an introductory session about the centre and the counsellor's advice. Some centres in Mexico operate this model but require learners to attend regularly.	Semi-structured approach: Learners become more responsible for their learning at some point. Tutors are ready to help if learners ask.	Supermarket System
6.Learning resource Centre	Large selection of materials. Develop language skills inside or outside the centre. The students are entirely autonomous. It is staffed only by a librarian who only helps learners find resources. resources.	Unstructured approach: Learners work with little or no guidance. Learners select their materials and monitor their progress.	Open Access and Menu driven System

As summarized in Table 3, the mission of these centres appears to vary depending on their particular goals. They range from students having extra practice outside of the classroom, to acquiring language skills, to those concerned with providing students with a supportive environment so they can develop their learning independence. The centre at the heart of this study could be described as a self-directed learning centre (Model 5) where participation is voluntary. At the same time, other SALCs in Mexico have mandatory participation in SALCs as part of progression and completion requirements.

2.6.2   Advising at a Self-access Language Centre

Sheerin (1997) mentions the role of advising in SALCs, stating that the most important thing in language advising for autonomy is the advisor's ability to help learners make informed decisions about their learning without making those decisions for them. Consistent with the above, Mozzon-McPherson (2001:7) and Reinders (2008:13) define language advising as the process in which the primary goal is the development of learner autonomy, which includes fostering learners' ability to identify language needs through the choice of appropriate resources, planning, monitoring, and evaluation. Mynard (2012) describes language advising from the perspective of constructivism and sociocultural theory, where the advisor takes the role of a learning agent. In this sense, the author proposes an advising model composed of dialogue, tools and context (Kelly, 1996). From a complexity perspective, the advisor is seen as another actor in the learner's language learning system, disrupting, and energizing their trajectories and helping them find their voice.

Many scholars like Castro (2018), Kato & Mynard (2016), Magno and Silva & Borges (2016), Mozzon-McPherson & Vismans (2000) and Mynard & Carson (2012) relate language advising from a complex perspective in language learning. Language advising is a relatively new field in applied linguistics. It aims to help learners become more aware, reflective, and effective in their language learning to become more autonomous, motivated, and self-regulated (Ciekanski, 2007; Kato & Mynard, 2016; Mozzon-McPherson, 2007). According to Carson and Mynard (2012:4), language learning guidance encompasses the process and practice of helping students find their ways to become more effective and autonomous language learners.

learning advising(Gremmo, 2011). In this context, Dickinson (1987), Little (1991), Vygotsky (1978), Ferrara (1994), Riley (1997) and Mozzon-McPherson (2001) have substantiated some concepts of advising practice. For example, language advising is seen as a pedagogical tool based on human interaction: the interaction that learners have with a supporting expert, the language advisor, provided by the institution. In addition, advising is also considered a dialogical negotiation process

to achieve better results through some pedagogical tools by choosing appropriate methods and techniques to monitor and evaluate learning progress to gain self-knowledge). Finally, advisors must reflect on their practice if a change is a goal. For example, Mozzon-McPherson (2001) mentions that through a dialogical process, advisors can facilitate, encourage, and support the development of learner autonomy, whereby it is not self-evident that all learners share the advisor's expectations and assumptions; and not because teachers and advisors believe in autonomous learning their preconceived ideas will necessarily support it.

Gremmo (2011) mentions that learners and advisors interact in a one-to-one relationship, and their interaction focuses on the learner's activity. Similarly, Holec, Little & Richterich (1996) suggested that language learning should be presented as institutional systems that offer both language learning and language learning. Then advising on self-directed learning must be clearly distinguished from individualized teaching. Here, the guidance for self-directed learning is based on the fact that learners can make their own choices throughout the learning process and make conscious and meaningful choices.

Accordingly, Mozzon-McPherson (2001:182) asserts that empathy can be used to establish and reinforce understanding between the advisor and the learner on a personal and factual level. In this sense, Mynard & Carson (2012); Reinder (2008); and Tassinari (2012) says that the latter happens through a negotiated dialogue between the learner and the advisor. In advising sessions, learners and advisors do not carry out language learning and talk about language learning.

Harootian & O'Reilly (2015) observed that most learners attend advising sessions feeling overwhelmed. It is why advisors need to be prepared to offer understanding behaviour through active listening as well as concrete strategies and structured support during and after the advising session and highlights the need to introduce language advising practices. Advisors are then encouraged to be sympathetic listeners throughout the session. In addition, they are trained to provide recommendations and contact information for community and health resources on topics outside of the field of language learning.

Mozzon-McPherson (2012) suggests that advisors must ask questions and practise active listening to confirm their understanding of learners' problems. Moreover, advisors then enter into an interactive dialogue with learners to diagnose language learning problems and identify appropriate ones to offer strategies and advice to help the advisees succeed.

In this regard, Harootian & O'Reilly (2015) propose an eight-step interview protocol that focuses on academic (language learning) issues:

1) Greeting and relationship building This means offering a warm but professional greeting and taking a few minutes to build a relationship with the student; the advisor prepares for a productive and successful advising session.

2) As noted by Cotterall (2012), communicating purpose helps the learner understand the process and expected outcomes when the purpose of the advising session is clearly articulated.

3) When gathering background information, this step should include asking relevant questions to help the advisor learn more about the learner's background.

4) Discuss learners' problems. Here learners are usually willing to share their perceived problems with language learning and are often accurate in their assessment. Sometimes, however, advisors see their problem in one area with roots in another.

5) Targeted Questions By focusing on targeted questions, the advisor and the learners can discover the root problem or problems.

6) To make a diagnosis, advisors should focus on the students to avoid one or two of the most important problem areas making the students feel overwhelmed.

7) Offering Strategies At this point, the advisor offers specific learning strategies and resources that the counselee can use to overcome their language learning difficulties and compensate for their language learning deficits. 8) Follow-up Step In this final interview step, the advisor actively encourages the counselee to stay in touch and keep the advisor updated on the progress, including inviting the learner to make a follow-up appointment.

Accordingly, Mozzon-McPherson (2011) supports the idea of

actual interaction between an advisor and a learner so that the strengths and weaknesses can be weighted. The learners feel accepted in their individuality and do not have to please the advisor. In this sense, the advisor must use a language pedagogical discourse, where they actively listen to the learners' answers so that the learners can express their needs, goals, etc.

Along the same lines, Mozzon-McPherson (ibid.) says that this interaction between advisor and learner is a two-way process, where both are equally influenced during the session. First and foremost, the advisor creates a trusting and non-threatening environment by showing respect, empathy and listening. The learner determines the flow and content of the advising through the identification of feelings and self-expression. Second, the advisor begins the advising process by supporting, encouraging, questioning and clarifying issues to ensure that learners have correctly understood that they are in some sense responsible for their learning. Third, practitioners and

learners could arrive at practical solutions by suggesting directions, negotiating goals, gaining commitment, anticipating situations, and evaluating outcomes. For Gremmo (2009) an advising session provides conditions where learners break through the wall between their needs and the transformation of their representations and behaviours.

2.6.3   Research in SALCs

Several research studies have been conducted on Self-Learning Languages (SALL) in Self-Learning Language Centers. Some of the objectives of this research focused on the advantages and disadvantages related to language learning and the development of autonomy. Still, they did not necessarily focus on the area of quality associated with improving learner autonomy or language competence. Generally, quality is associated with customer satisfaction or the perception of a particular service; in this case, in the education of some researchers, quality ensures excellence in teaching (Peters and Waterman, 1992). For others, quality is an added value in education (Feingenbaum, 1983) or simply the achievement of planned goals, targets and requirements (Crosby, 1979; Gilmore, 1974). In addition, perceptions of quality can vary from institution to institution.

The following case studies represent an attempt to evaluate the processes of developing autonomy in self-help institutions. What is relevant, however, is that the selected case studies illustrate the idea that several elements should derive from and enhance the concept of autonomy (e.g. materials, assessment and other services). Therefore, the ultimate goal of all these components is to help language learners develop a sense of autonomy in language learning.

In 2006, Morrison examined the role of the self-access centre in the tertiary language learning process. In his work, Morrison aimed to develop a theory-based framework for assessing SALCs in the tertiary language learning process; any assessment performed within the proposed evaluative framework would need to identify the elements of the SALC operation being explicitly evaluated. Morrison (2006) supported his research on the premise that no initial, pre-established hypothesis or theory had to be proved or disproved at the time. Instead, relevant data were collected and analysed, and an approach to explain the data was derived from it. His study focused on the role of the SALC in the learning process. It included language learning and independent learning, the catalyst forms of independent learning, the role of learner support, the limitations in the role of the SALC in the learning process, learner profiles and SALC materials and learning environment.

A clear understanding of how a SALC works and interacts with the learning process is required. Also, there is the need to create a framework that provides the necessary tools to assess the role

of SALCs in developing language learning and autonomy. In line with the latter idea, Morrison (2006) states that for SALCs to be accepted as an effective and efficient alternative or complement to the more traditional forms of language teaching. This identified need for a learning outcomes-based assessment framework is valid but does not lead to the quality principle processes commonly accepted in education.

In his conclusions, he states that the more traditionally accepted forms of language teaching complement the results based on his findings. In terms of impact, perhaps the most compelling argument is the SALC's broad, dual role in increasing language knowledge and skills and developing effective learning strategies. This may be difficult for a teacher within the constraints of the average classroom. Other studies have provided valuable insights into SALC use and learner activities but have not looked at management processes and linked them to learning activities and outcomes.

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In the study presented by Thornton and Noguchi (2016), they attach great importance to the mission of the Language Learning Space (LLS) at Otemon Gakuin University in Osaka, Japan. They explain that the LLS mission mainly focuses on six points, four of which highlight students' perceptions of learning a language, in this case, English. First, students at LLS are encouraged to have a positive attitude towards learning English. Second, simultaneously, students at LLS are motivated to understand a sense of global citizenship and an interest in studying abroad. Third, in addition to raising students' awareness of intercultural facts, students are encouraged to develop English skills to function in a global society. Fourth, and no, more important, to enhance language learner autonomy and lifelong self-directed learning skills by offering a range of support services such as study rooms, materials, and various workshops.

2.6.4   Research in SALCs in the Mexican context

In the last decade, several studies on the SALCs have been conducted in Mexico, trying to consolidate the idea of these centres as new learning scenarios for language learners. Moreover,

to develop an idea of what it means to be an autonomous learner and its benefits to improving their language skills.

Research in the Mexican context moves away from considering SALCs as a mass customization framework whose elements make customization efficient and achievable (Farmer, 2012), then to a quick examination of the new scenarios in autonomy and ending up with the function of these centres as a social structure.

A study conducted at a state university in northern Mexico by Romero and Dominguez (2010) showed researchers' interest in learning what students are doing in the self-study centre. They focused their research on analysing and determining whether students would develop specific independent learning strategies using English learning software and other computing facilities. The researchers found that computer-based instruction helped participants in their study improve their language skills and that computers are a valuable tool for them in deciding what to do and how to do it. However, they also concluded that students' decision-making is influenced by their class teachers and computer skills.

Dominguez Gaona (2010) led a study at a public university in Mexico focused on analysing literacy practices at SALC. The goal of her research was to see and understand the way students of this university learn English from a socio-cultural perspective of New Literacy Studies. The methodology used in the study was a descriptive-interpretative study that allows exploring a learning situation through the analysis of qualitative data through observation and recording of data. From the research results, the researcher suggested that the participants in this study carried out two practices at the SALC: academic and vernacular. Furthermore, the students bring their practices to the centre and complement them with the materials available at the centre.

Along with these two results, the researcher also concluded that the participants in this study showed a positive attitude towards learning English. She finally concluded that these results are partly influenced by the class teachers, the organization of the centre, the materials available, the contents of the English course, the students' beliefs, and the context. Therefore, this study and the following study contribute to making the necessary link between learning (learning) and management processes by mentioning the impact of the organization of the centres.

Around 2012, Farmer at a public university in Quintana Roo studied the behaviour of its SALC users from two viewpoints: service satisfaction and students' perceptions about materials. He mentions that this centre, with its system, materials, activities and tutoring support, can be described as a mass consumer offer. Mass customization is a process management term for industrialized production (Davis, 1987). Applied to education, it can be interpreted as curriculum

modularization (Ausburn, 2002; Waslander, 2007). In this context, Farmer (ibid.), with his SALC mass adaptation, opens a space where learners use their time efficiently and the materials and activities they need. At the same time, the advisors focus more on learning management. He complemented his study with that of Laven-Nucamendi (2009) in which she found that frequent users report high levels of satisfaction with materials and services, in contrast to less frequent users who claim the same access to materials outside the centre to have. A conclusion is that through mass customization, the learning agency can make the SALC more attractive to fringe users, making them more regular and demanding customers.

In 2016, the International Conference on Self-Access was held at UNAM, Mexico, where the main themes were the new scenarios of autonomy for foreign language learning. One of the plenaries was about rethinking self-help centres in the digital age. Here Chvez (2016) presented the situation of forty self-help centres in Mexico. First, she concluded that SALCs have matured in academic matters for around twenty years. A second, however, was that each centre at Mexican universities developed its own identity. Third, despite the technology boom, SLACs still provide student interaction and collaboration in a social setting. Finally, Chvez (ibid.) confirmed the idea that self-help centres are still alive and updated because of the various services, resources and activities they offer. As a final recommendation, she invited participants to help enrich a website to include information from Mexican SALCs to describe their actions to encourage learner autonomy.

Later, Castillo (2017) conducted a qualitative study at the University of Sonora that focused on understanding learner performance while managing their learning in a SALC. From the results obtained, it can be concluded that the participants clearly understand the tasks and materials to be used in SALC. However, based on the learners' diary entries and interviews, they indicated that their work at the centre was of "no help", which allowed the researcher to infer why these participants limited the variety of activities and the way they used the materials. Recognising that learners expect to work independently means developing without the help of others. However, she concluded that learners need an adjustment period to understand the SALC's suggestions and how to start making decisions about their learning.

Herrera (2016) further examined students' perceptions and language learning experiences at a SALC. This qualitative research brought to light two significant themes within the same study. One focused on students' perceptions of the autonomous learning modes and students' experiences within the autonomous learning mode. This study was conducted at the University of Veracruz, Mexico. Herrera (ibid.) was interested in three main concerns about what was happening at her centre:

a) the relationship between the centre's functioning, b) the university's expectations, and c) students' perceptions of the self-instruction mode.

Herrera (ibid) concluded that this SALC was not working to offer autonomous courses; instead, semi-direct classes took place, along with the students' lack of interest in learning a language. She also explained that what she calls autonomous mode is still regulatory and controlling as it is convenient for the university system. However, she believes that optimizing the SALC facilities can cover a more significant number of students who cannot physically visit the centre and that implementing ICT would answer the demand for communication in different languages.

2.7   Management and quality in SALCs

In recent years, Self-Access Language Centres (SALCs) have become an additional language learning tool. SALCs were viewed as a way to develop and encourage autonomy in language learners.

Traditionally, professors in charge of self-help language centres were viewed as either administrators or coordinators, but this role has changed over the years. Now professionals running the SALCs must be managers as well as leaders. According to Gardner and Miller (2014), one of the reasons why self-help centre leaders must be managers and leaders is that new standards seek quality in management.

To better understand these two concepts, i.e., management and leadership in the educational fields, it would be important to discuss how different authors define them. For example, Gardner and Miller (1999) perceive the role of managers more as administrators of processes, while executives are seen more as dynamic people who are constantly looking for new projects. Conversely, Jameson and McNay (2007), managers tend to remain in control of processes and care about their effectiveness and efficiency.

Leaders search for values, have visions, communicate ideas, and motivate and inspire their subordinates. For Middlehurst and Elton (1992), efficiency and effectiveness in achieving agreed goals are qualities a manager should have, while a leader should be able to give directions and clarify. For Bush (2011), Wynn and Guditus (1984), a leader is always thinking ahead and striving for change. Finally, according to Berson and Stieglitz (2013), a manager focuses more on quantitative goals and measurable results, while a leader focuses more on people, their future and growth, as these authors define the role of a manager versus the role of an executive. They notice that managers are more concerned with deadlines, goals, and controlling processes, while

they see leaders as those who guide, support, and encourage their subordinates to be better at what they do.

Despite these two different visions between managers and leaders, Brundrett and Rhodes (2011) agreed in the last paragraph that management and leadership could coexist in the same context. Accordingly, Dimmock and Walker (2005) mention that these roles, which have been taken out of the business field, are now influencing the education sector; leadership may, in particular, adopt a more administrative function to ensure organizational accountability. However, as also pointed out by Gardner and Miller (2014), education management now relies on quality business models to provide accountability systems for whatever reason.

2.7.1 Learner Autonomy, Self-access Language Centres and evaluation

As noted in the previous sections of this chapter (see 2.2 and 2.3), the incorporation of quality assurance into education dates back to the 1980s. Brundrett and Rhodes (2011) explain that incorporating quality into education did not rigorously control educational processes or measure customer acceptance of satisfaction. This incorporation may have been more in the form of educational inspectors who reviewed university accountability without mentioning the word quality per se.

According to Glover and Coleman (2005), quality culture creates a scenario for improving teaching and learning. In recent work, Gardner and Miller (2014) state that quality assurance can enrich the development of self-help centres in two areas. The first concerns teachers who would work to establish procedures and standards that are ultimately more tangible and measurable. However, another scenario could be that teachers would work with intangible concepts such as promoting autonomous learning.

Gardner and Miller (2014) say that when you compare what is happening in the industry and what is happening in education, you can see that these processes are entirely different. A process can be reversed immediately if a defective product is identified in the industrial sector. On the other hand, in education, at the end of the courses, in general, poor teaching will be observed, and the group will not appreciate solving the problems. However, a new group of students will likely reflect the resolution of these errors. Working based on a quality assurance model allows for seeing education as a continuous social process.

Based on the comments of Gardner and Millers (2005), the following table (Table 5) summarises six cases of tertiary self-help centres. The table illustrates the institution's philosophy concerning each institution's policies and management practices. In summary, Gardner and Miller (2005)

define a SALC as a language learning approach rather than a language teaching approach. In other words, they conceive a SALL or a SAC as a set of elements that, when combined, can provide a learning environment. In particular, Sheerin (1989) explains the importance of SALCs from two perspectives. The first relates to the type of learners that will use the centres and their facilities, and the second relates to the human resources available or needed to meet users' expectations. Sheering (ibid.) mentions that assessors play an important role in explaining, developing, and enhancing the autonomy of language learners along with all people working in self-learning centres who contribute to their proper functioning.

Table 2   Principles of Managing a SALC. (Adapted from Gardner and Miller, 2014)

Name	Mission	Rationale
Centre for Independent Language Learning (the Honk Kong Polytechnic University)	To enhance students' English proficiency. To help students acquire the language skills they need. To encourage the development of independent language learning skills.	To facilitate the learning experience. To approach language learning in a way that takes account of his/her own language needs and learning style. To provide pedagogical and administrative support, including professional language counselling.
Self-Access Language Learning (SALL) at Hong Kong Baptist University	To help students acquire the linguistic skills necessary for successful participation in the academic life.	To create for students an independent study environment with readily accessible resources in which students can learn English as active participants. To become lifelong learners through the exposition to a range of autonomous learning styles, and by participating in the SALL courses and workshops.
Self-Access Language Learning (SALL)at City University of Hong Kong	To provide a place for students to find resources to practise their English outside of the classroom	To encourage students to take responsibility of their own learning. To put learners at the centre of the learning process.
Self-Access Language Learning (SALL)at The Chinese University of Hong Kong	To support learning. To provide language enhancement	To emphasise bilingual education. To promote independent English language learning with various courses including independent learning elements.
Self-Access Language Learning (SALL)at The Hong Kong University of Science and Technology	To provide the students with a broad-based education.	To support classroom-based language courses. To foster the development of learner autonomy. To provide a supportive environment for autonomous language learning.

Name	Mission	Rationale
		To continually evaluate and develop the provided services.
Self-Access Language Learning (SALL) at Hong Kong Institute of Education	To develop language proficiency and autonomy in learning through supported learning programmes and self-access multimedia materials	To support and facilitate the independent and collaborative study of principally English and Chinese, but also minor support for Japanese, French and Spanish.

Brundrett and Rhodes (2011) explain the concept ensured by predefined procedures and standards by clarifying roles, responsibilities, instructions and processes, documentation records, customer needs analysis, policies, remedial actions, inspections, and tests. This set of indicators applied to education management would help the institution identify and address problems.

The benefits of a quality assurance-based management model discussed by Glover and Coleman (2005); Brundrett and Rhodes (2011), Mizikaci (2005) and Gardner and Miller (2014); might not be as beneficial as it seems. In contrast, Blackmore (2009) says that it may not be helpful for institutions to base their perception of accountability on client satisfaction rather than on improving the teaching and learning process.

In this sense, Farmer (2012) conducted research at a public university in southern Mexico. The aim of this study drew on the importance of professional expert advice at SALC, which Farmer (ibid.) sees as a prominent topic in support of learning. Farmer focused the research on the services consultants are involved in and what is considered mass customization at his local self-access language centre. This research focused on evaluating the service delivery and the consultants' self-evaluation. Farmer (ibid.) states that feedback from learners, peers, and supervisors are critical elements to consider when assessing the performance of practitioners in a community-of-practice approach. Still, practitioner self-assessment and reflective practice are yet to become more acute.

Farmer (2012) states that a supervisor must document and revise this evaluation process, with proposed changes to the practice processes being evaluated at least annually at an annual SALC meeting.

Llaven (2009, cited by Farmer (2012) conducted a qualitative study in which she measured SALC user satisfaction. The results of her research state that regular SALC users report high levels of satisfaction with the materials and service provided said, but many more students limit their use of the facility to the minimum activities set by each class teacher Students who use the SAC minimally claim that they have equal access to materials and activities at home or at work that

may meet their needs it can be said that only Farmer (2012) and Llaven (2009) have attempted to bring together the concept of SALC learning, management and quality

Miller (2000) states that the evaluation of SALCs must be done with an external evaluator to review whether the assessment criteria have been met. This external assessor should be free to provide comments and suggestions n assessed entities according to the assessment criteria to decide whether The SALC evaluation process relies on those responsible for SALC, the self-access corner or whatever system is in place and the external evaluator.

This section began with a discussion of early definitions of autonomy in the field of language learning and the development of new perceptions of autonomy in this field. The following subsections of the chapter discuss the concept of autonomy, its components, and self-help language centres. This discussion is followed by examining the role of SALCs in developing autonomy in language learning by discussing the functions associated with SALCs, such as classification, management, assessment and evaluation and the research conducted in the local context. Finally, as these components form the core of this research, it will be necessary in this chapter to establish the context in which this research took place.

2.8   The story behind the implementation of a Quality Management System at the SALC topic of this research

This section contextualizes the operation and implications of ISO 9001:2008 in this Self-Access Language Centre study topic. The discussion begins with a brief history of the centre, followed by a discussion of the quality management system implemented to plan (mission and vision and quality plan, objectives), monitor (documents, procedures and orientations, the role of the coordinator and advisors). And evaluate (surveys, academic goals, analysis, decision-making) the processes involved in developing learner autonomy and language learning, followed by a discussion of possible gaps between the QMS and the academic purpose of the centre.

Ultimately, the purpose of this section is that this discussion can lead to a better understanding of the role of a quality management system in a SALC to understand its impact on the functioning of this self-access language centre and its pedagogical implications for language learners. The following section presents the story behind implementing the Quality Management System in this SALC topic of this study.

2.8.1   Self-access Centre approach

The Self-Access Centre is part of the language department of the state university in Michoacan, a state in western Mexico. It provides a service to students enrolled in the department, the university, and the community. The SALC is located in building C-6 on the main campus. The total number of students usually attend each semester varies from nine hundred to a thousand. The centre offers a variety of learning materials for different languages , including Arabic, Chinese, English, French, German, Italian, Japanese, Latin, Portuguese, Russian, Spanish L2 and the indigenous Michoacan native language called Purhépecha.

Regular practices at the centre include an orientation session at the beginning of each academic semester, advising sessions and workshops. The orientation sessions aim to introduce the students to what the SALC stands for. SALC advisors explain to students how to find the materials according to the student's language level, the centre's regulations, and sometimes the centre's purpose. The centre also offers a variety of materials such as audiobooks, CD-ROMs, audio-interactive books, audio CDs, grammar reference books, vocabulary books, dictionaries, novels, methods, self-study books, and magazines in four different languages: English, French, Italian and German. The subjects of the magazines range from entertainment, sports, history, architecture, and cooking to cinema reviews. We also offer our students printed catalogues where they can visualize what materials are present at the centre and how and where to find them.

Not only is the SALC designed as a place for students to attend and study independently, but the centre also offers a variety of more streamlined training workshops such as conversation clubs, study groups, and pronunciation workshops, to name a few. In addition, some learning-learning workshops are offered directly after the orientation event. These learning-to-learn sessions intend to make students aware that there is more to becoming an independent learner than just learning on your own.

This SALC occupies two buildings. The first section of building C-6 houses, on the ground floor, the reception, three rooms where the training workshops take place and an auditorium for one hundred to one hundred and fifty people. The second floor is the reading and writing area, where most student guidance books are available. In the reading and writing room, students will find various language resources such as worksheets, dictionaries, grammar reference books, board games, and novels, to name a few. The recreation room is a room where students can either read a magazine or play table games. In the library, students can consult or borrow books or magazines. The second section of the building houses the multimedia room on the first floor, where students can access the Internet and various digital and interactive language resources and

work with films, documentaries, and TV series in different languages. The third floor holds six cubicles where advisors give advice or serve as workstations. There is also a proper space where the quality office is located.

2.8.2 The implementation of a Quality Management System in the SALC

This self-study language centre, which is the subject of this study, opened in 2000. Six years after the Centre's opening, it was not very easy to give testimonies about the functioning of the Centre. However, as there was no evidence of positive or negative results, there was a high probability that it would be closed. Instead, the university's central authorities decided to allow the Centre to show that it could be an excellent study alternative for students in the language department. Then, in 2006, it was decided to look for a methodology to monitor the Centre's activities, considering the need for evaluation to ensure that the objectives are being met. At this point, Universidad Michoacana's goal was to obtain accreditation for its academic curricula for most of its faculties and research institutes. Faculties must be evaluated by the Consejo para la Acreditación de la Educación Superior, A.C., COPAES, the organisation in charge of evaluating every university in Mexico, to certify that their academic curricula follow the international educational standards. As a result, 90% of the faculties and research institutes at the Universidad Michoacana are now certified.

Therefore, this SALC has been included in the university's quality certification program. But unfortunately, the SALC could not be accredited by COPAES as it is neither a school nor a faculty of the university. Only faculties or research institutes can be certified under the COPAES regulations. So the SALC was looking for a system to help them prove that the Centre works and achieves its goals. Then we found that the ISO (International Standards Organization) requirements are suitable for this SALC. So after intensive training to know what the ISO 9001:2008 standard is and how we can implement it in the self-access language centre, we started work to establish and meet the standard's requirements.

It is worth noting that 9001:2008, a large family of ISO standards, has developed a set of regulations to help companies standardise their manufacturing process. The ISO 9001:2008 standard and its previous versions were used in industry (see 2.2.1) and years later in the educational processes (see 2.2.2).

Finally, in May 2008, SALC obtained ISO 9001:2008 Quality Management System certification. This set of regulations has helped the centre get and maintain a high-quality management system. It is

important to mention that the SALC was the first and probably the only self-help centre in Mexico that counts on a quality certification for all the services offered. As this SALC was the first to be certified to the ISO 9001:2008 standard, it is necessary to state how the standard was then written. Version 9001:2008 was thus divided into eight chapters; each relates to a requirement that must be met to complete the certification process. To better understand the content of the 9001:2008 standard, the first three chapters are common to all organisations wishing to implement a quality system. From chapters four through eight, the organisation must explain the purpose of its processes and how they complement what the organisation has stated.

In its first chapter, the standard presents the purpose of ISO 9001:2008 with the quality system. Chapter two contains the definition and references; In other words, it is a glossary of terms used in the ISO 9001:2008 standard. Finally, as part of these general chapters, chapter three relates to documentation requirements. This chapter mentions the necessary documents that must be included in the quality system and responsible for each step of product realisation.

For example, the subsequent chapters have to be individualised according to the needs and requirements of the organisation. Then Chapter 4 of the management system states that the organisation must write a quality manual describing each action supporting the quality system. Everything explained in this guide is mandatory and must be applied as part of the system. Precisely for this Self-Access Language Centre, it was reported in its quality policy that the centre offers a range of services to develop language learning autonomy in language students. This quality policy applies to the eleven languages taught in the Department of Languages (Arabic, Chinese, English, French, German, Italian, Japanese, Latin, Portuguese, Purhépecha, Russian and Spanish). As part of this policy, the centre has also committed to the University and other interested parties to meet student needs and satisfaction to raise the centre's standards of efficiency and effectiveness.

Once a year, the SALC sets targets for each of the services provided. These goals are controlled and regularly monitored through a chart labelled Process Measurement Chart. There are also other documents related to this chapter. For example, the ISO 9001:2008 standard stipulates mandatory compliance with six procedures: control of documents, control of records, internal audits, control of the defective product, corrective actions and preventive measures. In addition, this SALC has implemented three other procedures: design and development of teaching materials, equipment and furniture inventory, purchasing of teaching materials, and handling of customer complaints. These procedures are in place to describe each activity that must be performed for the QMS to function. (ISO, 2008)

In addition, Chapter Five of Management Accountability explains that accountability rests with a Quality Committee. This quality committee consists of the Head of Languages, the SALCs coordinator, academic staff (two consultants) and administrative staff, and the staff responsible for the QMS (two people). One of the Centre's Quality Committees is to share with interested parties the decisions they have made to improve the functioning of the SALC and keep the system running. The committee is also responsible for revising and updating the mission, vision and quality policy. (ISO, 2008).

Chapter six also corresponds to resource management. Resource management refers to how the organization solicits funding, what financial support it provides, and what and how the resources are distributed. In particular, SALC does not manage funds itself. The financial resources come from federal funds and go directly to the language department. The language department provides the SALC with the necessary infrastructure to provide the service. The SALC has no specific budget. (ISO, 2008). At the same time, chapter seven refers to product realization, which is described as a set of activities that are interconnected and of equal importance. At the same time, Chapter 8 considers the data collected through the many applied surveys as necessary to make decisions or improve the processes in the services through measuring, analysing and improving as required by Chapter 8 of the ISO standard. (ISO, 2008).

As previously explained, each chapter corresponds to the ISO standard's basis. It then boils down to four simple steps: plan, act, and review. The process mentioned above is explained in the following diagram. The diagram shows how the processes are connected because stakeholders must be: the users, the university and the Ministry of Education. The last two are the ones who support the SALC financially. The diagram shows the interested parties. They are mentioned on both diagrams' sides; the ones on the left represent the requirements that the QMS must meet to deliver the service, and the ones on the left represent the centre's achievements in terms of satisfaction with the services provided. In the middle, the chart connects the standard's aspects that impact service.
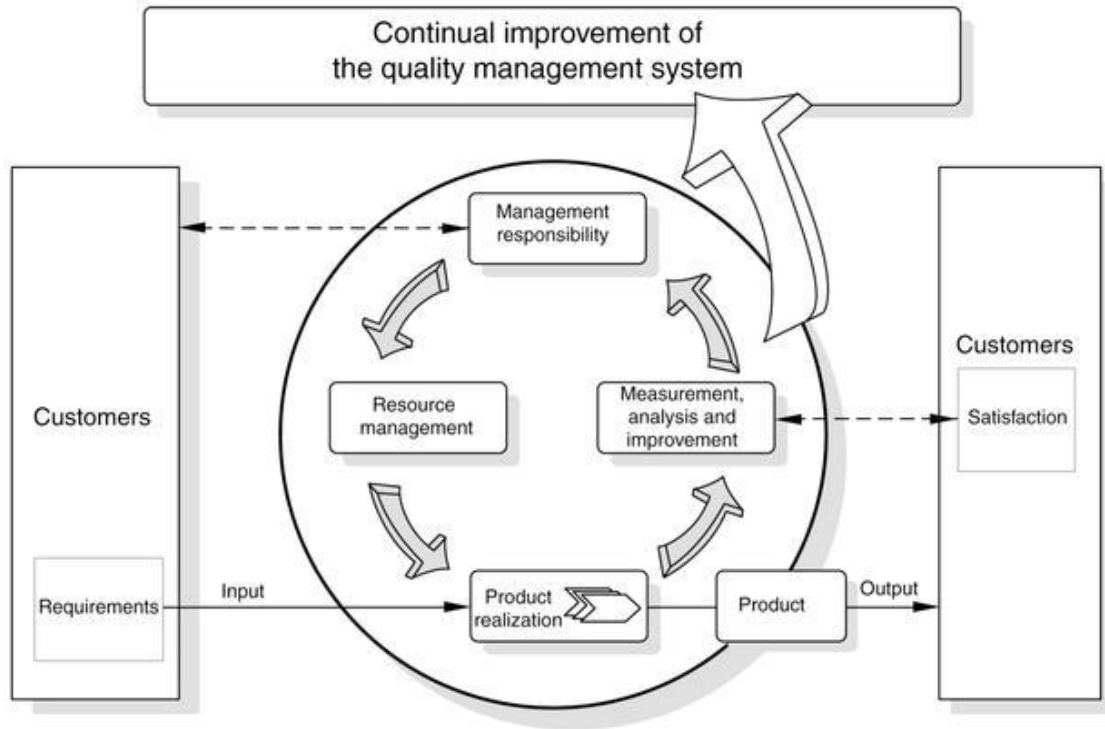
Figure 2   Continual Improvement of the Quality Management System (Taken from ISO,2008).

The ISO 9001:2008 standard and its latest version, 9001:2015, is one of the many quality management systems developed to help organisations integrate their processes into a more accurate system (see chapter 2.4). In other words, a quality management system is a set of processes that an organisation puts in place to continually improve the effectiveness and efficiency of the organisation's performance. These processes include all activities the organisations undertake and establish the project's quality policies, objectives and responsibilities to meet the requirements for which it was launched (ISO 2012). ISO Organization (2008) defines a quality-based process approach as a set of related or interacting activities that transform inputs into outputs. These activities require the allocation of resources such as people and materials. Every process has customers and other interested parties (who can be either internal or external to the organisation) with needs and expectations that define the process's required outcomes. A system should be used to collect data to provide information about process performance, which should then be analysed to determine if corrective action or improvement is required. All processes should be aligned with the organisation's mission and vision, goals, scope and complexity and designed to add value to the organisation. Process effectiveness and efficiency can be evaluated by internal or external verification procedures (ISO 2008).

The SALC meets these ISO 9001:2015 Chapter Seven requirements by displaying the services offered in the self-access centre on the web page that describes the service specifications required in 7.21 (ISO, 2015). They are divided into four categories:

Administration marked 1. Advisors marked 2. ITs marked 3. Provision of learning support marked 4.

It must be mentioned that for the reader's better understanding, it has been decided to detail the different services that the SALC offers, as they are presented in its original native language (Spanish) on the SALCs web page:

1. Administrative services: enrolment, photocopies, lending of books and magazines.
2. Advising: introductory sessions, films, conferences and lectures, advising and learning workshops.
3. Technical Support: Helping students use the software.
4. Learning supports language resources and table games.
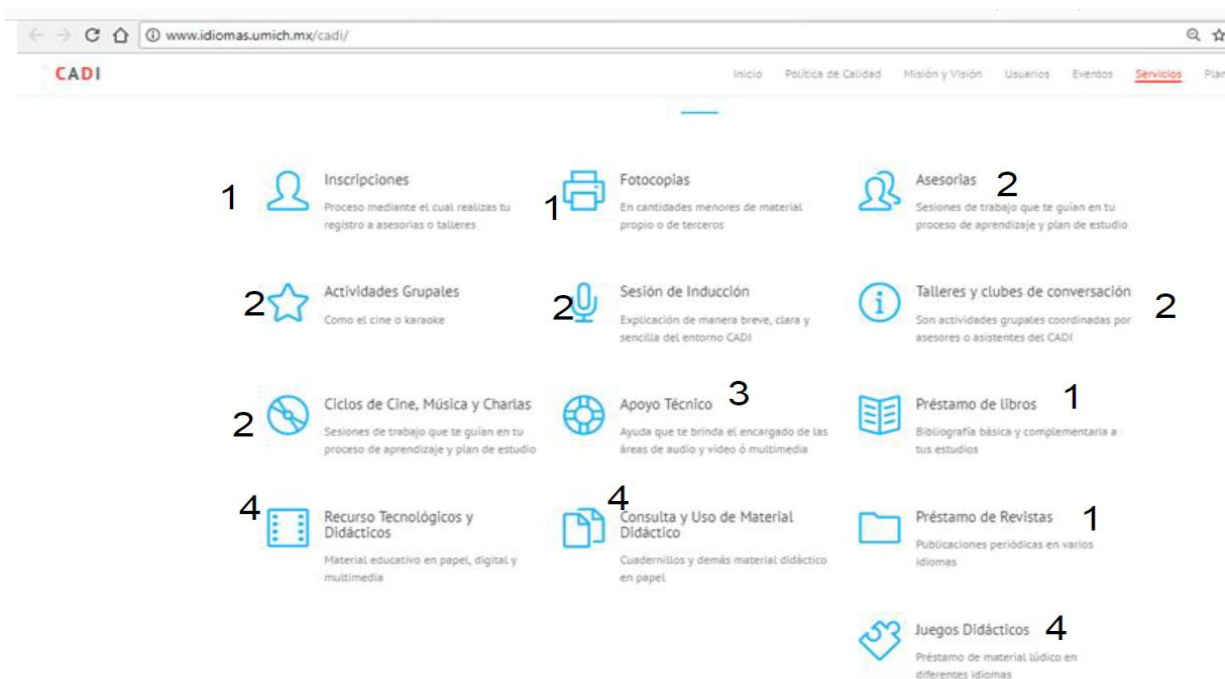
Figure 3   Services at the SALC

2.8.3   The planning stage at the SALC

The processes are planned according to the ISO standard and the requirements described therein. However, according to the data collected and analysed in this study (see Chapter 5), it is possible to say that planning and executing are consistently more focused on administrative processes rather than academic ones. Therefore, it is essential to remark that stakeholders should be more focused on the development of learner autonomy and language learning competence as stated in its mission which says:

"We contribute to the essential education of our university students and society through a process of self-directed language learning. We provide quality service by incorporating new technologies, materials, equipment and academic support that encourage learners to build their knowledge in an active, responsible and independent way".

On the other hand, SALC's vision mentions that the language department self-access centre as part of the university constantly strives for excellence in the delivery of the service process. This service is aimed at global growth, which includes the continuous improvement of human resources, infrastructure, teaching materials and technological equipment. This enables us to have a dynamic interaction between the content-related functions of the university.

Based on SALC's mission and vision statements, the organisation must include in its prescribed processes all activities, quality policies, goals and responsibilities that meet the needs of its stakeholders. (ISO2012).

When an organisation designs its process-based management system, it must be considered that the input of one process becomes the output of another. Therefore, the quality plan contains a description of the four processes involved in the delivery of the service. For example, the quality plan designed for the SALC showing how activities are connected looks like the one in figure 2. (Manual de Calidad, CADI 2008).

Summary Chapter 2

This chapter began with a quality construct discussion as first used in industry. It moves then to present the notion of quality in education and a discussion of its implications worldwide and in the local context. From these two application areas, the SALC, the core of this study, has developed and implemented a set of standards and principles based on the ISO 9001 version 2015 described.

The next part of this chapter identifies the most common problems faced by SALC management as specified in the research literature, particularly concerning the establishment of evaluation and decision-making mechanisms from the outset to improve the services provided continuously. Another presents the reasons for developing self-learning language centres. The last section describes some aspects of the SALC and its components, such as the SALC background, advisors' roles, SALC users and managers or executives.

Chapter 3   Methodology

3.1   Introduction

The purpose of this chapter is to describe the research methodology used to understand the impact of a local quality management system on the delivery of services in a SALC, the focus of this case study. It evaluates, with quantitative and qualitative benchmarks, the processes for delivering advising sessions, language training workshops and the language learning resources that are part of this facility. This chapter begins by explaining why the mixed methods approach was chosen for this case study.

3.2   Research approach

A mixed methods approach was chosen for this study. This approach would provide a more comprehensive insight into the impact of management processes within the SALC, which is the focus of this study. Creswell (2003:18) states that a mixed methods approach involves data collection from both numeric data (e.g., surveys) and text-based data (e.g. interviews). Such an approach integrates the two forms of data. It uses different research designs that involve different philosophical assumptions and theoretical frameworks as it contains elements of both qualitative and quantitative approaches. The general purpose and central premise of mixed-methods studies are that the combined use of quantitative and qualitative methods allows for a deeper understanding of research problems and complex phenomena than either approach alone (Creswell & Plano Clark, 2007).

Using a mixed-method research approach could provide a complete understanding of the study. This section explains the value and rationale for this choice, from the general level to the practical level to the procedural level. Mixed methods minimize the limitations of a purely qualitative or quantitative approach. On a reasonable level, this approach seems ideal when the researcher has access to both qualitative and quantitative data. At the procedural level, it is a valuable strategy to gain a more complex understanding of the research problem (Creswell et al., 2003).

Therefore, Leech and Onwegbuzie (2009) propose that conducting mixed-methods research involves collecting, analysing, and interpreting quantitative and qualitative data in a single study or a series of studies investigating the same underlying phenomenon. Creswell (2014) explains that qualitative data tends to be open-ended and without pre-packaged answers, while quantitative data usually contain closed-ended answers such as those found on questionnaires.

Tashskkori and Teddlie (2003) argue that mixed methods increase study validity; One form of data can help explain, explore, and complement the other form of data. Greene (2006) organised mixed-methods research into four areas: philosophical assumptions and attitudes, inquiry logic, policy guidelines, and societal commitments.

Greene (2006) divides philosophical assumptions and viewpoints into two types, on the one hand, an ontology, which is the study of nature, and on the other hand, the epistemological research of knowledge and how to acquire it and offers both a philosophical and theoretical justification of seeing, observing and interpreting things. She describes the second domain, inquiry logic, as the methodology used in the social sciences, such as research purposes and research questions; designs, methods, data collection and analysis; report and writing. The practical guidelines for domain 3 are the how-to of social science research. These guidelines, therefore, include

alternative research designs, sampling strategies, analysis techniques, the specific methods of data collection, analysis, interpretation and reporting, for example, alternative survey techniques.

Creswell (2003) states that inferences can be drawn from both databases when a researcher uses this method. This means that qualitative and quantitative data are collected and interpreted, but information can also be supplemented with open questions or census data. Creswell also mentions that in qualitative research, the researcher can describe a research problem that can be understood through exploring concepts or phenomena. In contrast, issues in quantitative research are best addressed by understanding what factors or variables may affect the background.

In this sense, Creswell (2003) describes the main aspects of using a quantitative methodology. First, the variables in the study and their relationship, e.g., identifying the dependent and independent variables; also locates and specifies how these variables are observed and measured. Second, the quantitative methodology develops the research order, and third, variables are used in a similar quantitative way to interview or compare groups of samples.

Morse (1991), on the other hand, describes four key features implying qualitative research. First, the type of research may not be suitable for quantitative research. Second, the notion of existing theory is inappropriate, imprecise, wrong, or biased. Third, there is a need to research and describe some phenomena to develop a theory, and fourth, the idea for research is a lack of theory and previous research.

At least two models used in the social sciences are documented: convergent parallel mixed method and experimental sequential method. The concurrent parallel mixing methods aim to analyse the research problem comprehensively. At the same time, both qualitative and quantitative data are collected. In the experimental sequential method, on the other hand, data are collected sequentially: First, quantitative data are collected and then the results are explained with qualitative data. With these sequential methods, data is first obtained using qualitative methods and then supplemented with qualitative data. For this study, the information is analysed using the exploratory sequential mixed method.

3.3 Case study

Feagin et al. (1991) state that a case study is an ideal method when holistic, in-depth research is required. Yin (2009) mentions that a case study is an empirical investigation that examines a contemporary phenomenon in depth and its natural context, especially when the boundaries between phenomenon and context are not obvious. Case study research is also about exploring

the phenomenon in context so that the results shed light on how the phenomenon occurs in a given situation (Yin 2009:18).

The case studies by Yin (2009) and Stake (1999) are time- and activity-constrained, and researchers collect detailed information using various data collection techniques. Therefore, the choice of a case study approach is mainly based on the holistic vision this research methodology offers (Feagin et al., 1991). In addition to supplementary information, qualitative and quantitative data can be collected to round off the research purpose (mixed methods). This research aims to design an operational process model (OPM) supported by QMS principles that could identify the processes involved in the development of autonomy in a SALC.

This proposed OPM (see Chapter 5) consists of a schema that enables a SALC to monitor and evaluate the processes involved in improving learner autonomy and language competence, which underpin the concepts of effectiveness and efficiency to allow them to insert into SALC scenarios. It is necessary to imagine the scenario to see it all as a whole. As Yin (2003) asserts, a case study approach allows the researcher to study individuals or organisations only through complex interventions, relationships, communities, or programs.

Case studies can show cause and effect, the how and why. One of her strengths is observing effects in authentic contexts and recognising that contexts are a powerful determinant of both causes and effects. For example, Hitchcock and Hughes (1995) argue that case studies are set in temporal, geographic, organisational, institutional, and other contexts that allow boundaries to be drawn around the case and are differentiated in terms of characteristics, people, and groups involved. The roles and roles of the participants can be defined in residential functions.

A case study provides a unique example of real people in real situations and allows readers to understand ideas more clearly than simply presenting them with abstract theories or principles. Case studies can help readers understand how concepts and abstract principles fit together (Yin, 2009). As Drnyei (2007) mentions, if a researcher is interested in knowing how circumstances interact and shape the world around us, the case study approach is an excellent way to get a great description of social problems embedded in a social context shape around.

Yin (2009) explains that case studies can mix numerical and qualitative data and are the prototypical instance of mixed methods research; they can illustrate, explain, describe and enlighten. She identifies six sources of evidence: documents, archival materials, interviews, direct observation, participant observation, and physical artefacts. True to the principle of mixed

methods research, multiple sources of evidence can provide convergent and simultaneous validity for a case study. The same author (Yin, 1984) describes three classifications of case studies:

1. Exploratory (as a pilot study to other studies or research questions)
2. Descriptive (providing narrative reports)
3. Explanatory (testing theories).

Exploratory case studies, functioning as pilot studies, can generate hypotheses that can be tested in a more extensive survey, experiment, or another form of research or observation. Stake (1994), on the other hand, identifies three main types of case studies:

1. Intrinsic case studies are conducted to understand the case at hand.
2. The instrumental case study examines a specific topic to gain insight into an issue or a theory.
3. Collective case studies refer to groups of individual studies conducted to get a complete picture.

Yin (2009:46) also identifies four main case study designs:

1. Case design refers to those critical, extreme, unique, representative, or instructive cases that present an opportunity to examine unexplored topics.
2. The embedded single case design, which integrates one or more units of analysis, may require different data collection tools, questionnaires, interviews, and observations.
3. The multiple case design references these comparative or replicative case studies, for example, to measure the impact or effects of a new instructional technique.
4. Furthermore, the embedded multiple-case design uses various survey tools such as survey questionnaires, interviews, observations, and archival records that can be used for each sub-unit.

The single-case design seems appropriate for the current research since the evaluation of the processes for promoting learner autonomy and improving language competence based on quality management system principles in a SALC has not been extensively examined. In this investigation, the SALC is the case in question. Rose et al. (2015) propose that a case study refers to the investigation of one or more specific instances of something affecting the situations in the study. This research is a case study examining the processes within a single SALC and collecting data from various stakeholders. The collected data should provide information about how existing quality management systems work and to what extent they achieve their goals. It also looks closely at the context in which the study is taking place to understand better the impact of using a QMS on managing a SALC.

3.4   Methodology approach

The researcher in this study, conducted several activities to gather data to try to answer the research questions and support the development of the proposed organisational process model (see Chapter 5). These activities included interviews with advisors and students, questionnaires and video recordings of advising sessions. The data is presented from these two sources, as explained in this chapter.

The purpose of the data collected from the interviews and the recording of the advising sessions is to analyse, present and compare the participants' perceptions regarding the introductory sessions offered as one of the services of the self-learning centre with the indications of the recording sessions. Therefore, findings from these two sources are presented, with a focus on student and advisor voices.

The information gathered from the data also helps to understand how the stakeholders (students, advisors, managers, and staff) at the SALC perceive their roles and how concepts such as learner autonomy and language learner competence are related or relevant to improving autonomy in a SALC.

3.4.1   Supporting facts that contribute to the purpose of this study

The evaluation of self-study centres was an issue as they were a means to improve learner autonomy, or any other matter related to language learning. Therefore, Gardner and Miller (2005:225) found that little research had been done in these areas. Therefore, this research aims to design an operational process model (OPM) that enables the centres to establish a working methodology.

First, this OPM intends to define a set of guidelines that can support other SALCs to plan, implement, monitor, evaluate and improve the processes involved in delivering services in a SALC. These services include language advising, learning workshops, language learning materials and access to technology. Second, the design of this OPM builds on previous research in the areas of learner autonomy, self-access language centres, the results of this research and the principles of the ISO Quality Management System. Quality Management System (QMS) principles can help harmonise and assess the SALC processes that allow students to become more autonomous in learning a language. When the development of autonomy is viewed as a series of steps or processes needing to be identified, classified, and linked together, a learning process emerges with a starting point and a possible destination. Third, to harmonise the phases of the services offered in a self-learning centre to ensure that learners' needs are considered and that the

processes implemented contribute to the development of learner autonomy and language competence. That language learners are satisfied with the services provided.

Then the results of this study were one of the elements considered in the design of the OPM. The OPM also aims to answer the proposed main research questions and the sub-research questions. Then the main research question investigates what elements from the QMS can be included in the design of an operational process model to promote the development of language learner autonomy and language competence through: a) knowing the needs of the potential SALC users, b) defining the principles and bases for delivering the advising service and the learning workshops and c) to what extent can learner satisfaction with the services be linked to the impact on the development of autonomy and language competence in language learners?

Two sub-research questions were addressed to the study to support this main research question: To what extent is the current quality management model in the case study efficient and effective concerning: a) the SALC consulting service, b) SALC learning training workshops, c) SALC facilities and - resources, d) learner satisfaction. The second research question relates to which elements of the quality management model can best ensure efficiency and effectiveness in managing a self-access language centre. These questions are the focus of this study.

3.4.2   The progression of the quality certification at the SACL subject of this study

In 2000, the Self-Access Language Centre, the subject of this study, was opened as an extension of the language department at the State University to develop a sense of autonomy in language learners or, as Holec (1981) mentions, the ability to take charge of their learning. However, according to SALC's characteristics, obtaining accreditation was impossible (see 3.1) since the SALC does not have the status of a school or a faculty at the university. Therefore, the Center has decided to adopt the ISO 9001:2008 standard as a tool for planning, monitoring and evaluating the services provided at the Centre. Since 2008 the SALC has then been monitored and audited according to the principles and requirements of ISO 9001:2008 and has recently been updated to the new requirements for the ISO 9001:2015 version.

3.4.3   ISO 9001:2015 Norm applied at the SALC

ISO 9001:2008 and now ISO 9001:2015 is one of the many quality management systems developed to help organisations integrate their processes into a more accurate system (see chapter 2.4). In other words, a quality management system is a set of processes that an

organisation puts in place to continually improve the effectiveness and efficiency of the organisation's performance.

These processes include all the activities that the organisations perform that establish quality policies, goals, and responsibilities for a project to meet the requirements for which it was undertaken. (ISO2012). ISO Organization (2008) defines a quality-based process approach as a set of related or interacting activities that transform inputs into outputs. These activities require the allocation of resources such as people and materials. Every process has customers and other interested parties (who can be either internal or external to the organisation) with needs and expectations of the process that define the required outcomes of the process. A system should be used to collect data to provide information about process performance, which should then be analysed to determine if corrective action or improvement is required. All processes should be aligned to the organisation's goals, scope and complexity and designed to add value to the organisation. Process effectiveness and efficiency can be evaluated by internal or external verification procedures (ISO 2008).

3.5   Research questions

As mentioned in Chapter 1 (see 1.3), the QMS methodology used at the Center has focused more on administrative procedures than on academic procedures. Morrison (2003) notes the need for a theory-based assessment framework based on a coherent SAC theory that identifies SAC resources and activities and demonstrates the causal links between such resources, activities and outcomes (Chen, 2005; Wholey, 1987).

As previously explained in chapter one (see 1.4), the aim of this research is to identify, monitor and evaluate the processes that support two of the Centre's services (consultancy service and training workshops). Based on the results, this study aims to propose a dedicated and flexible model that best suits the needs of a SALC, based on the principles of the Quality Management System (QMS) of ISO 9001:2008.

In an attempt to develop an operational process model, quantitative tools were developed to collect information. Accordingly, the table (Table 6) below shows a summary of the research questions, the research objectives, the proposed instruments and the number of participants.

Research Questions	Research Aim	Instruments	Participants
What elements of the QMS to include in the design of	Gathering information about	Interviews	SAC staff

an Operational Process Model that could identify the processes related to developmental autonomy and language proficiency in a SALC: By providing: a) advising sessions. c) training workshops for learners?	advisors' perceptions of and participation in the processes involved in the provision of academic support.	Questionnaires Observations ISO 9001:2015 Norm.	(advisers) SAC users (students)
Research question 1: To what extent is the current quality management model efficient and effective in relation to: a) the SALC advisory service. b) SALC training workshops for learners. c) SALC facilities and resources. d) learner satisfaction	Gathering information about their needs, goals, and objectives is part of the process. Services offered at the SALC that could improve the autonomy of language learners: advising services and training workshops.	Analysis of the current processes applied at the SALC and how they are measured. Interviews	SCA's Quality objectives SCA's Current Quality Plan SAC users (students) SAC's staff (advisers)
Research Question 2: To what extent can learner satisfaction with services be related to the impact on the development of autonomy and language competence in language learners?	To evaluate the efficiency and effectiveness	Interviews Questionnaires Observations	SAC staff (advisers) SAC users (students)

Table 3 Summary of Research Questions

In an attempt to develop an operational process model, quantitative tools were developed to collect information. Accordingly, the table below shows a summary of the research questions, the research objectives, the proposed instruments, and the number of participants.

3.6   Instruments

This section describes a rationale for the proposed data collection tools. The instruments used for data collection purposes were:

1) Questionnaires.
2) Video recordings.
3) Observations.
4) Interviews.

3.6.1   Questionnaires

One of the most traditional and systematic ways of gathering information is asking questions. In scientific fields, questionnaires have become the most popular tool in the social sciences (Dornyei, 2007).

Oppenheim (1992) mentions that questionnaires are used to collect information to classify people and their circumstances to collect detailed information. This information would help to understand people's behaviour and examine the necessary attitudes/opinions of a group of people on a given issue. Also, to measure customer satisfaction with a product or service, gather \"baseline\" information, which can then be tracked over time to investigate changes. The Likert scale was used to evaluate the responses in the questionnaire used for this study. The Likert scale is one of the most closed-ended items to assess the extent to which respondents agree or disagree with a particular goal (Dornyei, 2007).

The questions designed were closed-ended questions that are easy and quick to answer, more reliable due to a fixed presentation of answers, more accessible to code, and help curb respondent verbosity and digression. Closed questions also offer the advantage that the researcher can uniformly interpret them, and the understanding of the survey can be facilitated by the additional information flowing into the possible answers. Another characteristic of closed-ended questionnaires is that they can be coded and analysed more quickly and are more information-oriented (Bailey, 1994).

Although Cohen et al. (2011) explain that the use of a questionnaire is seen as an intervention in the respondents' lives, it is strongly recommended that participants are aware of what will happen to the information they provide. As Cohen et al. (2011) indicate, it is necessary to first use the questionnaire with the formal consent of the participants. Then they should be informed that they have the right to withdraw at any time, that their information will not be mishandled, and that all information will remain anonymous. Also, as Sudman and Bradburn (1982) point out, particular attention should be paid to the level of threat or sensitivity of the questions.

3.6.2   Questionnaire for the SALC users

The purpose of using questionnaires and surveys, as explained by Oppenheim (1992), was to collect factual information, categorise people and their circumstances, and gather specific information about people's behaviour. He also explains that questionnaires help examine a group's necessary attitudes/opinions on a particular topic, measure customer satisfaction with a

product or service and collect basic information that is then tracked over time to investigate changes.

This questionnaire is then intended to evaluate the students' perception and understanding of the course and the intention of the advising session.

This questionnaire consisted of 4 sections: 1) Demographics, 2) Perceptions of the workshops, and 4) Satisfaction (see Appendix F)

Section 1: Demographics: This section provides a general overview of the population participating in this study. Participants were asked to indicate their gender, age, level of study, and perception of their strengths and weaknesses in the language they were learning. In addition, if they have a previous language learning experience, if they know what type of learner they are, to profile Mexican students studying foreign languages and potential users of the Self-Access Language Centre at a state university in Michoacan. Section 2: The Provision of the Consulting Service. Table 7 summarises how the questions in section two were organised. Three categories were observed here, the first corresponding to the development of the language learner's autonomy, which an advisor thoroughly monitors. Questions 5, 6 and 9 fit into the group where the leading role of the advisor is to strengthen and encourage the development of autonomy. The second category refers to the practices chosen by the advisor to lead the student in the process of reflection and an introduction to the development of the language learner's autonomy. Questions 1, 2 and 4 were considered to collect data in this latter area. Finally, an evaluation of the process in terms of effectiveness was considered. Questions 3, 7 and 8 served the purpose of obtaining data on the review of the procedure.

Table 4   Questionnaires Data

The adviser (development of language learner autonomy)	The methodology used by the adviser (development of language learner autonomy)	The effectiveness of the process (development of language competence/ learning resources)
5. Advisers were part of the process to understand how to develop your skills as an autonomous language learner. 6. The adviser followed up on your autonomous learning process at the CADI.	1. The orientation session helped you understand what it means to be an autonomous learner. 2. During the advisory consultation process, you could clarify your doubts about attending the SALC	3. The advisory session made you reflect and prioritize about your learning needs 7. The advisor suggested what activities to do consider your needs and learning goals

The adviser (development of language learner autonomy)	The methodology used by the adviser (development of language learner autonomy)	The effectiveness of the process (development of language competence/ learning resources)
9. Advisers could get closer to the student and evaluate their performance together at the SALC, proposing work alternatives to improve your language competence-	4. In the development of advisory session, were you able to set objectives and to prioritise your activities at the SALC	8. Advisors suggest activities without considering your learning needs.

Section 3. Workshops' perceptions: In this section, participants were asked if they had attended any of the workshops offered by the SALC. If the answer was positive, the students had to continue answering the second part of the questionnaire. However, in the case of a negative response, students' responses were grouped into four practical options:

1. Not interested in participating.
2. Students are unaware that this service is offered.
3. Or did not have time to participate.
4. The working hours of workshops were not flexible.

If, on the other hand, the students answered yes, they were asked ten additional questions. Each answer was given a numeric score indicating its agreement or disagreement; Scores were summed to measure respondents' attitudes. Because respondents' level of agreement or disagreement with the established topic was considered, a five-point Likert scale was used in this study. The number 1 represents strong disagreement, five represents strong agreement, number 3 is indifferent, and the middle numbers represent intermediate points (Kothari, 2004). This scale was used to find out respondents' attitudes towards these areas (see Table 8):

1. The advisor (development of language learner autonomy).
2. The consultant's methodology (development of language learner autonomy).
3. The content (topics and development of language skills/learning resources).
4. The effectiveness of the process (satisfaction).

Table 5   Workshops Questionnaires Data

The advisor (development of language learner autonomy)	The methodology used by the advisor (development of language learner autonomy)	Contents (topics) (development of language competence/ learning resources)	The effectiveness of the process (satisfaction)
16. The advisor who delivered the workshop made sure to know your learning needs. 18. The advisor	12. The workshops allowed you to put into practice your previous knowledge on the subject. 17. The advisor promoted activities that you can apply autonomously at the SALC as in your classroom.	11. In the development of the workshop, your learning needs and objectives were considered to establish the contents of the workshop. 15. The workshop allowed you to know, to develop and practice your skills as an autonomous learner.	10. The purpose of the workshop met your learning expectations. 13. During the workshop, you worked on learning strategies that can be used in both SALC and the classroom. 14. The topics covered in the workshop allowed you to improve your performance during your language learning process.

Section 4 Satisfaction: Here, students were asked to rate the SAC in terms of their satisfaction with the service provided. A four-value Likert scale was used to assess satisfaction with the service; Each of the values is labelled with numbers to facilitate statistical analysis ranging from very satisfied (4), satisfied (3), indifferent (2), and dissatisfied (1). An additional question relating to students' beliefs, the extent to which students feel that the SALC has influenced them to become more autonomous and whether any changes have occurred in their language learning process.

In this section, the results of the quantitative study are presented. This results chapter presents the results by topic rather than answering the research questions. In the discussion chapter, the research question is revisited to assess whether these research questions have been answered or not.

3.6.3   Services provided at the SALC: Advising sessions

Two rounds of interviews were scheduled to gather information about the advising sessions (see Appendix C). In the first round, a total of 41 student interviews were recorded, and ten advisors were also interviewed. The second round of interviews was conducted to learn about the general perception of the SALC services; Eleven students were interviewed. Similarly, advisors were interviewed to obtain information about the advising sessions' purpose, delivery and evaluation (see Appendices A and E). In addition, six interviews were scheduled with the same number of coordinators from other SALCs, five in Mexico and one in the United Kingdom (see Appendix D. All interviews were semi-structured and, as described by Cohen et al. (2001), a timetable will be established, but is correspondingly open-ended in order to record the content, make digressions and extensions and carry out further explorations. Finally, six consultations were videotaped.

The questions from the student interviews have been categorised to facilitate their analysis and interpretation. The ten questions asked in the interview they have divided into these categories: 1) the development of language learner autonomy, 2) the development of language competence/learning resources, and 3) learner satisfaction (effectiveness) (see Table 9).

Table 6 Students Interviews Data

Development of language learner autonomy	Development of language competence/ learning resources	Learners' Satisfaction (effectiveness)
1. What is the objective of the advising session? 3. In a very brief way, how can you describe what topics were covered in your session? 5. After this first experience, have you considered the idea of having more advisories? 6. Do you think that is important for you to keep a record of your advisory session? Why?	4. What are the most important aspects that you discussed with your advisor at the session? 7. What objectives would you like to accomplish? Do you know how to self-evaluate your progress as an independent learner?	2. Advisory sessions are mandatory or only if you ask for them? 8. Do you evaluate the performance of the advisor after the session? 9. Do you have any comments about this evaluation? 10. Do you have any other comments about advisory sessions?

3.6.4   Observations and interviews

In a case study research scenario, researchers must develop the ability to address the purpose of the investigation and the ability to collect data; this means that the researcher must be a natural questioner, listener and observer. Observation systematically describes a social environment's events, behaviours, and artefacts (Marshall & Rossman, 1989). For Gorman and Clayton (2005, p. 40), observational studies involve the systematic recording of observable phenomena or behaviours in a natural setting.

The observations at the Self-Access Language Centre were developed in two phases. The first phase involved observing the implementation of the language training workshops. These observations initially gathered information about the dynamics and relationship between SALC advisors and users (see Appendix B). For the second phase of observations, advisors and users were asked for their permission to record the advising sessions. The primary purpose of recording these sessions was to have a closer look at how these sessions were conducted in the SALC and see how consultants were approached to discuss SALC user needs and provide learning recommendations.

Despite the many roles a researcher can play during observation: non-participation (Spradley, 1980); Complete Observer (Gold, 1958); observer as participant (Gold, 1958; Pearsall, 1970; Adler & Adler, 1994); Moderate or peripheral membership Participant-as-observer (Adler & Adler,1994); Active participation, active membership (1958); Participant-as-observer (Spradley; 1980; Adler and Adler, 1987, 1994) Full participation (Spradley, 1980; Adler & Adler, 1994). Full membership (Adler and Adler, 1987). In this data collection phase, the researcher chose to play a more discreet role as a full observer to avoid conflicts of interest since she has been a former coordinator for the centre. When a researcher plays the role of full observer, and although present on site, there must be no involvement with insiders, and he does not participate or interact with them on a large scale (Gold, 1958; Gorman and Claytons, 2005). His only role is to listen and observe. Within this role, smaller ones are adapted to allow the researcher to be invisible while being ubiquitous to eavesdropping (Pearsall, 1970).

Since the second part of the observation was about recording several advising sessions, the role of the researcher can be described as non-participation. Spradley (1980) describes the role of non-participation when the researcher is not present in the scene but can observe from a completely different environment.

Tuckman (1972) briefly described the procedures to be used during an interview. For example, he writes that the interviewer should inform the participant about the nature or purpose of the

interview, be honest but without risking biased answers, and make an effort to reassure the participant. Additionally, the interview procedure should be explained (what and how it happens, how, the structure and organization of the interview), how responses can be recorded (to obtain permission if this is to be done), and these procedures should be followed at all times (Fowler, 2009).

Several interviews were conducted as part of the data collection for this study. The purpose of interviews is to explore further some aspects that emerge from observations (Carspecken, 1996). Lincoln and Guba (1985) explain various purposes of the interviews, which include present constructions of events, feelings, people, organizations, activities, concerns, and grievances. For Silverman (1993), interviews are helpful in qualitative research for gathering facts, accessing beliefs about facts, identifying feelings and motives, commenting on standards of action, examining current or past behaviour, and eliciting reasons and explanations.

3.6.5   Participants

This research was conducted at the main campus of the local state university at the Department of Languages. At the time of the study, this department had approximately 3,300 students on at least fourteen different campuses across the state. This department has only one certified self-access language centre, and two more are under development at two other locations.

The language department aims not to train students in language teaching or other areas such as translation or international business. Instead, it offers courses that allow students to develop verbal communication skills. Students have the option to choose between Arabic, English, French, Italian, Japanese, Korean, German, Spanish (L2) and P'urhépecha (the pre-Hispanic spoken language of the local aboriginal people of the region).

Students participating in this study were randomly selected. Her native language is Spanish, so all interviews and questionnaires were conducted in her native language. At the time of the study, they were enrolled in the first course of English, Italian, German and French as a foreign language at the Languages Department. One hundred eighty-seven men and two hundred six women participated in this research. There were seven lost numbers. They come from different academic backgrounds. Most of them are university students. Some others are professionals in various fields.

The following table (Table 10) summarizes the age groups that participated in the study. Of a total of 400 surveys conducted, 393 responded, corresponding to 98.3% of the respondents. It has

been observed that 55% corresponds to people aged between 20 and 29, corresponding to the population studying a BA or MA at university.

Table 7   Years of Age

Years of age		Frequencies	Percentage
Valid	from 16 to 19	118	29.5
	from 20 to 29	220	55
	from 30 to 39	37	9.3
	40+	18	4.5
	Total	393	98.3
Lost	System	7	1.8
Total		400	100

This state university offers education from high school to graduate level. More details on these levels are presented in Table 11.

Table 8   Education

Level of Studies		Frequencies	Percentage
Valid	Highschool	81	20.3
	BA	279	69.8
	Postgraduate	38	9.5
	Total	298	99.5
Lost	System	2	0.5
Total		400	100

Table 12 shows that engineering with 25% and health with 22.5% seems to be the most popular among this demographic in particular, followed by economics, social sciences and humanities.

Table 9   Fields of Study

Field of Study		Frequencies	Percentage
Valid	Health	90	22.5
	Business	78	19.5
	Social Sciences	58	14.5

Field of Study		Frequencies	Percentage
	Humanities	51	12.8
	Engineering	100	25
	Total	377	94.3
Lost	System	23	5.8
Total		400	100

Since the methodology used in the Language Department is the development of communicative skills in its students, a needs assessment survey section was designed to identify students' perceptions of confidence in developing their language skills across the four different language skills. (Table 13).

Table 10 Language Skills

	Number of Students		
Language skills	Confident	Less Confident	Lost values
Speaking	118	236	46
Listening	160	187	53
Reading	249	94	57
Writing	175	157	68

At the time of the research, 18 consultants were working at the centre. Nine completed the UNAM Language Centre's online training course for advisors. SALC's advisors are also language professors who teach various languages at the language department, so they are not full-time advisors to the centre. However, most of them spend 10 hours a week in the centre. Despite the nationality of the advisors, all interviews and questionnaires were conducted in Spanish.

Another group of participants in this study were other SALC coordinators from different centres who were first contacted via email to request their participation in the study. After they agreed, interviews were conducted via the Skype app. Seven coordinators were interviewed.

3.7   Stages of the study

As explained in Chapter 1 (see 1.1), this study aims to investigate whether the existing quality management system implemented at the centre can be used to design an operational process model. This model intends to allow stakeholders to make some recommendations and consider defining, monitoring and evaluating the processes involved in improving language learners' autonomy and language competence. In addition, the impact of the development of autonomy on language learning should be assessed in terms of the efficiency and effectiveness of the Quality Management System (QMS).

Table 14 summarizes the phases carried out in this investigation. The first phase relates to the preliminary study, which provided an overview of the Self-Access Centre through the application of a series of questionnaires such as a needs assessment questionnaire (see Appendix F) and a workshop observation (see Appendix F). Then, for the main study, questionnaires, interviews and surveys were used to collect information relevant to this study.

Table 11   Stages of the Study and Research Instruments Summary

Stage	Description	Summary	Participants
Stage 1. Preliminary study	Needs analysis	The purpose of the Needs Analysis questionnaire was to know what SALC users will require for succeeding in an autonomous environment. The questionnaire was divided into three sections: demographic information learning experience complementary activities and materials	Number of participants 400 students
	Workshop's evaluation	The purpose of this questionnaire was to find out students' perceptions towards the workshops at the Centre	Number of participants 47 students
	Satisfaction Survey (SALC's version)	The purpose of the survey was to evaluate the services provided at the SAC in terms of users' satisfaction. Twenty-five items were evaluated concerning services covering the following areas: a) Administrative services, SALC's working areas. b) Advisors' performance and attitudes; and infrastructure	Number of participants 200 students
			Number of participants 112 students
	Workshops (SALC's version)	The purpose of this questionnaire was to evaluate the provision of this service	

Stage	Description	Summary	Participants
Stage 2: Main Study	Final evaluation Questionnaire Students' perception	To evaluate the perception of the SAC users regarding to the services provided ant its impact in the development of learner autonomy. The questionnaire was divided into four sections: a) Demographic b) Perceptions about the advisory session c) Perception about the workshops d) Satisfaction	Number of participants 112 students
	Questionnaire Advisors' perception on two topics promoting learner autonomy and their participation in the QMS	The purpose of the questionnaire was to explore the role the advisors play at promoting learner autonomy at the SAC and the implications as active participants in a QMS. The questionnaire is divided into three sections: a) Advisors' Perception and beliefs towards learner autonomy. b) The role of the advisors at the SAC c) Advisors' perceptions and beliefs towards the quality system implemented at the SAC	Number of participants 10 advisors
	Satisfaction Survey (SALC's version)	The purpose of the survey was to evaluate the services provided at the SAC in terms of users' satisfaction. Twenty-five items are evaluated concerning to services covering these areas: a) Administrative services b) SAC's working areas c) Advisor's performance and attitudes d) Infrastructure	Number of participants 200 students
	Workshops (SALC's version)	The purpose of this questionnaire was to evaluate the provision of this service	

A preliminary study was carried out as the first step of this study. This first phase aimed to understand how language training workshops and advising sessions, two of the services offered by the centre, were planned, delivered and evaluated. The ISO 9001:2008 standard describes its approach to quality as a set of processes that every organisation puts in place to continuously improve the effectiveness and efficiency of the organisation's performance.

In the case of this particular centre, each process has customers (students) and other interested parties (employees) with the needs and expectations of the process. According to ISO (200), all

processes should be aligned with the organisation's goals, scope and complexity and designed to add value to the organisation. Process effectiveness and efficiency can be evaluated through internal or external review processes. At all levels of the organisation, it is crucial to establish a methodology to help the organisation maintain and improve process performance, from high-level strategic processes to simple operational activities (ISO 2008). Consequently, two approaches were followed in this preliminary study: to find out whether the centre set up these processes according to the standard and according to the needs of the customers (students).

This preliminary study was divided into two parts. The first part involved interviewing nine of the centre's language consultants and two staff members responsible for the Centre's QMS. These interviews aimed to learn about the beliefs and attitudes towards workshops at the centre. This consultant interview consisted of two parts. The first related to Chapter Seven: Product Realisation: Planning and Development (see 2.2.3), where nine questions were asked (see Appendix A); the second part corresponded to Chapter Eight: Measurement, Analysis and Improvement (see 2.2.3), which consisted of seven questions. The employee interview consisted of three questions on product realisation and eight questions on measurement, analysis and improvement.

The questions were semi-structured, and as Cohen et al. (2001) describe, a timeline was drawn up. Still, it is suitably open-ended to allow for the content to be recorded, digressions and extensions to be made, and further explorations to be made.
Two different coordinators from this SALC study site were interviewed during this investigation. The reason for this was that this position changed during the development of this research. The first interview was conducted during the pre-study phase of this research. This participant is identified as coordinator 7. The second interview was conducted during the main stage of this investigation. The participant is identified as coordinator 8.

These interviews were arranged with SALC coordinators from other Mexican universities and one from the UK; consisted of twenty-four questions. Nine questions focused on finding out the context in which the SALC is located and a little history of its creation. One question, divided into six sub-questions, related to the staff and their duties at the SALC. Four questions were asked to gather information about the services and resources provided by each SALC. Finally, four questions focused on the missions, perceptions and vision for each of the centres they were leading at the interview.
Along with the interview, an observation of the workshops was carried out. This observation followed a prescribed rubric (see Appendix A). Nine workshops were observed. All of these

observations took place at the SAC on the scheduled day and time. The role of the researcher was only that of an observer, and notes were made based on the rubric. This rubric has been divided into five sections. These sections focus on evaluating:

1. The development of the session.
2. The materials used.
3. The scaffolding.
4. The evaluation.
5. The researchers' personal comments.

The purpose of this observation was to collect data that would verify if there was a consistent process applied to workshops offered to students.

Forty-seven questionnaires were used to determine how students perceive the workshops at the Centre. The questionnaire was divided into five sections. At the beginning of the questionnaire, the respondents filled out a demographic information section with questions about age, gender, study level, additional current study program, study foreign language and date of the students. This questionnaire contained closed questions and open questions.

The decision to include both types of questions is based on the methodology of Lazarsfeld (1944), who proposes to have these two types of questions to obtain more accurate data collection. He suggests using closed-ended questions in the initial stages of questionnaires to identify good response categories for the closed-ended questions. At the same time, the use of open-ended questions can be used in later stages of questionnaires to explore unexpected responses to closed-ended questions. Accordingly, Foddy (1993) explains the difference between using closed questions and open-ended questions. With closed-ended questions, the answers are limited to predefined alternatives, while with open-ended questions, the respondent can express their opinion without influencing the researchers. He also explains that a disadvantage of the closed question is the need for extensive coding and the time spent analyzing each answer.

As mentioned in the previous sections, the first section, called the workshop outline, consisted of four closed questions. The participants were asked to answer yes or no to each point in this first part. Point one relates to the aim of the language workshop. Point two asked the participants whether they understood the goal of the workshop. Point three would relate to the content and point four whether the workshop met their learning expectations.

Likert scales were used to rate sections two and three. Participants were asked to rate their responses on a scale from 1 to 5. One of the answers entirely agrees, and five do not agree at all. Section 2, the Learning Outcomes, consisted of 5 questions designed to stimulate students to reflect on whether the workshop(s) had influenced their language competence or enhanced their

autonomy. Section three relates to the role of the educator. The participants rated the trainer in three different areas: motivation, organization of the course and expertise of the trainer: and development of learner autonomy. Section four of this questionnaire consisted of a list of statements the students marked as a reference for further improvement. Finally, section five consisted of three open comments about what they liked and disliked about the workshops (see Appendix E).

The primary study consisted of two phases, the submission of questionnaires and the interviews. According to Showkat and Parveen (2017), an interview can be conducted in numerous locations and with the advent of technology to extract desired information from respondents. As a result, the number of methods by which an interview can be conducted has increased. Unlike before, a conversation is not necessary for a meeting. The interviews were set on a pre-scheduled basis, and the questions were semi-structured. As in the case of this study, the coordinators were interviewed online via the Skype app or by telephone. In the first phase, seven coordinators were interviewed online, six in Mexico and one in the UK. In addition, forty students were interviewed and finally, nine advisors from the local centre were interviewed.

The interviews were designed as semi-structured interviews. Britten (1999) describes semi-structured interviews as a series of questions that help define the areas to be explored and allow the researcher/interviewer to deviate from following an idea or an answer in more detail. Furthermore, Britten (1999) mentions that due to the flexibility of this approach compared to structured interviews, it is possible to gather the information that might be relevant to the participant and that the researcher had not even thought of. In addition, it is important to inform the respondents of the study details and to assure ethical principles such as anonymity and confidentiality, which are also fundamental aspects of the informed consent process. Finally, Kvale (1996) points out the importance of thanking participants for their time and asking if they have anything to add. This will allow respondents to share information or reflect on specific topics that may not have seemed valuable to the interviewer, potentially leading to discovering new, unexpected information.

To obtain as much information about the study of a phenomenon, it is necessary to develop a methodology for asking questions, as suggested by Britten (1999), Kvale (1996) and Showkat and Parveen (2017) suggested. Then the purpose of interviewing other SALC coordinators was to understand how they looked at their centres from the inside. Also, to identify the processes involved in delivering their services, compare and contrast the differences and similarities between the centres, and finally, analyse how these centres meet the needs and expectations of the students. A total of twenty-four questions were asked. These questions were divided into six

fields. Nine questions on centre management, one central question and five sub-questions on staff, six questions on students, three on materials, one on complementary activities, and four on their role as SALC coordinators. A total of 4 hours and 34 minutes of recording data was collected (see Appendix D).

SALC advisors were interviewed to learn their perceptions and beliefs regarding the advising sessions they held at the centre. Eleven questions were asked. These included three main aspects: 1) goal of the advising session, 2) implementation of the advising and 3) evaluation of the advising. The sessions were recorded in Spanish to avoid misunderstandings (see Appendix G). Fourteen advising sessions were audio and video recorded. A total of 5 hours and 6 minutes was recorded.

Four hundred questionnaires were filled out, and fourteen advising sessions were videotaped. The latter consisted of applying two-hundred questionnaires to the same number of students.

Four hundred student needs assessment self-assessment questionnaires were used with the same number of students. The questionnaires were used in Spanish to avoid misunderstandings. These questionnaires were used with students who attended the centre's introductory session and received at least one advising session. This questionnaire was divided into demographic information, student learning experiences, complementary activities and materials at the SALC (see Appendix F).

3.7.1 Preliminary study

This preliminary study will include the results of the tools applied by the researcher (needs analysis questionnaire and workshop evaluation) and the evaluations that the SALC study subject will carry out to assess its performance according to the requirements of the Quality Management System already implemented at the centre.

3.7.2 Needs analysis questionnaire

This section focuses on the results of the questionnaire administered to four hundred students enrolled in the language department of a state university in Michoacan, a state in western Mexico. The participants were selected at random. The questionnaire was used in Spanish, the native language of these participants, to avoid misunderstandings (see Appendix C for the English version).
A first analysis of the questionnaire was carried out with the statistical program SPSS to determine the frequency of these data. For this purpose, the data were organised according to the following

themes: a) subject of study, b) learning type, and c) material preference. A second analysis was then performed to determine the associations between:

1. Age and language proficiency.
2. Age and level of workshop preference (content).
3. Field of study and level of workshop preference (content).

Finally, a third analysis was also performed to establish a relationship between learners' preferences for attending a workshop and the choice of materials to develop a sense of learner autonomy or their language proficiency.

3.8   Data analysis

The data are presented in five main areas of interest according to the services provided by the SALC, as the relationship between the development of autonomy, language competence and SALC management and use needs to be explored. These are in order:

1. Managers' perceptions of the implications of managing a SALC in terms of planning, service delivery and the processes involved in developing learner autonomy.
2. The provision of workshops, advising sessions and the role of the language consultant.
3. Use of the Self-access Language Centre.
4. Learner understanding of personal needs, learner autonomy and the language learning process.
5. Overall learner satisfaction with the services provided at the SALC.

Because this research study follows a mixed-methods approach, quantitative and qualitative data were collected. SPSS and Excel software were used to analyse quantitative data from the surveys and generate simple descriptive statistics, which are described in Chapter 3. To analyse the characteristics that could contribute to language acquisition (language competence development) at SALC, the analysis included not only workshop preferences but also learning material preferences. Therefore, the questions included in the needs assessment questionnaire were grouped into two categories: 1) needs and workshop preferences and 2) needs and preferences for self-access materials.

Qualitative data from audio-taped interviews and videotaped observation sessions were analysed using NVIVO11 software. The data was then divided into two main categories: 1) process planning management, which focused on the efficiency of the process, and 2) process planning, which mainly focused on the effectiveness of the educational process. In the second step, subcategories were assigned to these two main fields. Process planning has been given the manager perception label, and to clarify the data found, this subcategory has been divided into two areas, process performance and service delivery.

The course of study category was then subdivided into three categories: advising interviews, language learning workshops and learning resources. Four labels have been assigned to the first and second subcategories, advising and workshops:

1. Awareness of learner needs
2. Setting learning goals
3. Awareness of learner autonomy
4. The voice of advisors and learners

The third subcategory included a) worksheets, technology-based resources, books and magazines. Finally, a subcategory was created as a summary to evaluate all the data collected:

- The effective and efficient use of the SALC.
- Considering the service satisfaction.
- The impact on the enhancement of learner autonomy and language competence.

After categorizing the collected data, it was necessary to reorganize these categories and expand the possibilities that the information provided per se. At times it seemed that the evidence gathered overlapped, as the themes were interrelated and breaking them into parts seemed somehow unnatural.

These divisions and subdivisions were allotted, as shown in figure 4
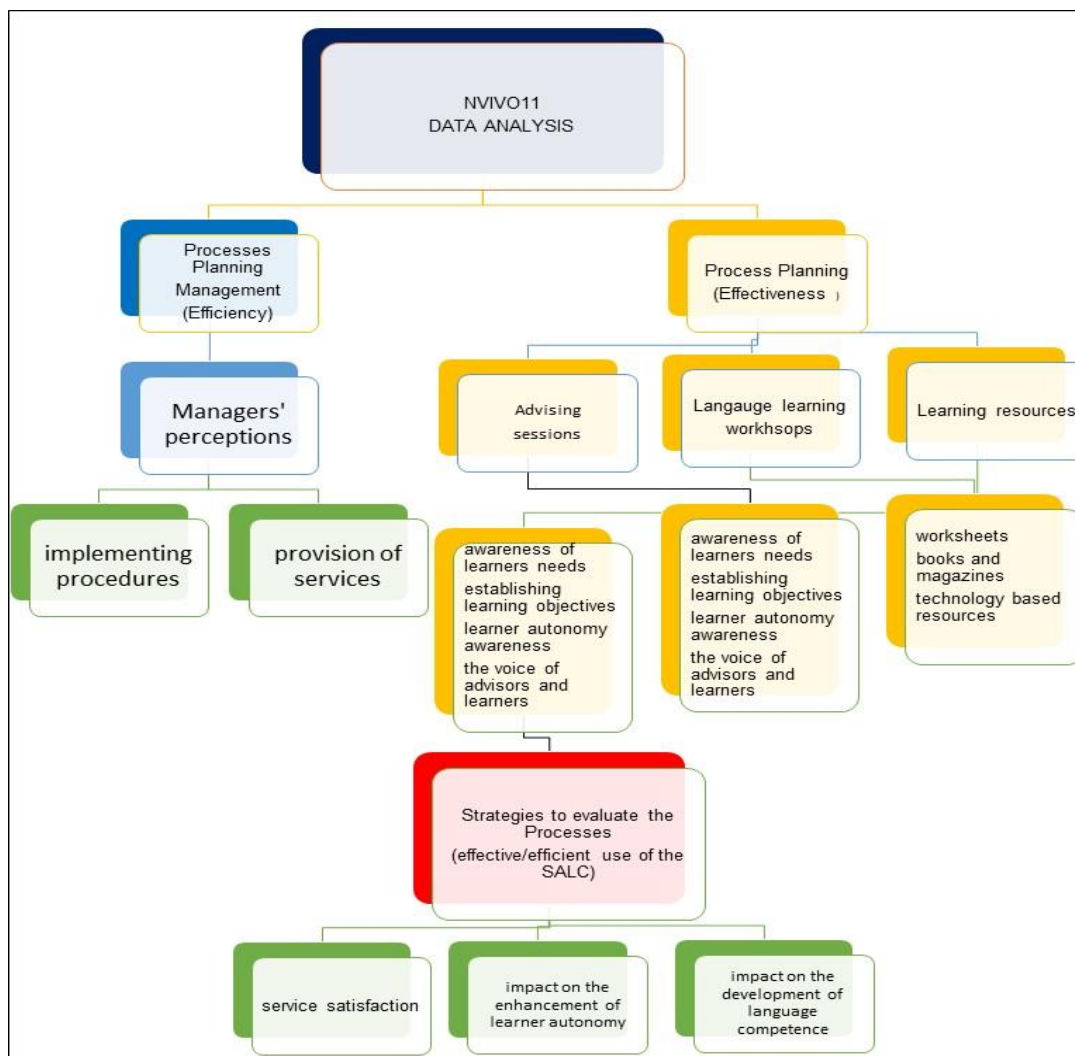
Figure 4   Data Analysis rationale

3.9   Researcher's role

As Creswell (2007) points out, in any research study, the role of the researcher is crucial as they collect data and performs analysis; Consequently, my role in this study was dual as an observer and a participant. I initially collected data to organize, code and analyse the data from interviews and questionnaires to bring to light the stakeholders' perceptions, needs and expectations in this SALC environment. Therefore, there was a possibility of bias on my part that could have influenced the investigation results. The first challenge as a researcher was not being able to judge the results objectively because I knew a lot about the SALC in my previous position as SALC coordinator for seven years. And my role as an advisor for nine years was; a role that I gave up right at the beginning of my studies to avoid conflicts. The second challenge for me as the principal investigator was to objectively analyse the collected data while preventing any interference with the daily development of the SALC. The third challenge was to accept my role as

a researcher and to let the participants know that all information would be kept confidential and anonymous so they could feel comfortable and free to answer the questions.

Finally, the biggest challenge I had as a researcher was to establish a real relationship between my role as a researcher and the participants and to avoid showing personal reactions at all times. (LeCompte and Preissle, 1993). Although the research context and staff were familiar to the researcher, it was easier for the researcher to be accepted and conduct the research activities without interfering with the daily activities at the SALC.

3.10   Ethics and risks

No potential risk was identified for any participants in this study, i.e. students, staff and researchers. Bell (1991) suggests obtaining early approval and showing participants the potential benefits of the research. Accordingly, the participants' rights were explained, the purpose of the study and that data would be collected through observation and interviews. Similarly, audio or video recordings were only conducted if the participants consented to participate in the study. As participation was voluntary, it was made clear that they could withdraw from the study at any time and that their anonymity would be preserved.

This study followed the regulation set out under ERGO approval number 13750.

Summary Chapter 3

This chapter outlined the methodology used to design the research tools (interviews, questionnaires and observation forms) to conduct the study and collect information from the participants. Due to the many elements that make up this study, a mixed-method methodology was adopted, as designing and analysing the instruments simply by following a qualitative or quantitative approach would have been insufficient. To obtain a more complete and detailed analysis, the case study methodology was used as an integrated approach to have the possibility to merge the results with the elements and phases that make up the study. This chapter provided participants with general information that provided a broad basis for collecting and analysing the data.

Chapter 4   Evaluating the impact of a quality management system in a Self-access language centre. Findings and Discussion.

4.1   Introduction

As explained in the previous chapters (see 2.2), the implementation of a Quality Management System (QMS) in academic institutions is associated with the possibility to improve internal processes and procedures within the institutions based on the performance and effectiveness of the management processes (Kasperaviciute, 2013).

This research focuses on interpreting how the establishment of language advising services and language learning workshops can provide a comprehensive picture of this SALC from two standpoints: how the centre has or has not influenced the development of learner autonomy. Or how it has or not has not helped improved the learning experience of its stakeholders.

This chapter presents the research findings and their discussion from this recent study, which has the dual aim of examining stakeholders' experiences, perceptions and beliefs regarding a self-accessible language centre and linking these to an assessment of the impact of quality management system in use. From the results presented, two main gaps were identified: administrative and educational procedures.

Finally, it will be discussed how this self-learning language centre intends to ensure quality through a systematic interpretation and implementation of ISO 9001:2015 documentation and the provision of two main services: advising sessions and language learning workshops.

In this chapter, it is proposed to answer the research questions presented in chapter one. To answer research question 1: To what extent does the current quality management model effectively and efficiently contribute to the development of learner autonomy and language competence concerning:

1. SALC advisory service?
2. SALC learner training workshops?
3. SALC facilities and resources?
4. Learners' overall satisfaction?

The results of the needs analysis questionnaire, the final SALC evaluation questionnaires, the interviews and the videotaped advising sessions (see 3.4) are integrated to triangulate the data and better understand the perceptions of students, advisors, and managers regarding discussing their needs and the effectiveness of the processes used to encourage the growth of learners'

autonomy and language proficiency. It was notoriously critical when it seemed contradictory to what was explained at this SALC as using a quality management system (see 4.1) and what was found during this research

Research question 2 seeks to identify what elements need to be included in the proposed operational process model (OPM) that best ensures the efficiency and effectiveness of quality processes to managerial performance, learner autonomy and language proficiency.

The answer to this question is explained in detail in Chapter 5, where the proposed model is presented. In the following subsections of this chapter, the effectiveness and efficiency of the implemented QMS are discussed based on the perceptions of SALC managers, SALC users and the functioning of this SALC, considering the advising sessions and learning workshops as such.

4.2   The role of the advisors and their influence on developing learner autonomy and language competence in language learners

The role of advisors in this SALC was analyzed from two points of view. The first helped to capture a general understanding of the advisors' voice from theory to practice, and the second, addressing the role of counselors in promoting and developing learners' autonomy and language skills. Several services to improve learner autonomy, including counseling sessions, learning workshops and language resources, it is still not clear whether the main interests of the SALC are those mentioned above. The fact is that in the many years that the QMS has been implemented at the Centre, no supporting evidence can be demonstrated for the academic impact, or the impact of the services provided on the development of learner autonomy or the improvement of language competence.

4.2.1   The voice of the advisors, from theory to practice. The impact of the current QMS on achieving the SALC objectives

This section addresses the effectiveness of the guidance process in addressing learners' language needs through guidance practitioners' perceptions and attitudes to fostering language learners' autonomy and language competence. First, SALC advisors were asked about their understanding of the principles and underpinnings of language learning advising at a SALC. The objectives of these interviews were to examine a) the advisors' knowledge of the theoretical principles that support advising in a SACL; b) their role understanding in the centre; and c) a comparison between their theoretical understanding and practice.

Table (15) The Voice of Advisors: From Theory to Practice Rather than criticising the current practice of advisors, the first approach was to understand how current quality governs the delivery of advising sessions in the SALC. The findings from the interviews were analysed and discussed from theory to practice.

Table 15: The Voice of the Advisers: "From Theory to Practice"

The voice of the advisers. Academic knowledge:	Delivering the first advisory session. What advisers said:
Adviser 1: "The objective is for the SALC user to discover how they learn and their goals to learn the language."	Adviser 1: "Look here in the SAC, what we encourage is self-learning, then a student can use the SAC in two ways, one is to focus on something different from what you are studying in your language class, the other one as support for what you are studying in your language class."
Although Advisor1 appears to understand the theoretical purpose of advising at a SALC, he has not been eloquent in communicating the importance of becoming an autonomous language learner.	
Adviser 2: "The main objective is to support the learner, to guide them, to make them reflect on their learning needs, to support them as to what type of material they can use here that allows them to work with those learning needs, to suggest material to help them define their objectives and goals."	Adviser 2: "So that is, the main objective of this advice is to guide students to define those study needs and learning goals."
First, in understanding the principles of advising, the advisors named three main reasons for the importance of advising for students: guidance, support and reflection; A discrepancy was identified between the consultant's idea and the way it is communicated.	
Adviser 3: "It is like giving a general overview of what the SALC is, that students know the classified materials and reflect on their learning."	Adviser 3: "The purpose of this counselling is to give them an orientation to review what you saw in the induction session."
Advisor 3 placed more emphasis on informing the user about the SALC services during the consultation. However, the conception of this advisor seems to be only a transmission of information about how the SALC works, rather than to clarify advisory purposes.	
Adviser 4: "The objective ... there are two kinds of advisory; the follow-up advice, and the	Adviser 4: "Let's see we are talking about this self-learning, well here that a student come and work autonomously, but what would

The voice of the advisers. Academic knowledge:	Delivering the first advisory session. What advisers said:
advising for learning techniques, which are very different one from the other."	be, from my point of view, the first approach to learning is with the exercise book."
As expressed by Adviser 4, he tries to clarify the different approaches in providing the advising session as he said that one is the continuation of the first one and the first advising session is meant to teach the students some learning techniques; On the other hand, advisor 4 assures that a good start would be to use the centre's exercise book.	

The data shows discrepancies when advisors hold an advisory session at this SALC, e.g., in identifying the advisors' role and the advising purpose. For example, advisors conducted sessions that focused on telling the students about the services and materials offered at the centre or repeating what the students were told in the introductory session; as stated by advisor 3, "*The purpose of this counselling is to give them an orientation to review what you saw in the induction session*".

On the one hand, few advisors attempted to clarify some constructs regarding the development of autonomy and the implications of autonomous learning or their role as advisors. For example, advisor 2 mentioned that the main aim of this advising is to guide the students to define these learning needs and goals. On the other hand, given that a QMS systematically supports this SALC in its service delivery processes, it was possible to identify deviations in the consultation process. This result makes it clear that not all advisors know the quality orientations that regulate this process. Sallis (2002) mentions that in terms of quality management, this can be described as substandard services. These services are usually directly attributable to an organisation's behaviour or attitudes, resulting from a lack of leadership, care or courtesy, indifference, lack of training, or concern, becoming the primary reasons for service failure. In this example, this seems to be a case of lack of exercise (advisors), which explains why advisors cannot see the purpose of counselling, as Carson and Mynard (2012) and Benson (2001) and Little (1991) say it could be understood from three approaches. The process and practice of helping students pave their way to becoming more effective and autonomous language learners. The impact of developments in language learner autonomy and the concept of learner autonomy as the ability to take responsibility for one's learning (Holec, 1981). The latter information can confirm that consultants rely on their guidance and rely more on their beliefs than on their theoretical principles.

4.2.2   Advising process from the learners' perception

The data collected makes it possible to analyse students' perceptions regarding the concepts of autonomy and language learning introduced by the advisors during the advising session. This

analysis focuses on three points: 1) understanding autonomy, 2) clarifying students' doubts about the SALC, and 3) setting learning goals. Table xxx provides a general overview of the learners' perceptions of the advising sessions compared to the participants' responses during the interviews. To better understand the answers, each of these items is analysed separately.

Table 16 Learners' Perceptions of Autonomy

Item	Totally disagree	Disagree	Neutral	Agree	Totally agree
1. The orientation session contributed to understanding what it means to be an autonomous learner.	0.00%	3.51%	43.85%	28.07%	24.57%
2. During the advisory consultation process, it was possible to clarify doubts about attending the SAC.	0.00%	7.02%	29.81%	38.60%	24.57%
4. During the advisory session, it was possible to set objectives and prioritise what activities can be done at the SAC	0.00%	5.26%	28.07%	45.62%	21.05%

In item 1, Table 16 shows that 43.85% of respondents did not find the orientation session helpful. In comparison, almost 30% felt that the information they received in the orientation session helped them understand the purported benefits of autonomous learning.

Table 16 Item 1

1. The orientation session contributed to understanding what it means to be an autonomous learner.	Totally disagree	Disagree	Neutral	Agree	Totally agree
	0.00%	3.51%	43.85%	28.07%	24.57%

Forty students took part in the interview, in which the researcher asked them about their perceptions of their first advising session. 65% of the participants felt disappointed to have received general information about the SALC. The following excerpts (1-4) represent the participants' opinion on point 1. The orientation session helped to understand what it means to be an autonomous learner.

St 17: In the beginning we talked about the same things that we had seen in the previous session: the benefits of the SAC or when it opens, the type of work we could do there and the levels, how they were divided and so on... and the second part focused on getting us to react that the SALC is an advantage and that we should use it.

Excerpts 1 to 4:

St 29: here he began to explain what the SAC was all about, which had already been described to us in the ... in the ... in the introductory course ... that ... it was the same, he took us on a little tour and that was it.

St 33: is the same as what you get in the course when we came as a group to repeat what they tell us but in a more personal way.

St 34: you are here to practice what you have learned in class, to work independently with me (supervisors speak) with your exercise book…

In addition to the latter, the following four interview excerpts (see excerpts 5 to 7) represent the dissatisfaction of the students with their first advising session. In the following excerpts, the students describe the advising interview as an informative rather than a formative interview. Liliana, Carmen and Rigoberto mentioned that they were informed about what materials are in the SALC and where to find them. They point out that this information was given at the introductory session they previously attended.

Excerpts 5 to 7

Liliana (St1): I think so, it's ah, tell us how it works, eh, the SALC. What materials are there and what areas they are good at and explained to us that we could take a course to see what kind of material would bring us more in our classes or learn additional things.

Carmen (St19): yes, yes, I knew about it, it was about understanding the material… how to use it when and where.

Rigoberto (St20): We were told how to access each location in the SAC, where to look for information, or what material I need to support or supplement my lessons.

As seen, these students' voices can be summarised in three major fields:

1. repetitive information;
2. not considering the needs of the students.
3. a sense advisers' lack of interest in the needs of the advisees.

Sharkey (1995) on the other hand, reports that well-informed students who are more aware of their learning process would not learn by chance but through awareness and conscious decision-making. Tassinari (2010) sees guidance in SALCs as a way to support and guide learners on their way to autonomy. As such, Grenfell (1994) suggests that students must learn to learn before they can work independently of the teacher.

As shown in Table 15, it is possible to illustrate this advisors methodology in conducting an advising session. Then it is possible to say that some of the reflections made by the advisors were related to informing the bases of autonomy rather than clarifying the bases of autonomy and making the learners aware of the principles and alleged benefits of autonomous learning make. These results, supported by the analysed evidence, made it possible to identify the gaps during the delivery of advising sessions and still to suggest which elements could be included in the design of the proposed Operational Process Model (see Chapter 6).

4.2.3   Clarifying doubts

In point 2, Table 18 shows that only 7.02% expressed their opposition to the consultation process to clear their doubts about participating in the SALC. In comparison, 38.60% of the participants indicated that they agreed with the procedure put in place by the advisor to resolve their doubts. This difference in the insights of the learners' opinions could be interpreted in two ways. First, neither the negative nor the positive perception have a clear idea of the importance of being asked about their individual language needs. On the other hand, the lack of communication skills on both behaviours actually fails to create a sense of empathy between the advisor and the advisee.

Table 18. Item 2 Learners' perceptions of autonomy

Item	Totally disagree	Disagree	Neutral	Agree	Totally agree
2. During the advisory consultation process, you could clarify your doubts about attending to the SAC.	0.00%	7.02%	29.81%	38.60%	24.57%

To illustrate Kelly (1996) suggests that an advisor or tutor in a self-access approach would have to be, by nature and training, an exceptional person given the complexity and demanding nature of their work.

Accordingly, Sheerin (1997) notes that no matter how excellent facilities are provided in a self-study centre, it does not fully guarantee that students will use them efficiently. Because of this, students need to be guided through learning training that offers a range of activities that should lead to learning something worth learning. Everhard (2012) also reflects that with recent technological advances, it has become clear that self-access language learning has shifted more towards advising learners and enabling them through various means to gain better access to themselves.

Our results in Item 4 (see Table 18) show that 45.62% of respondents indicated that they were able to set goals and map out their future activities at the SALC. However, the results show two observations. First, almost all advisors in the interviews mentioned that collecting goals from the students is an essential part of the session. However, they did not explain how the students set these goals. Second, when analysing the videos, it was found that the students did not set goals spontaneously or consciously. Second, when analysing the videos, it was found that the students did not set goals spontaneously or consciously.

Table 18 Item 4. Learners' perceptions of autonomy

Item	Totally disagree	Disagree	Neutral	Agree	Totally agree
4. During the advisory session, it was possible to set objectives and prioritise what activities can be done at the SAC	0.00%	5.26%	28.07%	45.62%	21.05%

Two examples are given as evidence of what was found.

Excerpt 8:
Advisor 1:
     A: On page 6, which are the main objectives I can achieve in the SAC. Please read them; you can
       tell me one or two.
     S: learn to plan and learn to use my time and effort.

     A: so, you are interested in those; if you want to read them in silence, tell me which ones you
       like.
     S: this one would be fine. The second one is better! (Time to read)

     A: identify my priorities? Ok, let's see the first, second, and fifth practice (adviser refers to the
       list of objectives printed on page 6, (see appendix E)

     A: You've already committed to coming to the SAC, let's say, three days a week, so we're already planning!

The results support the notion that students are not allowed to think about what they want to achieve. There is evidence that students are asked to select at least three goals from a written list provided by the advisors. Unfortunately, however, it could not be observed whether these goals reflect the needs of the students. On the other hand, this could mean that the advisors follow a recipe instead of guiding the students in setting their individual goals. For example, instead of asking participants to think about their preferences or needs, Advisor 2 commands the advisees to read and select the provided list of three to four goals.

Advisor 2: Let's read this list of goals, and we'll pick the top four for each of you. Let's review your goals. Some of you mentioned "planning my learning" and efficiently using my time and space (the advisor reads the students' choices).

It is important to know whether the boundaries between theoretical foundations (advisors as learning facilitators) and organisational information (role of communicators) have been clearly defined by the SALC (see Table 15).

4.2.4 Evaluating student's needs and learning resources (learning recommendations)

This section analyses whether the advising practises implemented at this study's SALC site meet the students' needs. These results are presented and examined from the learner's perspective.

Table 20 presents the results of the student questionnaire on the effectiveness of the guidance process in identifying learners' needs. These are then compared with the answers given by the interview participants. Three main areas are examined, namely: student learning needs, activities suggested by the advisor based on learners' needs, and suggested activities not explicitly related to learners' needs.

Overall, the responses show that respondents are aware of the purpose of the advising sessions and have a positive attitude towards them (see Table 20). Over two-thirds (67%) agree they were helped to reflect on their language learning needs. In comparison, just over half (56%) agree the advisor they were in contact with was able to suggest practical activities to them based on their language learning needs. However, a worrying minority (16%) of respondents felt that the advisor they had consulted had not suggested any learning activities that met their needs. These responses are reinforced in Question 8, where just under half (43%) of students disagree that the advisors did not consider their needs when recommending language learning activities. In comparison, just over a quarter (38%) agree that this was the case. To better understand the patterns observed here, each element is discussed separately and linked to the interview data in the following subsections.

Table 20 Items 3, 7 and 8. The Effectiveness of the Process

Item	Totally disagree	Disagree	Neutral	Agree	Totally Agree
3. The advisory session made you reflect and prioritize about your learning needs	0.00%	5.26%	28.08%	45.61%	21.05%
7. The adviser suggested what activities to do taking into consideration your needs and learning goals	7.02%	8.76%	28.08%	21.05%	14.04%

Item	Totally disagree	Disagree	Neutral	Agree	Totally Agree
8. Advisers suggest activities without considering your learning needs.	15.80%	36.85%	19.28%	21.05%	7.02%

The number of participants shows three main areas assessed in this section: learning needs, suggested activities considering learners' needs and prescribed activities without considering learners' needs during the advising session.

In the following sections, each item from table 20 is presented separately and tries to indicate possible differences between the questionnaire and the participants' answers during the interviews.

The following section presents the advisors' recommendations to the students to overcome their learning needs.

Table 21 Item 3. The Effectiveness of the Process: Item 3

Item	Totally disagree	Disagree	Neutral	Agree	Totally agree
3. The advisory session made you reflect and prioritize about your learning needs	0.00%	5.26%	28.08%	45.61%	21.05%

Table 21 Item 3 suggests that respondents have a generally positive attitude towards the purpose of their advising session, although over a quarter (28%) did not commit to a positive or negative answer. Analysis of some advising observations shows the interaction between advisor and advisor and how the advisor controls the conversation. Helping to illustrate the reason why a relatively large number of students are confused about the purpose of the advising sessions.

In the first example, the advisor asks the advisee if he feels something is difficult for him (L1), and the advisee replies and tries to explain his problem (L2) (see excerpt 9).

Excerpt 9. SALC Adviser 1:

> L1: A1: Is there something that you feel is complicated?
>
> L2: St: listen and understand, for me it's difficult because I'm listening
>
> and I'm translating so…I'm… it takes me longer ... and I said ... and so
>
> L3: A1: and do you have any trouble writing?
>
> L4: St: ehh… little, yes
>
> L5: A1: Then where would you like to start working with?
>
> L6: St: ah the writing and the audio.
>
> L7: A1: to hear better?

L8: St: aha, to better understand what they say

The advisee has found that translating into L1 when listening to L2 is a learning problem, meaning it takes them longer to understand what is being said (L2). The advisor (L3) seems to overlook the participants' reflection, jumps to another topic, and asks the advisee if he has trouble writing. The advisee hesitates when answering (L4), perhaps confused by the change in subject. It is up to the advisee to bring the conversation back to discussing his identified needs (L6). The advisor then reviews his understanding of why the advisee has identified audio work as a focus of an issue (L7). This understanding is confirmed by the learner (L8).

Excerpt 10. SALC advisor 2 (video observation):

L1: A2: To improve certain language skills. What would I personally like to work more on? (Speaking in the first person, referring to students).

L2: St1: Listening and PronunciationL3:St2: I would like more grammar, in French.

L3: St3: Pronunciation

L4: St4: Listening and Speaking

L5: A2: We've already established that to start planning. Activities and materials, and at the beginning we must have our goals well defined. Let's read this list of goals on the sheet and we'll pick the four most important ones for each of you.

These results suggest that the advisor follows a prescribed process rather than getting students to think about their learning needs. Looking at L5 (see excerpt 10**)**, consultant 2 intended to create a demand pattern. Let's read this list of goals on this sheet, and we will select the four most important ones for each of you. This can be reinforced by asking students to read out a series of goals on a piece of paper (L6). As shown in excerpt two, participants have expressed their needs (L2, L3, L4 and L5). Even if the students enumerate their needs and don't use them as a starting point to analyse why they think that way, or if those needs arose after a certain period of learning the language (whatever that was). In connection with the latter, in part 2, students are asked to select at least four of the listed goals. Then they are compared among the participants to see if they have similar needs to recommend similar activities for the centre. The results from Excerpts 1 and 2 also claimed that it is possible to identify a pattern in gathering information from students that, as discussed, appears prescribed based on a script rather than leading students to think on their own, describe or at least talk about language.

As illustrated in these results, three major problem areas were identified. The first showed the students' opinions on the topic of advisor-adviser interactions. According to Reinders (2008), language learning advice or language coaching can take many forms but is often set up as an ancillary service in self-accessible language learning centres.

Authors such as Mynard & Carson (2012), Reinders (2008), and Tassinari (2012) acknowledge that interactions between advisors and advisors typically occur through negotiated dialogue. For example, Mynard & Carson (2012) point out how advisors must build understanding rapport during and after advising through active listening, concrete strategies, and structured support. When students were asked if they saw a connection between their identified learning needs and whether the proposed activities and materials to overcome those needs addressed what they felt they needed, responses indicated either negative or positive attitudes. For example, the four advisors at extract xxxx were told that attending the workshops offered at the centre could be an excellent solution to cope with the language problem each of them was facing.

As can be seen, these results are mixed, both positive and less positive. Interviews 1:1 are more open, so it can be concluded that the advisors are not sufficiently trained to meet the needs of the students. It was noted that the role of the advisors is more of a dialogue. A series of questions are asked and answered, showing a positive attitude from the advisor. Unfortunately, as noted, there was no room to talk yet about considering the needs of the students. This suggests that the process of identifying learners' needs in the advising session is more prescriptive than reflecting on the root of learners' concerns.

In addition, the following excerpts (11-19) show some perceptions and attitudes towards advisors' interviews and need analyses from the advisees' points of view. For example, it was pretty disappointing for Alejandra that she could not develop a solid plan in the centre. She mentioned that she would have liked to have had a detailed plan so she could have felt more confident about exactly what she would do and the possible outcomes she could achieve. As Alejandra said, "*a plan that suits me to use the facilities and take advantage of the time*".

Excerpt 11:

Alejandra (St36): yeah. To be a little more specific which plan suited us... it suited me eh... to use the facilities and take advantage of the time.

On the other hand, Erandi was disappointed as she didn't get what she felt was important to knowing what material to choose and if it would be useful for her, instead the advisor led the conversation into a more personal story like that in her last paragraph mentioned.

Excerpt 12:

Erandi (St38): Yes, I knew when I went to this consultation, we didn't talk about what I should know. However, I already knew that it was about finding out how to use the material, how to arrange consultation appointments, one-on-one meetings or on a specific topic, where to search, how to search, where I am and why is useful... I suppose... well, I understand that was the key. But the teacher who visited us was talking about life and how people learn since they are young and all he was doing was talking about life.

In that sense, Arturo felt that what he had been told was not what he expected. He said he wasn't sure if his advising session should have gone one way or the other. He couldn't tell, but he had a feeling there must be something else. These results attempt to confirm that participants receive the same information at the advising session as they did at the induction session. As Arturo mentioned in lines L1, L6 and L7, he felt that the advising should be different than the introductory session.

Excerpt 13: Arturo (St39):

> L1: I had another idea...uh, I had the idea that at that moment
>
> L2: (advisor) they were going to show us the facilities. I had the idea.
>
> L3: because we were told something at the beginning.
>
> L4: I thought they would be more specific about where the materials are.
>
> L5: What materials could be used, where to go, how to learn.
>
> L6: But it wasn't, and I don't know if what we were given is what it is.
>
> L7: Should or was different, I don't know

On the other hand, the other five students refer to the advisory service more positively because they understood the role of the advisers at the SALC and how they could get some support from them on topics such as how to use the centre.

On the other hand, five other students related more positively to the advisory service because they understood the role of advisors in SALC and how to get support from them on issues such as using the centre. Like Humberto, who understood that the role of advisors at SALC is more of a guide, "*I knew beforehand that there is an advisor, a person who can help me learn more about the language*". David understood that the role of the consultant is more to guide him to enrich his learning process "*what materials we could use at the centre to benefit from our knowledge*".

As we can see, these two excerpts reflect her positive attitude towards the advising session and the advisor's role in the SALC.

Excerpt 14-15:

Humberto (St13): if it's more about support in ... SALC, so if I then had any doubts ... I knew beforehand that there was an adviser, a person who could help me get more involved with the language, um to help me perfect it, so I like it better, to investigate more, that got my attention.

David (St25): To do this, the teacher told us how we would use the SALC, how we would learn better, and what materials we could use at the centre to use our knowledge since then so that everyone has a way to learn more efficiently.

In addition, Alondra, Christian and Alejandro spoke about the perceived benefits and use of the materials in the SAC. For example, Alondra said she came to the centre with a plan; she knew what she needed and how to meet those needs. While Christian and Alejandro focused more on

the use of materials and how by choosing wisely, they would become a good learning option as described in these examples.

Excerpt 16-19:

Alondra (S27):

I already had my plan of what I wanted to address. And that, in general, we would receive information, again because we received some advice or something like a briefing, and that was more to strengthen us and see where our weaknesses are and where we can get better advice.

Alejandro (S35): Well, more or less...I knew that. I was helped a little to learn about the learning method or what I could learn there at the SALC.

Carolina (St2):

L1: There was a first part where they asked me what my goals were,

L2: What were my goals for learning the language and... based on that,

L3: that... I would organise myself to go.

L4: After ah... that was like the moment to learn.

Joanna (St10):

L1: They don't give much support when they say how to learn

Concepts such as learning styles and planning were also mentioned by six of the students. Two excerpts from the interview are shown as examples. As can be seen, Carolina perceives these concepts more positively compared to Joanna, whose idea of learning to learn is not entirely clear as (L1) she feels that the advisors did not help her to understand what learning to learn relates to.

There were different opinions about the purpose of this first advisory session that the learners had to attend before they could use the SALC. Of the forty recorded interviews, twenty-six students expressed different ideas about the purpose of this first session. The excerpts show either negative or positive attitudes towards the advising sessions. Students indicated that the session was versed in using the facilities and materials—the positive opinions related to the advisors and their role in the centre.

A pattern of discrepancies between what the advisors said and what the advisees understood was observed. In this regard, Mozzon-McPherson (2012) notes that during the interview, the advisors ask questions actively by practising listening so they can confirm their understanding of learners' problems. Advisors then engage in an interactive dialogue with the learners to diagnose language learning problems and offer appropriate strategies and advice to help the advisors succeed.

Mynard (2012) emphasises the positive attitude of the advisor as an important ingredient in encouraging the learner to be an active actor, a protagonist responsible for the selection, creation and evaluation of learning plans. So a student takes responsibility for their learning process with the support of a language advisor. The advisor serves as a learning facilitator through the advising process from a constructivist and sociocultural perspective rather than directing it. Additionally, Cotterall and Reinders (2004) suggest that knowing their preferred learning styles can help students select appropriate materials and activities.

Table 22 Item 7. The Effectiveness of the Process: Item 7

Item	Totally disagree	Disagree	Neutral	Agree	Totally agree
7. The adviser suggested what activities to do taking into consideration your needs and learning goals.	7.02%	8.76%	28.08%	45.61%	14.04%

Item 7 in Table 22 relates to combining learning needs with suggested activities that could help students to overcome those needs. The figures for item 7 show that, in general, 56.14% of the participants felt that the proposed activities met their learning needs, in contrast to the other 28.08% who expressed a neutral opinion. However, the 16% show negative attitudes towards the materials available at the center and how they can help them meet their learning needs.

The following excerpts (20-25) illustrate two videotaped advising sessions; they illustrate the connections between the needs and the proposals for overcoming them. The first part shows advisor 1 (A1) interacting with three advisees:

Excerpt 20 (video 1):

Students' needs

A1:L1: Is there something that you feel is complicated?

St: L2: listen and understand; for me, it is.

St: L3: difficult because I'm listening.

St: L4: and I'm translating, so… I'm…

St: L5: it takes me longer ... and I said ... and so

A1: L6: and do you have any trouble writing?

St: L7: ahh… little, yes

A1: L8: Then, where would you like to start working?

St: L9: ah, the writing and the audio.

A1: L10: to hear better?

St: L11: aha, to better understand what they say.

Excerpt 21 (video 1)

Addressing the needs

Adviser 1:

L12: Also, you can work yours.

L13: pronunciation with the movies and.

L14: with the audiobooks, with the songs.

L15: in case you do not have time to come.

L16: to some conversation clubs, and,

L17: for example, if there is a specific word.

L17: that you are constantly being.

L19: corrected in the classroom you can.

L20: also come to practice it, also with the.

L21: help of an advisor who can support.

L22: you, direct you in which material you.

L23: can use.

Excerpt 22 (video 2)

Students' needs.

Adviser 3:

L1: To improve specific language skills.

L2: Individually.

L3: what would I like to work on more? (speaking in first person, referring to students).

St1:L5: Listening and pronunciation.

St2:L6: I would like more grammar in French.

St3:L7: Pronunciation.

St4:L8: Listening and speaking-

Adviser 3:

L9: We have already detected some problems,

L10: let us start planning. Activities and materials…

Excerpt 23 (video 2): Addressing the needs

St1: L11: computer equipment, workshops.

St2: L12: Conversation workshops.

St3:L13: Conversation workshops.

St4:L14: computer equipment, computer workshops.

Excerpt 24

Adviser 3:

L15: information on workshop schedules.

L16: and how to attend. For grammar.

L17: they already mentioned the area of multimedia.

L18: there, we can work on material like films.

L19: series, documentaries, for grammar.

St2:

L20: exercises in the library.

Excerpt 25 (video 1):

Adviser3:

L21: remember all our material.

L22: is classified by colours pink is a beginner.

L23: So, you can work without an adviser or a teacher.

L24: remember all this.

L25: is to encourage independent language learning.

From the interviews presented in the excerpts above, there is no clear evidence as to why the advisee should act on the advisors' recommendations, whether those recommendations could help them to address the identified needs, or how these activities, as noted by advisor 3 could encourage independent language learning. Nevertheless, the results indicate that there is even a perceived link between identified needs and recommendations to address them.

Item 8 (see table 23) reiterates students' perceptions of the importance of advisors considering students' learning needs when proposing activities at the SALC. In this sense, 21.05% felt that the advisors communicated activities that did not meet their needs, while 36.85% had a more favourable opinion.

Table 23 Item 8. The Effectiveness of the Process: Item 8

Item	Totally disagree	Disagree	Neutral	Agree	Totally agree
8. Advisers suggest activities without considering your learning needs	15.80%	36.85%	19.28%	21.05%	7.02%

An important implication of these results is that they give the impression that the solution to all learner needs is the workshops. To illustrate this, here is an excerpt of students who say that for every need there is a workshop that could help them overcome their language problems:

Excerpt 26:

St1: computer equipment, workshops

St2: Conversation workshops

St3: Conversation workshops

St4: computer equipment, computer workshops

Workshops at this SALC have become an important activity. Advisors have built their perceptions around the pedagogical implications of workshops. On the other hand, at least one advisor believes that the sole use of the materials turns a student into an autonomous learner. As mentioned by Advisor 3, one way to increase the autonomy of language learners is first to decode the colours of each language level and secondly allow them to work without guidance:

Excerpt 27:

A3: Remember that colours classify all our material. Pink is a beginner. So, you can work without an advisor or teacher. Keep in mind that all of this is to encourage independent language learning*...*"

Another important implication of the findings was that the procedures developed during the delivery of the advisory sessions were prescriptive rather than making students think about the roots of their language struggles. Respondent figures showed that 66.66% of respondents said that advisors guide them in identifying their language strengths and weaknesses. Interesting but not surprising was the finding that some students expected more from their advisory sessions (see items 1,2,7, and 8). The advisor can be a professional learning advisor, a teacher, a peer or any other person who facilitates the reflective process for the learner (Mozzon-McPherson 2007).

Esch (1996) outlines that advising takes place through mediation, and such mediation cannot help without interaction and discussion. It is an intervention system that uses language as part of social interaction to help students reflect on their learning experience, identify contradictions, and guide their path.

Cotterall and Reinders (2004) refer to this and get students to think about their language learning experiences by noting that language advising requires a specific set of professional macro skills, such as linking and closure. And micro-skills include listening, repeating, paraphrasing, summarising, questioning, interpreting, reflecting feelings, empathising and confronting. In this context, advisors play an important, highly qualified role as mediators between traditional models of instructional delivery and a changed model in which dialogue is a pedagogical tool to develop

learners' understanding of the mechanics and contextual role of language learning (Mozzon-McPherson 2007).

Tassinari and Ciekanski (2013) also refer that language advising has become an integral part of many self-access settings and is recognised as a valuable method to ensure learners' access to their perceptions, beliefs, and skills in learning experiences and to support them in their self-directed learning processes.

From the analysed results of this section regarding the provision of advising, the role of advisors and students' perceptions in becoming autonomous learners, we can conclude that no clear evidence could be found that this SALC emphasises the importance of autonomous learning or whether learning workshops stimulated students to develop specific language skills. For instance, the findings present a discrepancy in explaining the purpose of the advisory session or the workshops and considering that this SALC claims to award a quality certification in its services.

For example, the results show a discrepancy in explaining the purpose of the advising sessions or workshops and noting that this SALC claims to award quality certificates for delivering their services. Sallis (2002) states that an organisation should have the means to demonstrate to its clients that this driven process is tailored to the client's needs by providing mechanisms to meet their academic learning needs, as is the case. In this same context, the ISO 9001:2015 requirements in the Customer Focus chapter state that management must demonstrate leadership and commitment to customer orientation by ensuring that: a) Customer requirements and applicable legal and regulatory requirements are identified, understood and consistently met will; therefore, the SALC must clearly define the purpose of the advising sessions, each advisor can therefore provide the information at their own pace or respond to their personality traits, as long as this information is compliant with the regulations; b) the risks and opportunities that may affect the compliance of products and services and the ability to increase customer satisfaction are identified and addressed; c) the focus on increasing customer satisfaction is maintained (ISO, 2015).

In this regard, the proposed operational process model suggests a process that could serve as a set of guidelines for planning, conducting, evaluating, and improving the delivery of advising and language training workshops. For example, the findings show a discrepancy in explaining the purpose of the advising or the workshops. The following excerpt from the OPM on conducting advising sessions suggests that the process's input is focused on the desired service (language advising or language training workshops).

The following figure (figure 5) from the proposed OPM (see Chapter 5) recommends that the process's input focus on the desired service: 1) advisory sessions.
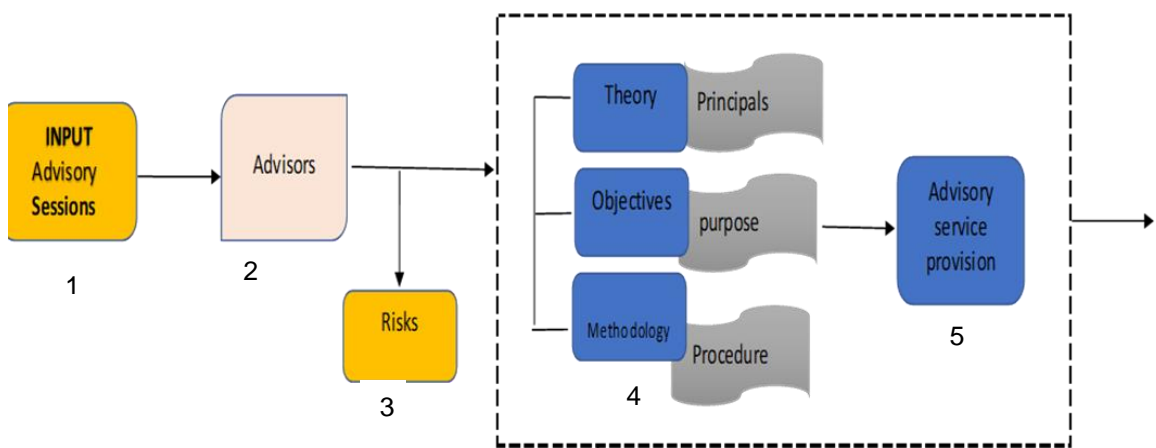
Figure 5. Advisory Model extract

2) Identify who is responsible for delivering the service.

3) anticipates possible situations that could impede the provision of the services; these would be identified as risks. These risks are usually determined by the organisations (SALCS) depending on their context and past experiences. An example of risks to consider is, hypothetically speaking, what to do when the SALC has untrained advisors, the interested parties are not well informed, or others the organisations may find relevant.

4) Advisors need to be aware of the principles of advising and the goals that the SALC has set, for example, the development of learner autonomy, language skills or others that the SALC considers essential or beneficial for their participants.

5) tries to establish the procedure to avoid discrepancies during the process. In addition, the service can only be provided when these levels are set. Here, Sallis (2002) states that an organisation must survive under a QMS by demonstrating that its customer-driven process is focused on the customer's needs by providing mechanisms to address those needs and wants. Then it can be said that it might be possible to reduce the risk of discrepancies during the process if an organisation, in this case a SALC, establishes and clarifies a working methodology. Gardner and Miller (2014) suggest that when procedures are correctly applied to a process, including measuring effectiveness and efficiency, they are appropriate to achieve the proposed goals, even under the constraints of available financial, material, and human resources.

Therefore, the OPM is not intended to serve as a prescribed model but as a practical guide for SALCs to avoid deviations in the delivery of their services, whatever the purposes set: promoting autonomy, advising, and language practice, to name a few.

The additional analysis in this chapter aims to clarify the role of workshops in promoting the autonomy of language learners or the impact they have on the development of language competence.

4.3 The impact of the workshops on improving the autonomy and language competence of language learners

The workshops at this SALC have become a common practice since it opened in 2000. The following findings in this section present the lessons learned from the various workshops offered at the Centre. These insights relate to the advisors' perceptions of the service provided, the workshops' benefits, and the students' perceptions of the received service.

These results were obtained from the needs analysis questionnaire, the consultant and student interviews, and SALC's surveys.

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4.3.1 Workshops needs analysis

The following data represents the numerical scores for workshop content preferences. This data was collected from the needs assessment questionnaire. And it can be said that the response rate as high as the average was 398 out of 400 completed questionnaires. The results are shown in per cent.

Section seven of the needs assessment questionnaire focused on identifying participants' interest in various learning workshops at the SALC. Table 24 shows that a significant percentage of

students (86%, pronunciation) are interested in improving their communication skills. More than three quarters (76.0% and 74.3%) are interested in a conversation or a listening comprehension workshop. The figures also show other topics such as learning to learn, culture or studying; Respondents did not show much interest in participating. Figures show that just over a third of participants (37.5%) say they are very interested in participating in cultural workshops; In contrast, the results show that just over half (56.3%) of these respondents are very interested in attending grammar learning workshops.

Almost three-quarters of the participants (65.3%) have a strong interest in improving their writing skills, while half of them (50.02) show an interest in reading content. Finally, almost half of the respondents (48%) mentioned their interest in improving their learning strategies.

Table 24. Participants' interest in various learning workshops

Workshops	Very interested	Interested	A little interested	Not interested	No participants
Pronunciation	86.5%	11.8%	1.3%	0.3%	399
Conversation	76.0%	21.8%	1.8%	0.3%	399
Listening Comprehension	74.3%	24.0%	1.3%	0.3%	399
Vocabulary	72.5%	25.5%	1.8%	0.00%	399
Writing	63.5%	33.3%	3.0%	0.00%	399
Reading	50.2%	42.3%	7.0%	0.3%	399
Music	49.8%	34.5%	12.8%	2.0%	396
Learning to learn	42.5%	43.8%	10.3%	2.3%	395
Culture	37.5%	47.0%	13.5%	0.8%	395
Study groups	25.0%	48.8%	22.8%	1.8%	393
Grammar	56.3%	35.4%	7.0%	1.0%	398
Learning strategies	48.0%	39.5%	10.08%	0.8%	396

4.3.2   Workshops at the SALC. The advisors' voice

This section analyses questions. In this first part of the analysis, four questions are explored. These questions initially relate to understanding the theoretical foundations of workshops, setting goals and strengthening autonomy. (See Appendix 4 for interview design). Regarding the theoretical understanding of workshops, the first question relates to how the tutors define the term workshop and how they perceive it differently than a class. Most advisors agreed that a workshop is a place where students can practice what they have learned in a regular class, that it

should be tailored to the needs of the students and is a space where students can apply their knowledge.

On the other hand, a class follows a programme. In a workshop, it is challenging to control the content as it is not easy to predict the needs of the students; giving feedback is something else. Then here are five excerpts (28-32) from their answers:

Excerpts 28-32:

A1: It's when students and a teacher come together to learn more, get better, overcome language learning.

A2: It works in a specific language area.

A3: A workshop is very specific; it aims to motivate students to work autonomously

A4: Learning strategies that focus on a specific topic…. a specific topic, workshops don't follow a sequence, there is no sequence like in the classroom.

A5: It is a working session, a series of working sessions to build knowledge.

On to the next question, which focuses on the methodology used to select the content of the workshop. Most of them agreed that at the beginning the consultants are the ones who plan the contents of the workshop based on previous personal experiences. Here are some excerpts from the advisors' interviews:

A1: I believe something fundamental is the level, depending on the semester the students are in, if the student is external, it's a little bit more difficult to...analyse a little bit to do some exercises to know their level of language, but in general it is easy to talk; especially in conversation, because our workshop is dedicated to conversation practice, fluency in understanding and ... speaking the language ... but ... that ... usually depends on the level the students ... That's the core of ... the workshop.

A2: we list them, usually they start...well...usually...depending on the type of workshop...right? Depends on the type of workshop...but usually starts with a brainstorm...what are the needs that everyone has...and they are listed and when they are covered we tick them.

A5: At the end of each session, eh...I ask them if what we did actually met the need they had stated in the previous session...and...If it didn't, if I misunderstood what they wanted... I'm doing a complementary activity for the next session, so for me it's an evaluation session after session.

A8: Totally... the workshop I've been working on for a few years and of course we made curricular adjustments, in... Mm... In the program after... until... the results achieved, and yes. ... Of course, I made the appropriate annotations, I repeat the changes to the original program and ... we worked with the intention that it is very important for the ... for the student. Finally, the advisors were

asked another question, and this must be the improvement of learner autonomy, as it is. The purpose of the workshops in the SALC is explained to design and offer workshops and discussion groups that promote autonomous learning and the development of learning strategies. A few examples can illustrate what consultants do in this regard (see excerpt 33-34).

Excerpts 33 to 34:

A1: Well, I ask you (students) to try to learn or download songs from the internet...to learn them by trying to understand them. People who are already communicating with Russian speakers through ... the Internet.

A5: Depending on the workshop, there are times when, for example... if it's a song that has a chorus that's very repetitive; I could ask them to try to do something along the lines of the model for the next session, and that's the first thing we do... everyone reads what everyone presents to the others, in the case of the stories and what I asked them got that.

At this point, the advisors mentioned that they tell their students to work on some areas of the SALC, but no one has indicated if they help the students come up with a plan or if they later make sure that the students make progress.

4.3.3   Content workshops preferences, a needs analysis survey

The results are shown in per cent. Table 25 presents the numbers by a participant and shows that a large percentage of students (86%) are very interested in improving their communication skills. For example, 76.0% and 74.3% are interested in attending a conversation or listening comprehension workshop. While other content, such as learning to learn, culture or study groups in this sense, does not seem very popular with the interviewees, culture is less popular with only 37.5% interest than grammar, which only 25% of SAC participants have no interest in this type of activity.

Table 25 Workshops offered

	Semester 2016-2017		Semester 2017-2017		Semester 2017-2018	
Workshops	**Enrolled**	**Attendees**	**Enrolled**	**Attendees**	**Enrolled**	**Attendees**
Conversation	48	10	62	29	78	39
Learning through Internet	0	0	0	0	10	5
Music	5	2	7	4	24	13
Oral exam prep	38	10	21	8	60	26
Other	12	3	0	0	6	5

	Semester 2016-2017		Semester 2017-2017		Semester 2017-2018	
Workshops	Enrolled	Attendees	Enrolled	Attendees	Enrolled	Attendees
Pronunciation	0	0	0	0	75	25
Study group	0	0	0	0	9	3
Vocabulary	0	0	0	0	49	23
Writing	0	0	0	0	0	0
Learning to learn	33	19	76	20	52	34
Games	0	0	12	5	0	0

The following data in Table 25 was collected from the SALC files. They show the number of enrolled students, the number of participants and the variety of workshops offered in semesters 17-17. The workshop schedule and content are based on the advisors' perceptions and not on a transparent methodology used to know the preferences or needs of the students. Then it can be said that the planning and programming of the workshops are based on the tastes of the consultants, as shown in the following comments:

Excerpts 35 to 37:

A8: Well, I've had the opportunity to give two or three workshops, but... for me... I like the phonetic part so much.

A5: For me, the initial contents are defined by the. .. the advisor.

A7: I choose them, I choose the materials that I present in my workshops. Then it can be said that learning workshops are based on the perceptions of the practitioners rather than a methodology to find out what the learners need or expect.

The former SALCs coordinator (coordinator 6) expressed that they (advisors) know more or less about the needs of their students. It's more a matter of appreciation, as reflected in the excerpts above. Although the evaluation of the workshops is almost 100% satisfactory, a clear methodology has not yet been established to plan, conduct, control and evaluate them, especially those processes that focus on creating the theoretical foundations and a clear purpose for the provision of this service. The following (figure 6) shows the evaluation of the workshops:

Figure 6. Workshops evaluation
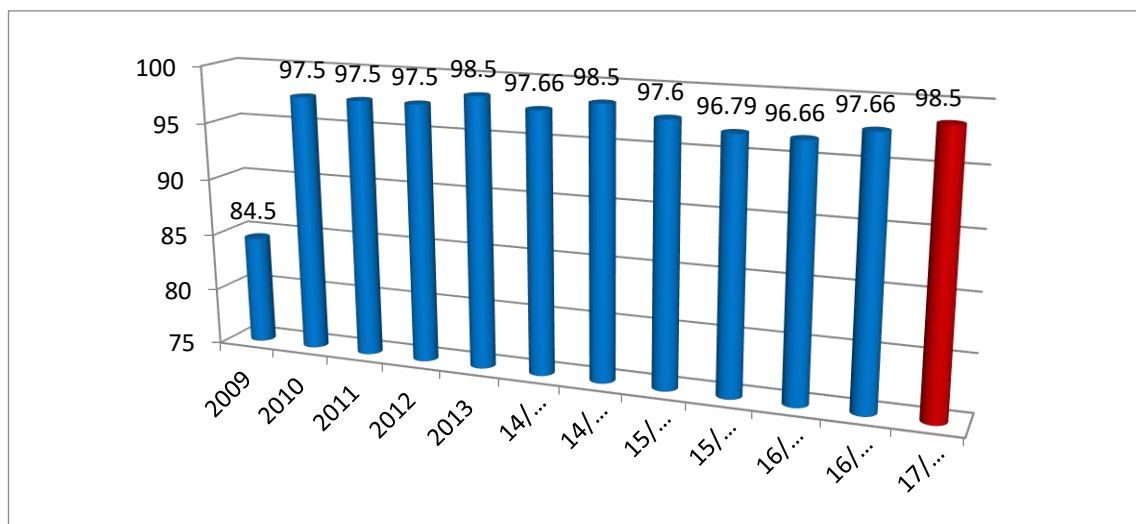
4.4 SALC Final evaluation. The questionnaire findings

In this section, the results show (see table 26) how the participants perceive the workshops, how the SALC affects the development of their language skills and how satisfied they are with the services offered by the SALC improving learner autonomy. Although the charts show that a large number of participants say they agree that their needs were met or that they had an opportunity to develop their learner autonomy. Some comments from participants seem to disagree with the results (see excerpts 38-39).

Table 26. Frequencies: Items 11 and 15.

Development of language competence/ learning resources	Totally disagree	Disagree	Neutral	Agree	Totally agree
11. In the development of the workshop, your learning needs and objectives were considered to establish the contents of the workshop	1	2	19	14	27
15. The workshop allowed you to know, to develop and practice your skills as an autonomous learner.	0	6	15	17	25

Excerpts 38-39:

St .6: From my point of view, it wasn't what I needed, I didn't know how to pronounce it... So how should I say it if I don't know myself and the teachers both the students must consider by asking, I mean, what doubts we have.

St. 8: Yes, because they are like very dynamic activities, so it's easier to assimilate them.

4.4.1   The Methodology Used by the Adviser

The students' voices are very important for contrasting the answers in a questionnaire. In this section, which assesses the role of the advisor considering two aspects, has either the advisor's performance had a positive or negative impact on the student and whether they feel their needs have been met. Table 27 provides information on the role of the advisor; it shows some more positive attitudes, saying that the students agree that the advisor has taken care of their language needs. When St. 10 mentioned the advisor motivated her to do some extra work at home.

"ahh when he mm gave us the material we were working with at the time we searched the internet for sites to watch mm because what he gave us was motivating that we had to learn."

Table 27 Item 12 and 17. Frequencies: Items 12 and 17.

Development of language competence/ learning resources	Totally disagree	Disagree	Neutral	Agree	Totally agree
12. The workshops allowed you to put into practice your previous knowledge on the subject.	1	2	15	11	34
17. The adviser promoted activities that you can apply autonomously at the SAC as in your classroom.	2	4	21	13	23

On the other hand, two comments from participants did not seem to be positive at all.
"St7: The professor in charge told us earlier, select an image and speak, hm, the professor was just walking around, just like that, at the end of the discussion he just said, I hear these things, so you must change them ... In this case it was like, what do I do with this picture, how do I describe it, what do I say, and not just as the professor says, use your imagination."
"St3: Is like feeding chickens, just go, there are books, materials, if you want, grab some, and if you don't want, just come, and do a few lessons."

4.4.2   SALC Service satisfaction

In the end, it was important to give a space to talk about how satisfied the students were with the SALC's services. For the different sections of this questionnaire, it is necessary to mention that the data are divided into five sections related to the services:

1) Advisory service
2) Adviser's guidance
3) Workshops
4) Materials
5) Infrastructure

The role played by institutions at SALC, and the perceptions students have of the impact of improving learner autonomy and language proficiency is discussed in terms of satisfaction. The quantitative results presented in Section 5.6 show the perceptions of SALC users towards the services offered in the centre. The responses from the questionnaire implied that respondents have a very positive perception of the SALC. Most of them reported being satisfied or very satisfied (see Table 28) with the services provided by the centre, which made them feel comfortable using the advising services, advisor guidance, workshops, materials and infrastructure.

Table 28 shows an overview of the results of the evaluation of the satisfaction from SALC users.

Services	Not at all satisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Advisory service	0	1	36	34	30
Advisers' guidance	0	4	34	36	26
Workshops	0	10	27	23	40
Materials	0	0	10	44	46
Infrastructure	0	0	5	40	55

In line with the above results, Holec (1981) states that mainly self-learning centres were developed to promote the development of learner autonomy. Furthermore, offer materials and support outside of class hours. Perhaps most importantly, SALCs are flexible learning spaces that allow teachers and students alike to experiment with new ways of teaching and learning. Reinders and Lázaro (2008) also mention that SALCs are flexible learning spaces that allow teachers and students alike to experiment with new teaching and learning methods. As St. 8 mentions "*yes, because these are very dynamic activities, so easy to assimilate concerning the workshops.*"

The material satisfaction section showed that most students were either satisfied or very satisfied. Sinclair (1996) classifies materials into two types:

a) those that might challenge students with study assignments, language and skills exercises (directive materials) and

b) those materials (non-directive) that consist of collections of authentic texts, both written and recorded, and Tomlinson (1998) refers to materials as those resources that would stimulate the learner to reach processing depth and activate both affective and cognitive responses and to respect and challenge the learner.

As Mozzon-McPherson (2007) recommended, Self-Access Language Centres need to be organised and supported effectively. Accordingly, ISO 9001:2015 mentions that behind the idea of obtaining a certification on the quality of the services provided by an educational institution is the idea that this institution is well organised and cares about the needs of its stakeholders. This implies, as explained by Mozzon-McPherson (2007) that the SALC space should be designed according to architectural and pedagogical principles, purchase materials and equipment, organise access to them and the procedures for use should define the space and its resources and provide the necessary infrastructure for all parts of the self-access system to function efficiently as a learning system (see ISO 9001:2015).

Accordingly, Thornton and Noguchi (2016) confirm that analysing the data collected from their surveys made it possible to develop a more detailed picture of how their Language Learning Space (LLS) works. Gardner and Miller (2015) add that surveys contribute to knowing about users' learning experience and the areas where it improves and, of course, making decisions about the centre, such as scheduling and language policy (Gardner and Miller, 2015).

Gardner and Miller (ibid.) and Mynard (2016) conclude that management reviews of a SALC are a necessary tool to ensure that user needs have been met, resources have been used efficiently, and learning has taken place effectively.

Considering the analysis of the results related to the needs of the learners, the role of the advisors and the facilities in this SALC, it is possible to answer sub-research question 2, which was established to identify in what Elements should be included in a SALC operational process model that best ensures the efficiency and effectiveness of the quality processes around management performance and the development of learner autonomy and language competence.

This decision to focus mainly on the processes involved in providing the advisory service and workshops at the SALC is based on several authors who have described these facilities as a way to

foster autonomy in language learners. Grenfell (1994) proposes that students must learn to learn before they can work independently of the teacher. Sharkey (1995), on the other hand, reports that well-informed students who are more aware of their personal learning process would learn not by accident but through awareness and conscious-decision-making. Tassinari (2010) sees these two facilities at SALCs as a way to offer support and guidance for learners on their path towards autonomy.

This decision to focus primarily on the processes involved in providing the advising service and workshops at the SAC is based on the input of some authors who have described these facilities as promoting language learner autonomy. For example, Grenfell (1994) suggests that students must learn to learn before they can work independently of the teacher. Sharkey (1995), on the other hand, reports that well-informed students who are more aware of their personal learning process learn through awareness and conscious decision-making rather than accidentally. Finally, Tassinari (2010) sees these facilities in SALCs as a way to support and guide learners on their way to autonomy.

Therefore, based on the insights presented in Chapter 5, it was possible to design and propose an operational process model (OPM) for self-help centres to serve as a reference for harmonising a set of processes based on ISO9001:2015 standards.
Then this OPM was conceived as a dedicated and flexible model that could be used and adapted by other SALCs to meet their needs in a specific context. Moreover, this model purports to serve as a reference for setting up or updating the services offered on a self-government basis—access to the language centre and future research on self-access centres elsewhere. Therefore, one of the main goals of this Operational Process Model (OPM) is to serve as a starting point for a SALC that intends to offer its users a comprehensive range of learning opportunities by presenting itself as an organised institution that develops, implements and continuously improves a system, which guarantees the quality of its services. In addition, if these services serve one or more purposes, such as B. improving learner autonomy, language proficiency or any other that the organisation defines based on its context, mission and vision. Accordingly, Mukhopadhyay (2012) defines mission and vision as two constructs that are interconnected.

According to the ISO 9001:20015 (ISO, 2017) requirements, when an organisation, in this case, a SALC, is trying to implement a QMS or at least to show that it cares about the satisfaction of its potential stakeholders and intends to achieve excellence in the services, the organisation should

provide evidence that the delivery of its services has been planned, controlled, evaluated and improved by a set of regulations such as

1. clarifying the context of the organisation,
2. defining the goals and guidelines,
3. illustrating the processes in the organisation,
4. illustrating the sequences of the proposed processes,
5. defining people or responsibilities, who assume the process ownership and accountability,
6. clarification of the documented information,
7. the specification of the risks and activities related to a process,
8. the measurement of the implemented requirements and the review of the processes against the planned goals.

Gardner (2011) mentions the need for modern SALCs to establish assessment mechanisms that, at a minimum, include the maintenance of systems that ensure the smooth operation of the SALC and regular record keeping. He also mentions that these areas (documenting, understanding, assessing and forecasting future needs) will provide a clearer picture of the SALC but that the actual delivery of learning opportunities also needs to be monitored.

For Mynard (2012), the inclusion of these activities can be seen as motivational strategy training. This type of training can be delivered in the classroom, offered as standalone workshops at a self-access centre, or introduced in various ways such as through advising, through social media, on posters, or as activity sheets available at the self-access centre. Noguchi and McCarthy (2010) state that using the advising service would train them to be more responsible learners.

4.5   Awareness of "good practice" in SALC management

It is important to note that the lack of studies in this area highlights the need to draw an interesting relationship between the development of autonomy, language proficiency and SALC management (Gardner and Miller 2005). Therefore, the result of this research is intended to justify maintaining or adapting the existing QMS model at the research site (see 2.8) or to provide the basis for proposing a new model. This new model intends to harmonise, monitor and evaluate the processes involved in delivering the services offered by a SALC that could be used as a guiding tool to influence the development of autonomy and language competence in language learners.

In this section coordinators refer to the perceptions they have about managing their SALCS, including the role of the language advisor, use of the centre and their own role as coordinators. The first two coordinators presented (coordinators 7 and 8) are the current and former coordinators of the SALC at the research site. The aim of the interviews was to learn more about their perceptions and challenges of running this centre with a working methodology already implemented, such as ISO 9001 Quality Management System, and to know the reasons for implementing this QMS and its alleged benefits.

4.5.1   Management perceptions of Self- Access Centre coordinators

This section reports data collected from eight SALC coordinators or senior administrators (see 3.6) from seven Mexican universities and one UK University on the topic of leadership and the role of the SALC manager or coordinator.

The results are presented in the following main areas: a) Perceptions about the operation of a centre under a quality management system, b) leadership and c) planning, evaluation and decision-making (see Appendix D).

Coordinator 7 felt that the implementation of a QMS at this SALC had brought the organisation a more organised way of working. However, he felt that this new approach focuses more on the administrative aspects. In his opinion, the QMS has helped the Centre to become more administratively organised, but much more work needs to be done in order to fulfil the Centre's proposed mission and vision (see 2.8). He also mentioned that it would have been a good strategy to add other planning and measurement parameters that are more focused on the educational part of the SALC. He had no negative feelings towards the QMS, but he felt more could be done to support the development of learner autonomy or language competence in SALC users. He summarises this perception in the following excerpt when asked whether the QMS in its current form is fit for purpose in evaluating administrative and academic processes.

Excerpt 40

 Coordinator 7: "No, not quite. Some parts can be quantified, the parts related to the academic itself... and I don't think so. It would be necessary to look for another type of instruments to measure the academic part, as the QMS is particularly useful and has worked, it tends more towards the administrative part and administratively everything works well. In my opinion, the academic is a different story and needs different parameters."

Coordinator 7 suggested that one of the main reasons for implementing the QMS (see excerpt 2 below) was that it enabled the centre to access funding and guaranteed the quality of delivery of the centre's services. However, although the quality of the service was mentioned, he could not comment on what it meant to him.

Excerpt 41.

Coordinator 7. "The reason why the quality management system was put in place? Well the quality management system is about 8 to 9 years old and the reasons why the QMS, as far as I understand, one of the reasons why the quality system was put in place was that the certification once given to it helped to obtain funds for the language department and also for the self-access centre. Also, the other reason to guarantee the provision of quality in the centre's services is what I understand.

In both cases, Coordinators 7 and 8 did not cite academic purposes as one of the main reasons for working under the rules of a QMS or the alleged benefits this might have brought in terms of improving learner autonomy or other academic implications.

It was surprising to find out that the centre has been working together with a QMS for almost a decade and the reasons why this quality approach was introduced are still not entirely clear to them. On the other hand, both coordinators noted that the centre has a well-defined operational process that has strengthened the effectiveness of its administrative procedures at the SALC in ensuring quality in the delivery of its services. Conversely, it was not clear to them whether working under the rules of a QMS in any way enabled the establishment of processes that benefit or affect the users of the centre in their development as autonomous learners or whether it helped them to do certain things to develop language skills.

In their opinion, three main reasons for introducing a QMS stood out. The first was to provide the SALC with a more organized administrative structure, the second to give the Center and the Language Department access to financial support, and the third to offer services that could meet the needs or perceived needs of the SALC stakeholders.

It is interesting to compare the individual perceptions of the two coordinators who ran this SALC and to note that they both agreed that they did not reasonably perceive this QMS as a tool to improve the academic functioning of the SALC. Still, they decided that the purported benefits of using a quality management system to administer a SALC rest more on establishing a solid administrative process.

4.5.2   The planning, delivery, evaluation and decision-making of workshops within a quality management system

The purpose of this section is to provide illustrative data to show how decisions in the SALC tend to be made at the research site. The data indicate that management decisions are not always supported by evidence according to QMS requirements.

Over the years at this SALC, the workshops have been one of the most requested services. At least 80 workshops are planned and presented every semester, together with advising, and as commented by coordinator 7, they have become one of the essential services in this centre. He acknowledges that the workshop's popularity stems mainly from the idea that SALC users are still not ready to take responsibility for their learning but are looking for activities that are more similar to guided activities; as he mentioned, "They (the students) are looking for a group activity that will guide them, perhaps trying to get closest to a class..." as expressed in Section 3

Excerpt 42

 Coordinator 7: "It must be clarified that in our experience, workshops and conversation clubs are mainly the most important (service). This is because they are the most demanding ones. Students look for some group activities that might guide them or they try what's the closest thing to a class..."

Coordinator 7 argued that these group activities had become the most popular ones at the SALC. Therefore, it was essential to know if the planning methodology was geared towards meeting the participants' learning needs and, of course, whether the regulations of the ISO standard for the provision of services in an organisation were followed.

In this regard, Coordinator 6 explained that workshop planning and delivery are based on the advisors' perception, experience or beliefs rather than on facts (see excerpt 43). Workshops are based on the consultants' planning; they are free to propose any workshop. And no conclusive evidence that specific activities are carried out on the part of the consultants, e.g. B. Adopting a methodology to collect information about the needs of the students to plan the content of the workshop regulations so that they (advisors) know more or less about the needs of their students. It is more a question of appreciation, as the following excerpt expresses. Coordinator 7 didn't sound very convinced that this could be a good way to create a workshop program or even the strategies used by the centre to keep offering certain content in the workshops and if the workshops work, stay them in the programme.

Excerpt 43

Coordinator 6: Workshops are initially based on the consultants' planning, they are free to suggest any workshop, and if the workshops work, they will be held in the program. No alignment or methodology must be followed to meet the needs of SALC users. Our only suggestion is that the advisors survey students at the language department to find out what the students need or to talk to the teachers to find out about these needs. There is no evidence that advisors or coordinators have conducted a poll. As I told you before, we only suggest they (advisors) do this, although it is not mandatory. And since most advisors are teachers in the language department, they are more or less aware of their students' needs. It's more of a matter of appreciation.

These comments served as food for thought as coordinator 7 mentioned that the implemented QMS helps managerial processes rather than academic ones.

It would be necessary to look for another instrument to measure the academic part as the QMS is particularly useful and has worked. Still, it leans more towards the administrative function.

Another area analysed from the interviews was the evaluation of the workshops. After analysing the responses of both coordinators, it can be concluded that both agreed that the evaluation carried out meets a quality requirement rather than supporting the improvement of academic processes. However, coordinator 7 is reluctant to provide an answer and then seemed quite overwhelmed in accepting that assessment procedures are designed to meet a QMS requirement rather than to help improve academic standards.

Excerpt 44

Coordinator 6: That's a difficult question, probably impossible to say, but all the evaluations relate to the administrative processes. All of the items assessed relate to managerial procedures rather than academic ones. In that sense, there should be an evaluation that cares more about educational issues... it should be different, in my opinion. Correspondingly, coordinator 8 (see excerpt 7) mentioned that one of the main interests in evaluating workshops at the centre is to know user satisfaction. Coordinator 7 agreed with this, noting that when deciding on the duration of a workshop, we aim at whether it worked, for example, the number of students. In other words, satisfaction with the service provided.

Excerpt 45

Coordinator 7: We also have the satisfaction survey in the workshops. Based on this feedback, the workshops are evaluated to see the level of perceived satisfaction. Then, the advisors make decisions to improve their planning. Finally, we run a User Satisfaction Survey (ESU for the acronym in Spanish).

As the analysis of the responses impacted the decision-making process, it is important to mention that none of these coordinators could make their own decision, and both had to support the decisions made by the Head of the Language Department. Both coordinators expressed some uneasiness about having different working policies imposed on them, even when these decisions are not based on evidence. Watch Coordinators 6, Excerpt 8:

This semester all information on grammar and vocabulary has been removed because the management decided so. For this person, the workshops that relate to grammar content or are only related to language issues do not simply apply. It was just a decision. I'll tell you some; we didn't agree, we disagreed... But that decision was made.

On the other hand, Coordinator 7 said that (see excerpt 9)

Excerpt 46

Coordinator 7 mentioned that it was a policy that the headmaster suggested to us that we socialise them when we accept the challenge. Still, when we discuss them among the advisors, we see both pros and cons. Still, we decided to try, and this is the first semester the SALC activities are not mandatory. At the end of this semester, of course, we will have a meeting to discuss the results, the evidence or the experience since this is the first time it wasn't mandatory. Still, it was a policy made from a management point of view. Therefore, it could be said that no evidence supported the made decision.

4.5.3   The Coordinators' perceptions on the management of other Self-access Centres

This subsection presents the results from the interviews with coordinators from different SLACs. The data shows that the five non-research coordinators experienced different management styles and other important issues such as clarity of their roles, lack of training and managerial experience.

Responses from the interviews were analysed into four different categories:

1. Management.
2. Clarity of roles (staff and managers).
3. The context in which each SALC is located.
4. Services and resources provided.

Findings for the first category, management, and the responses from these five coordinators referred to the definition of the goals they wanted to achieve in each of their SALCs. From the interview responses, it is clear that, although most of them do not necessarily specify the word quality in them or do not provide evidence of written objectives, they are interested in delivering high-quality services at their SALCs. Understanding that each of these SALCs created their

perception of quality in service, as can be read: Coordinator 1 defines quality as the feeling of doing things the way they were done and having the opportunity to provide their services when the number of students increases.

Excerpt 47

Coordinator 1: "Generally, our managers' expectations involve maintaining the quality on what is being done and whether it can continue to grow. However, we have no written goals that says we need to hold certain number of users per semester."

On the other hand, for SALC Coordinator 4, the planning objectives need to be more concerned with all the paperwork required for the centre to function. In this sense, the role of this coordinator is more that of an organiser who must focus on keeping his SALC functional by providing the necessary staff for a certain number of users. Moreover, his work is more in managing inventories or the organisation's schedules. So planning is more based on solving situations as they arise, as can be read here, see their opinions on what is needed and once the semester starts working together.

Excerpt 48

Coordinator 4:

"Take inventory, organise, clean and accommodate, on my part, that staffing is done in time to get approval to hire more staff and manage how we will work with the advisors, see their opinions on what is needed, and as soon as the semester starts, we work together."

Coordinator 2 mentioned that goal setting is mainly based on revising what happened in the previous semester or year, also taking into account the needs of their users. Still, she also indicates that concrete actions are taken to meet specific requirements, presumably based on the specific needs of a specific group of students. In addition, it is also mentioned that increasing the number of participants in the SALC is another goal.

Excerpt 49

Coordinator 2: We set it up based on experience from the past semester or year and feedback from students who understand what students want. This year I would like to develop a workshop on learning strategies, especially for reading and listening. We look at performance in terms of the impact of increasing the number of students we have met and supported.

Along with the same question, Coordinator 3 mentioned that goal setting is a two-way street, producing materials and designing activities required in each of their five SALCs, which are spread across the same number of campuses and may not be the same. So, setting goals is based more on the context in which each SALC is located. But even planning these goals will depend on what is discussed at their annual meeting. As expressed in the following excerpt:

Excerpt 50

Coordinator 3:

"The SALC establishes semi-annual goals, and we base them on the production of materials and activities as required according to the needs of each SALC. At the end of each year, directors and advisers from each centre meet to share their opinions, complaints, suggestions, etc."

For Coordinator 5, setting goals is based on previous experience, and the needs of the SALC users also count.

Excerpt 51

Coordinator 5:

"We set them based on (ahem) experience from the past semester or year and feedback from students who understand what students want. This year I want to develop a workshop on learning strategies, especially reading, and listening. We look at the performance in terms of impact, we increase the number of students we have met and supported."

Accordingly, concerning the latter question, the coordinators were asked about the methods used to assess the centre's performance. These results show that the activities or goals lie in three main areas: the personality and performance of the advisor, as noted by Coordinator 1. Coordinator 3 refers to the assessment of the teaching-learning process at the SALC. Finally, Coordinator 4 commented on these complaints that the service is used as a reference to assess SALC performance.

Excerpt 52

Coordinator 1:

"For us it is very clear that the tutor is very successful because he is the one who has the most students visiting and the tutor himself reports that this is a pleasant job."

Coordinator 3, the users not only evaluate the role of the advisor as a consultant, as a tutor but also evaluate us in the teaching groups.

Coordinator 5 refers to a set of guidelines established to assess the centre's performance within a national framework.

Excerpt 53

Coordinator 5:

"Yes, in our teaching-learning review (unintelligible), the director of a London university language centre came in as an external reviewer all university language centre courses and comparisons side-by-side to ensure quality is consistent across the country, but it is still under development. Yes, there are some guidelines, but our language centre sets its own as well. It's quite independent from the university, but yes, there are some guidelines, specifically required

qualifications and for the development of the staff in the investment department umm and the quality of what we do."

Regarding the second category regarding the clarity of the roles of the advisers and managers in the SALCs, it was found that there are several similarities between the activities that advisers carry out in these centres: a) material development, b) consulting, c) facilitating language training workshops and d) Provision of information about the centres.

Typically, these roles are those that many consultants have performed at many SALCs. The difference is in the approach each of these centres uses. Coordinator 1 describes the advising as an opportunity to help the students with their language problems, for example, to correct drafts or to prepare individually for the presentation of an exam.

To Coordinator 2: Focus the advising on helping learners choose materials.

Coordinator 3 refers to advising when students ask for help to verify what they are doing is right. However, Coordinator 4 did not mention the advisor's activities or Coordinator 5. Based on this information, it is possible to say that each of these centres could act according to their very individual needs. Yet none of them refers to advising as promoting autonomy.

Not surprisingly, as part of their consultancy work at SALCs, they have to create, design or adapt materials to be used at the centre. For coordinator 4, preparing material is only one of the advisors' duties if a student cancels a session. For Coordinator 3, the advisors are asked to design a certain number of worksheets as part of their tasks. For coordinator 1, creating material is not part of the consultant's duties. It is a free activity for her. Coordinators 2 and 5 did not mention the production of materials.

Excerpts 54-55

Coordinator 2: "Tutors support when needed. They also helped us to develop some activities like worksheets."

Coordinator 3:

Coordinator 5: "During the semester, the advisors must complete at least ten worksheets."

Excerpt 56

Coordinator 4

"For example, if they (advisors) don't have advisees, or if students cancel you for some reason, it means that the teacher has free time to design materials."

The analysed responsibilities of consultants may depend on the specific context of these SALCs. For example, coordinator 4 mentioned that other consultancy activities carried out in this centre are administrative, like answering phone calls, helping to do some household chores, or providing

ideas to improve the centre's functioning, as mentioned by Coordinator 1. Finally, the last category relates to the services and resources provided. For example, most of these centres offer at least two types of group learning resources, such as learning workshops and study groups.

Summary Chapter 4

In this chapter an analysis of the collected data was presented. To that end, this analysis provided insight into the context, student and advisor perceptions of autonomy, the roles each plays in the SALC, their needs and preconceived notions about autonomy, and the struggles affecting student learning and student performance influence consultants. The chapter also presented the results of the observations and interviews conducted and how these overlap with the qualitative information from the questionnaires. It also offers a deeper understanding of the relationship experienced between all interested parties at SALC. It is interesting to note that the ISO 9001:2015 standard mentions that truthful information with a high level of assurance must be provided to participants involved in quality issues. The data from this study showed that this was not always the case. Insights from the data collected focused on two main areas: what this SALC purports to do and what is documented. These inconsistencies reflect a gap in the account of the processes implemented to measure the impact of the centre in terms of developing or improving learner autonomy or language proficiency in language learners, user satisfaction and the performance of these services. However, the data presented here shows that assessing the impact of these services in terms of the development of learner autonomy and language competence paints a different picture of the effectiveness and efficiency of the processes described in the quality plan. The following chapter presents an operational process model whose intention is to bring together the principles and theoretical frameworks that highlight the processes involved in the planning, monitoring and final evaluation of the delivery of advising sessions and learning workshops in a SALC in order to achieve a quality assurance -To establish a management system (QMS) based on the principles and requirements of the International Organization for Standardization (ISO 9001).

Chapter 5   An Operational Process Model for Self-Access Centres.

5.1   Introduction

A SALC is designed as a place that offers a language learner various opportunities to lay the foundation for developing autonomy in their language learning process, improving language skills or others that the student determines. It is also essential to consider the procedures to be followed to know if the SALC has positively impacted the achievement of the above objectives.

The data collected in this study provided an opportunity to propose an operational process model to track the impact of advising and learning workshops on improving learner autonomy and developing language skills in those language learners who attend a SALC.

This study also addressed the perceptions and issues of students, advisors and stakeholders regarding the services offered in this SALC centrepiece of this research and correlated the quality management principles and the management processes with the support of learner autonomy. However, this study did not intend to test language learner autonomy but to propose a model to plan, define, apply, assess, analyse and revise the processes involved in developing learner autonomy in a SALC.

The proposed Operational Process Model (OPM) aims to clarify the processes related to determining not only the needs and expectations of SALC users. But also, the set of processes that involve the delivery of services where not only attention is paid to quality but also effectiveness and efficiency of them, as I said, in promoting autonomy and language learning skills.

Second, this OPM intends to focus on the benefits of integrating and aligning the proposed processes to assess the impact of the planned goals and consider that each SALC could present these goals to be achieved according to their own needs and expectations. As the model aims to integrate the activities associated with the delivery of services in a SALC, this can increase the confidence of interested parties in the organisation's performance and how the use of resources could become more efficient. Expect that the staff in the organisation will become more participatory as the goals and responsibilities become more clearly defined. (INLAC, 2017).

This proposed operational process model is based on the ISO 9001:2015 standard and requirements (2015). The ISO 9001:2015 standard provides a tool to monitor and control the implemented policies and to verify and evaluate whether the planned objectives have been achieved and whether the proposed activities serve as a means to achieve the proposed goals. Furthermore, as will be explained later, it must be taken into account that the planned actions described in the process are interrelated and interconnected. Then they transform the inputs, in this case, the learners, into outputs, which the SALCs ultimately intend to achieve, creating a single integrated process-based model.

This chapter is divided into two sections to understand the proposed model's fundamentals better. Section one discusses the gaps found in the current quality model used in this SALC topic of this research. Section two discusses and presents the proposed Operational Process Model (OPM), a flexible model used by other SALCs and adapted according to their own contexts and needs. It addresses the challenge of incorporating learning opportunities such as improving learner autonomy and language proficiency in language learners while also incorporating the quality of the delivery of their services.

5.2   Towards the design of a service process for a SALC

As described in the second chapter, processes are how things are done in quality management. They are the way transformations take place to add value to the offering. They are also how the work is stabilised, controlled and consistently directed toward what it purports to achieve. Therefore, process management is the first requirement to reduce deviations in a product or service (ISO, 2012).

To anticipate what is required for an organisation to function adequately, it is necessary to visualise the tasks (processes) to be done as a whole. Therefore, integrating the turtle diagram into the design plan is recommended to facilitate the mapping of needs and activities.

In particular, the design of the turtle diagram allows the interested parties in an organisation (e.g. managers, employees and "customers" or, in this case, students) to focus on establishing an appropriate communication path to map the processes and how to use them relevant functions and levels within the organisation are linked. The turtle diagram also provides a general view to consider the elements that need to be integrated as part of the service process.

The turtle diagram, so named because it resembles a turtle's body, was first introduced by Philip Crosby (1952) as a tool for visualising process properties. A turtle diagram visualises a process aimed at identifying and improving changes proposed by an organisation. It appears to be widely

used in practical contexts, as a simple web search will reveal, but remains under-theorised in the research literature. Nonetheless, it provides a helpful scoping tool that is relevant to this research as it allows for a step-by-step approach to developing quality in a SALC context.

ISO 9001, in its previous and updated versions, did not specify the development of a turtle diagram as a requirement for an organisation. Although, as stated in clause 4.1 of the ISO 9001 conditions: The organisation shall identify the processes required for the QMS and their application throughout the organisation and establish the sequence and interaction of those required processes (ISO 9001:2015). As one company that promotes management standards puts it (Standards Stores, 2020):

"Turtle diagrams allow you to look at the whole process and how related processes are communicated and mapped to relevant functions and levels within the organisation. Turtle charts can help both management and employees better understand the process. The diagram helps present the framework in an easy-to-understand way and can identify gaps in the organisational structure.

In other words, a turtle chart can be helpful if it tells the when, how, and where.
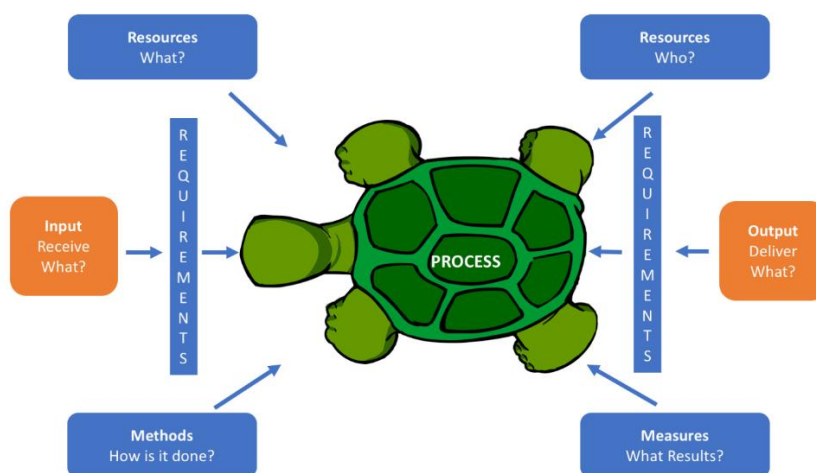
Figure 7   Turtle Diagram (Standards Stores, 2020).

It is necessary to visualise the diagram (see figure 7) because it is the turtle's body, where the input represents the head, and the tail represents the output. The input should contain information about the current processes to be analysed, while the output declares the goals or objectives to be achieved. The centre of the body comprises the area of the process. The legs and arms represent "the who", the what, the how, and the results, respectively.

One of the benefits of this chart is that it allows you to explore a best practice for a particular process. For example, the Who defines and clarifies the roles within the organisation. The "what" refers to finding the resources needed to complete the process. The "how" according to the best practices of the organisations. This section of the chart shows the effectiveness and efficiency of the organisation's efforts to monitor the performance of the process. Finally, the outcome element examines whether the actions are consistent with the organisation's plan, policies, goals, and objectives. Activities should then inform management whether the process is serving its purpose or needs adjustment or improvement (Standards Stores, 2020).

However, the turtle diagram does not replace the planning of an entire process. This diagram is intended as an aid, not a substitute for any procedure, process flow diagram, or work instruction. (Ambrose, 2020).

As the first step in considering items in the turtle diagram, the next step is to organise them according to a SALC's needs and purposes. It focuses explicitly on the implementation of the consultations and accompanying workshops. This is based on the assumption that language learners develop an awareness of autonomy by developing the necessary procedures. However, each other, SALC could plan their service catalogues and what they might want to achieve by using them. The following diagram replaces or is intended to replace a flowchart process as it is not the intent of the diagram (see Figure 8) but is instead intended to serve as a reference to identify what is required to achieve the stated results.
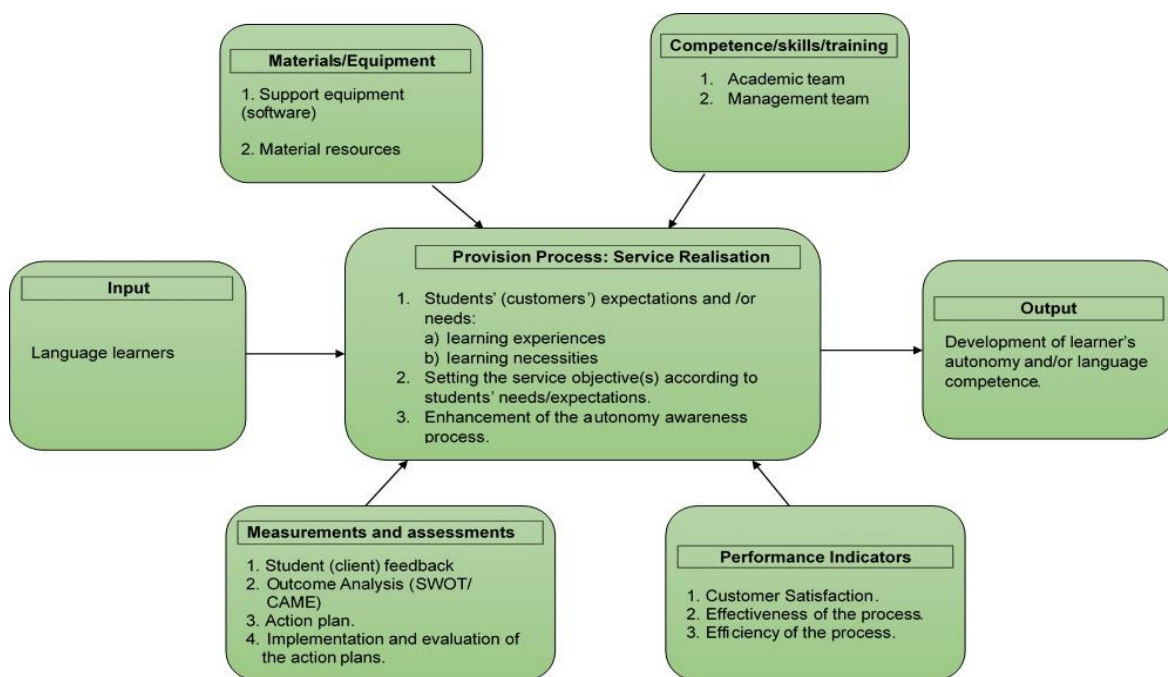

Figure 8   Turtle Diagram SALC Service Realisation.

5.3   An Operational Process Model for SALC: its impact on the provision of learning opportunities

Benson (2010, see 2.5.1) mentions that it is possible to define some aspects of learner autonomy. This master model intends to introduce those elements that support the development of autonomy in the SALC, including the provision of advising services and learning workshops.

The organisation, in this case, a self-study centre, has to determine the entries. So, based on the latter idea, the sequences and interactions are established, responsibilities assigned, and the possible risks determined that can affect the application of the process, in this case, the provision of services to develop learner autonomy and language competence in language learners.

In addition, as far as possible, the organisation must keep evidence of the activities carried out and serve as solid evidence to support the evaluation processes and the decisions needed to improve the services provided.

It is important to mention here that the idea of presenting this original Operational Process Model (OPM) for a SALC builds on the insights gained from this research and is supported by the principles of the Quality Management System. This proposed model is intended to serve as a guide for those self-access language centres interested in providing their users with the necessary tools to evaluate learner autonomy, language competence or other proposed services related to the learning of a language under the premises to improve quality assurance. This model also aims to harmonise the necessary processes related to operational management at a SALC, including the advisory approach, and continuously improve service performance.

One of the foundations for developing this model was the belief that a well-organised institution could minimise the impact of product defects and continuously improve service delivery. Therefore, another aim of the model is to document the efforts made by the centre to evaluate the services provided at the centre and constantly improve their performance.

5.3.1   OPM for a Self-access Language Centre

For this study, outcomes were examined in five categories: advising session, students' perceptions and attitudes towards their needs, use of the self-access language centre, learners' perceptions of autonomy (understanding or misunderstanding of autonomy and the learning process at a SALC), understanding the role of advisor and learners at SALC. Other categories also considered were the perceptions and beliefs that SALC coordinators or managers relate to their centres; how they see

them. Managers have noticed and documented the challenges and successes in a few cases. Their comments were valuable as they attempted to draft the OPM for SALCs.

This proposed model, referred to as the Operational Process Model for a Self-Access Language Centre, will be the outcome of analysing of the research results. The current scenario and the impact of adopting a QMS as the basis for managing this SALC led to improve learners' autonomy and language skills.

For the OPM design, it was necessary to consider the perception of the main participants in a SALC: the managers or administrators, the advisors and the students, and not just the principles and foundations of quality standards.

The proposed methodology is based on the implementation of a process-based model. Gardner (2011) and Dofs and Hobbs (2011) mention that despite the complexities of self-access centres in modern settings and the symbiotic relationships that co-exist in such centres from setup to operation. Gardner (ibid) mentions that a modern SALC must seek to meet at least some of these criteria proposed, where a SALC must be well located and accessible to its user group to encourage contact between its users and other organisations. To serve either autonomous users, course-related users, or both, one could also fall into both or either of these categories and offer different services. Complementing the latter, Benson (2010) describes that these services include advice, guidance, help and support, which are part of staff support, but also offer materials, technology and a variety of activities.

The following operational process model (OPM) for a self-access centre is not only based on the revision of the literature on learner autonomy, self-learning and quality assurance but also on the findings from this research, which have contributed significantly to the development and development of the model. It seems important to clarify that due to the development of self-access centres, as described by Gardner and Miller (2011), they do not only subsidise the strengthening of learner autonomy. Alternatively, as Reinders (2012) mentioned, they have become centres where they not only focus on involving students in taking responsibility for their learning but also on facilities, materials, location and support. (See Figure 7 Operational process model for self-access centres).

The purpose of the OPM is to determine and define the necessary activities to achieve the planned objectives. These activities will also require specifying the methodology and the necessary resources (in the case of SALC human and technological resources) to perform the declared process successfully. At this stage, it is also pertinent to describe the operational resources on how each sub process needs to function successfully, effectively, and efficiently,

including how the process will be traced and measured. Once this planning has been set, it must be implemented. Then, the processes and their activities will be observed and evaluated as each centre considers appropriately (e.g., statistics treatment, questionnaires, focus groups, etc.). The next step includes analysing and evaluating the information obtained through the monitoring and measurements applied to quantify the processes' performance.

According to ISO (2017), an organisation should follow at least five steps when trying to implement a quality model. In other words, the input describes who the potential customers/students need to be, along with their needs and expectations. Then, organisations need to define their policies and objectives based on the needs and expectations of employees and learners. Then, once they are identified to determine the necessary processes to provide a service, to achieve the proposed goals, and select the order in which these processes must be implemented or the Components of this are the learning environment in which the processes are to take place.

The components are described separately in the following section to understand better how the model is supposed to work. So, it's easy to understand how a series of linked activities become part of a simple unit of work. In other words, to see that the end of one process is the beginning of another (see Figure 9).
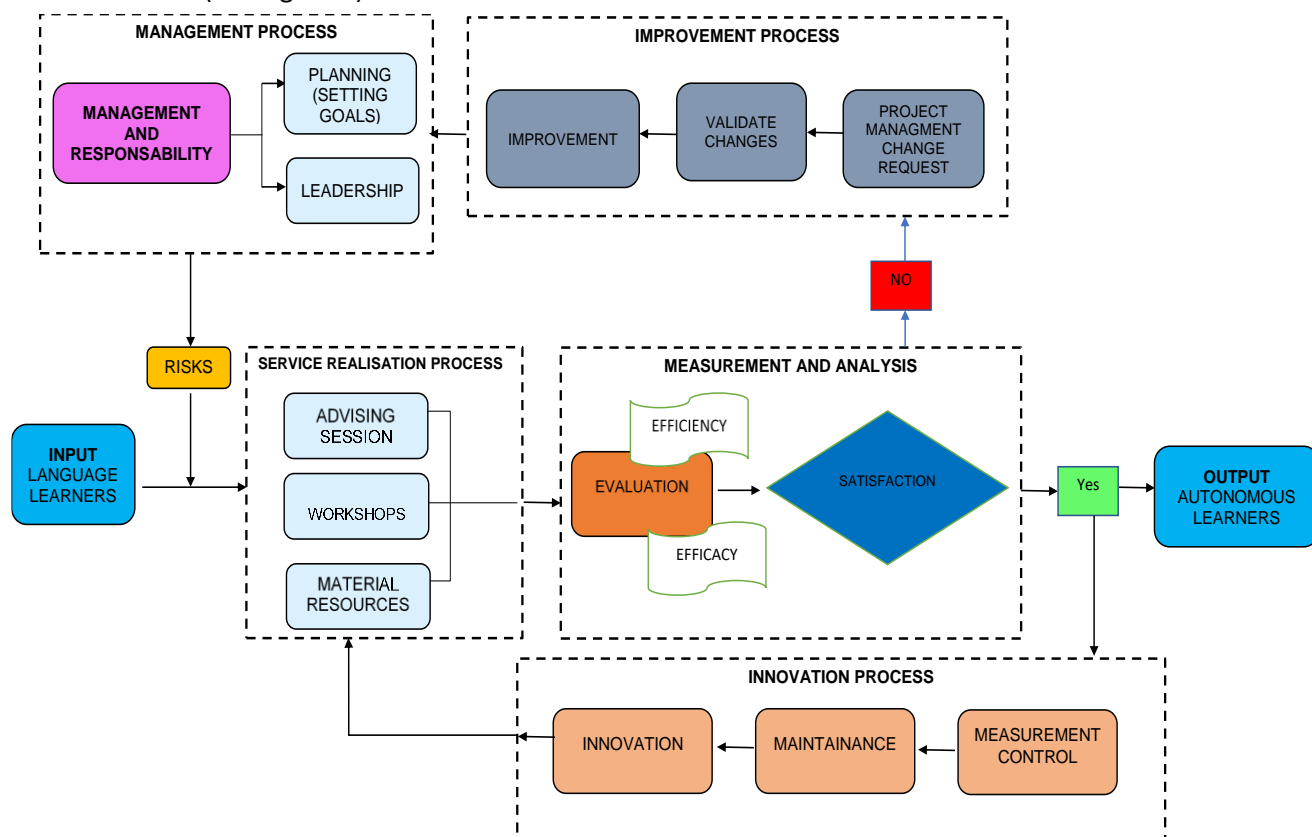

Figure 9 Operational Process Model for a SALC (original design based on ISO quality standards)

5.3.2 Management service realisation. The key to quality door

To provide a service that exceeds customer needs, It is the responsibility of the person or group of people (e.g. a quality committee) responsible for managing the SALC to plan and implement the necessary processes to meet the requirements for the delivery of a service or set of services to fulfil. Managers, administrators, coordinators or whatever the word is used to refer to the person responsible for running a SALC is responsible for setting goals and setting the mission and vision of the organisation. This is crucial to link work policies and plans in a way that is compatible with user requirements and needs.

A SALC coordinator's responsibility is to assign SALC staff the tasks and roles within the organisation of the SALC, to communicate this to them and ensure that these tasks and functions are clearly understood (ISO, 2015). The interviews with SALC managers (see Chapter 5) show that the SALC goals mainly focus on practical aspects and not on academic factors. They show how SALC coordinators express different types of goal setting, but many lack appropriate and constructive management processes. For example, Coordinator 1 (see below) mentioned that he cares about the quality of his services, although none of his goals is on paper. The examples in the following interview excerpts illustrate the typical lack of knowledge about the importance of written evidence about their planning and communication processes, which the OPM presented here aims to overcome. Here it is important to note that whatever goals are considered by an organisation, they need to be documented to then be easy to track and evaluate later, but moreover to be consistent with the organisation's mission and vision.

Extract 10: Coordinator 1: Generally, our managers' expectations involve maintaining the quality of what is being done and whether it can continue to grow. However, we have no written goal that says we will keep that number need users per semester.

On the other hand, the planning objectives for SALC coordinator 2 need to be more concerned with all the paperwork required for the centre to function, for example:

Extract 11: Coordinator 2: for example, taking inventory, organising, cleaning and storing materials. My responsibility is that the staffing is done on time. To get approval to hire more staff and manage how we work with the consultants, see their opinions on what is needed. As soon as the semester starts, we work together.

The above considerations show why the SALC Coordinators must set the objectives. The intention of this section, in particular of the Operational Process Model (OPM) for a self-access language centre, is to present the interrelation that should exist between the processes involved in the

provision of services (input) and the results (output). This means that by establishing a series of guidelines, the interested parties would benefit, allowing the possibility of a general visualisation of the procedures involved in providing the selected services at their SALC. Along with this context, it seems essential to compare what administrators from different SALCs have to say about the input (objectives) and output (evaluation).

The following graphics show an excerpt of the management process, which includes at least three aspects:

1. Management and responsibilities
2. Planning (definition of goals)
3. Leadership.

It is recommended to consider these three other factors:

1. Identifying the inputs, which in this case are the language learners.
2. For whom the services had to be planned
3. The output or intended outcomes mean that all the objectives and how to achieve them, in this case, are specifically designed to train learners to become autonomous learners (see Figure 10).

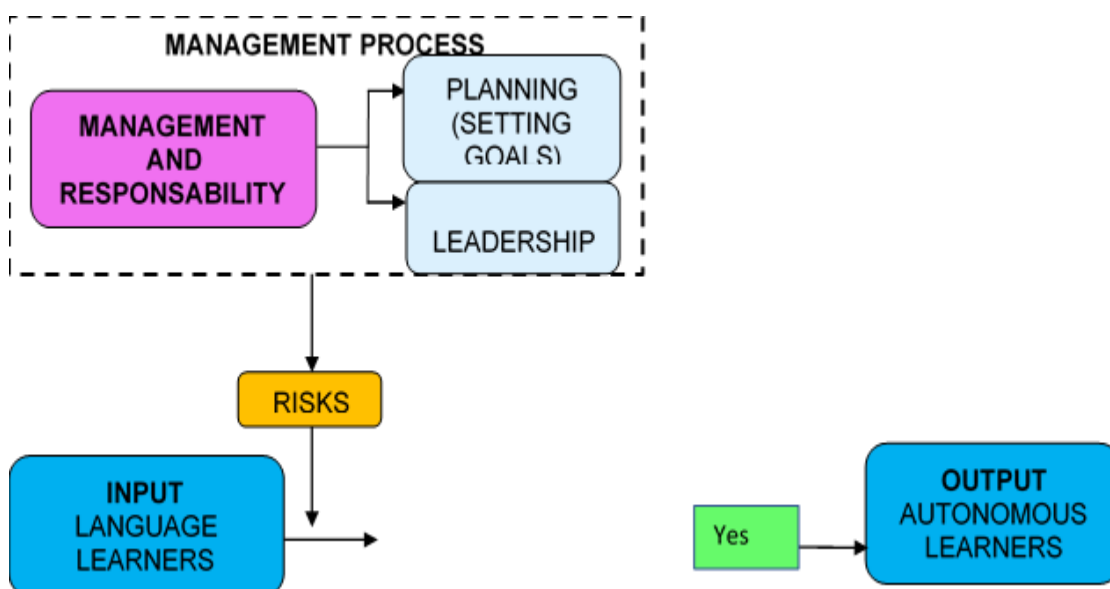Figure 10   Management Process

As shown in Figure 10, the management process at a SALC includes the goals and what they aim to achieve. Once the goals are planned, it is important to consider what activities need to be implemented, what resources will be required, who is responsible for what, when the goal needs to be achieved, and how the goals will be evaluated. It is necessary to examine whether the

purpose of these objectives meets the requirements for inputs and outputs and whether they are also intended to be provided with their services.

Accordingly, it is crucial to define the possible risks that could impede the provision of the services. Identifying and overcoming these risks is part of the strategies that need to be implemented to prevent the QMS from not achieving the proposed objectives.

Figure 11. The service Realization Process represents the service realization process. Therefore, it seems relevant to identify the primary input and define the sub-processes phases. This process starts with identifying the target audience; Once this is determined, the next step is to define and define their learning needs and expectations. Finally, this procedure must explain which steps consultants must cover.

The procedure can be as detailed or general as the organization deems appropriate (an example of a procedure proposed for this SALC (Figure 7). Between these first stages, it is important to avoid possible risks (the manager ignores the procedure, the students do not show up or are not willing to talk about their previous learning experiences, technical problems, etc.) The organization mainly determines these risks. These risks are considered events that could disrupt or hinder the service provision and offer some strategies that can be implemented to know what to do when an awkwardness occurs and how to overcome it. The above considerations show why the SALC coordinators need to set the goals. The intention of this section, in particular, the Operational Process Model (OPM) for a self-access language centre, is to represent the interrelationship that should exist between the processes involved in the delivery of services (input) and t the outcomes (output). This means that interested parties would benefit from developing a set of guidelines; that allows the possibility of a general visualization of the procedures related to the provision of the selected services in their SALC. Against this background, it seems essential to compare what administrators of different SALCs have to say about the input (goals) and the output (evaluation).

Figure 11 shows an excerpt of the service realization process that determines which services are offered at the SALC. Again, the following could serve as examples:
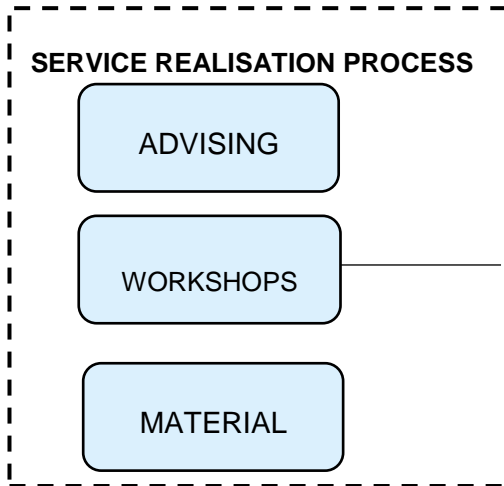
Figure 11   Service Realisation Process

Next, plan, implement, and maintain the necessary processes to achieve the goals. Equally important are what resources are needed to carry out the activities, the use and maintenance of the infrastructure, who is responsible, the methods for evaluating the results efficiently and effectively, and decisions for continuous improvement. More crucial is the ability to be informed and understood by all interested parties. But beyond all this, work to motivate and inspire employees to achieve results. (Bowerman and Van Wart, 2011).

In Chapter 9 of the ISO 9001:20015 standard, performance evaluation focuses on assessing the effectiveness and efficiency of the implemented processes. Therefore, for this OPM review, it is categorized as follows:

The effectiveness of the process will take care of the academic achievements. In addition, the efficiency will evaluate the management process (Gardner, 2015) (see Figure 9).

It is described to assess effectiveness (considered as an academic achievement). The efficiency (in terms of management) of the organization's applied process (SALC) shall implement an assessment method, which may be a questionnaire, survey, focus group or interviews, to ensure valid results (see Figure 12) (ISO 9001:2015).
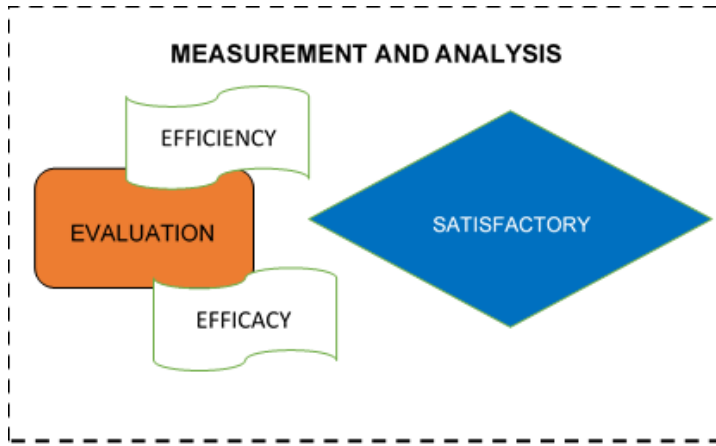
Figure 3   Measurement and Analysis

Therefore, each organisation (e.g., SALC) must decide how to assess its performance; that is, the methodology that better suits its purposes. If the result is satisfactory, the advising or learning workshops have fulfilled their purpose (the output). However, it is suggested to use the positive results to maintain the quality of service or even exceed student expectations.
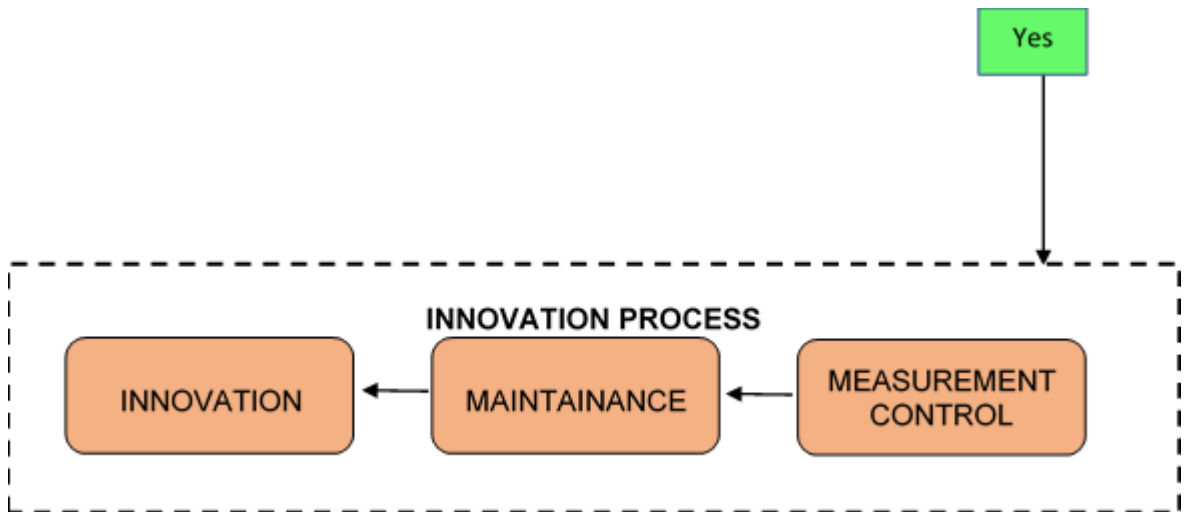
Figure 13 Innovation Process

After the evaluation has been carried out and the results are not as satisfactory as expected, the errors must be identified and analysed. For example, Coordinator 4 explained that their SALC aims at how dissatisfied the users are, and we rate it concerning complaints. "*When we don't have any complaints, we think we're fine.*" Figure 14 presents an example of how unsatisfactory results can be improved. It will be necessary to refer to the action plan to fix the problem and then integrate the solution early in the process. The updates are then tested again.
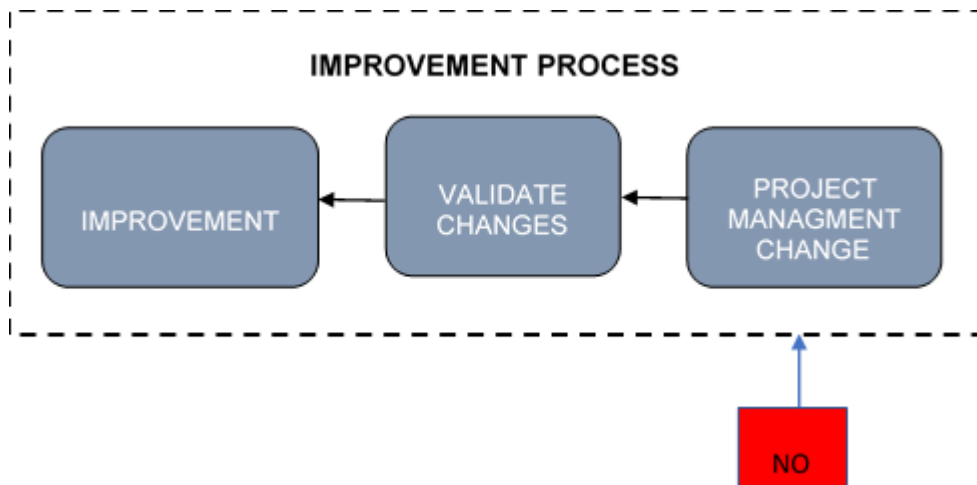
Figure 4   Improvement Process

Some other aspects that the organisation needs to clarify are what it considers a minor or critical errors. As an example of a minor mistake: The advisor forgot to fill out the student file. Well, immediate action would be to create an action plan (how to correct that minor fall) and describe the corrective action to overcome not achieving the desired output. On the other hand, if the defect is classified as critical, corrective action may take longer to implement as the process needs to be updated and integrated with the new process under test. So the cycle starts again. An example of a critical omission might be that organisation discovers that one, two or more advisors are not following the procedure, misunderstand the purpose of the notice, or find the process difficult to follow.

The difference between a minor and a critical error basically comes down to the time each takes to get fixed. At the same time, a minor error can be fixed in a short time and does not necessarily hinder the achievement of the final goal (output). While a critical error may take longer as it could be an action that needs to be thoroughly analysed to then lay the groundwork for the process improvements.

5.3.3   Operational Process Model. Advisory Sub-Process Model Chart

Language advising, as defined by Carson and Mynard (2012) and Kato and Mynard (2016, cited in Navarro and Carrillo, 2020), is the process whereby a conscious one-to-one dialogue takes place between a teacher/advisor and a learner whose purpose is to encourage deep reflection on learning and ultimately learner autonomy, as explained by Reinders (2005) and Mozzon-McPherson (2012).

The business advising process model presented in this section (see Figure 16) is supported by two premises. The first involves a review of the incorporation of a Quality Management System (QMS)

offered by the International Organization for Standardization (IOS) in educational contexts (see 2.2), as it has been recognised in the industrial rather than educational sectors. The second consideration is based on the voices and perceptions of the advisors and advisees in this research.

The quality concept is aligned with the ISO 9000 standard, which regards quality as a resource that inspires confidence in the organisation's ability to provide products that meet customer needs and expectations (IOS, 2012). In this context, Navarro and Carrillo (2020) mention that when a SALC decides to implement a quality approach in the delivery of its services, this requires a fundamental transformation of its management strategies and the processes associated with planning, monitoring, and ultimately evaluating the provision of advising sessions to improve learner autonomy and language learner competence in a SALC.

The idea to harmonise the activities of the advising session process to propose a flexible and dedicated OPM arose after analysing the perceptions and beliefs of two of the involved interested parties – advisors and learners at a SALC.

Figure 15. The process gap summarises the weaknesses identified while the language consultation took place. The process was recorded in real-time. The consultants and advisers were later interviewed. The results have been grouped into these three main areas:

a) Understanding the process
b) Understanding the role as an advisor
c) Understanding the role as a student
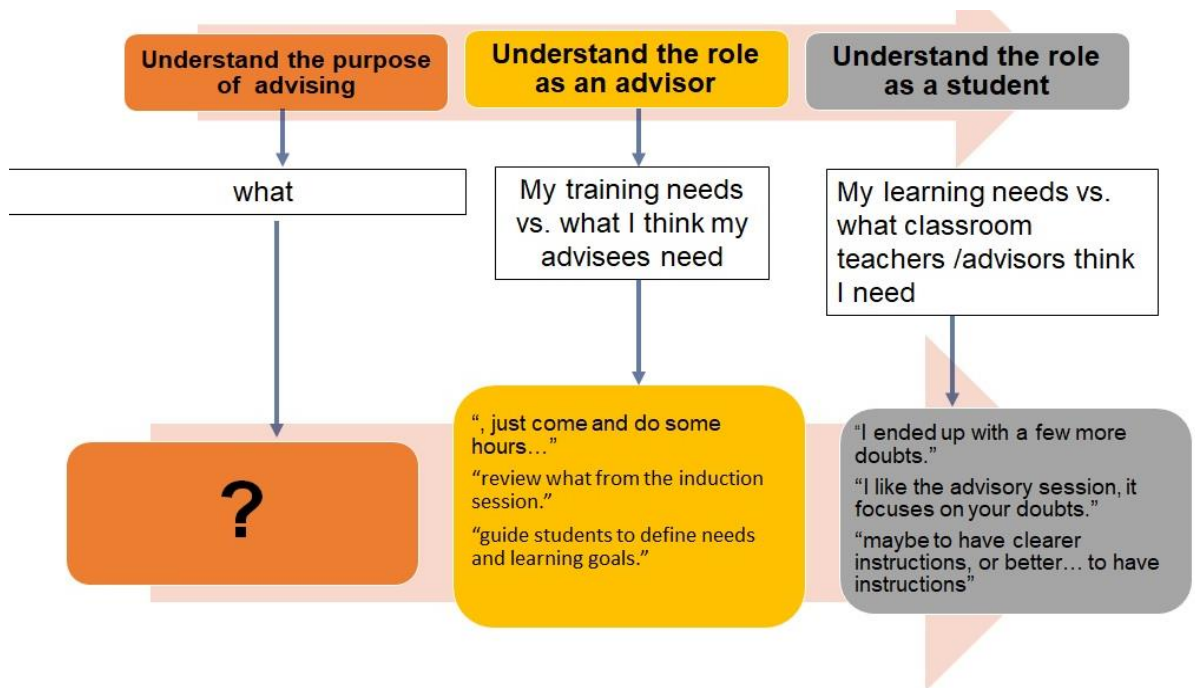
Figure 15　　　The process gap

In the course of understanding the process, both groups were asked whether they knew the goal or goals of the advisory interviews. The results show that not even the advisor or tutor's understanding of the purpose of language advising at the SALC was clear enough.

The second category to analyze was the understanding of the role of a consultant. This category has been split into two more categories based on insights into a) my training needs and b) what I think my advice needs. The results indicate that advisors come to the advising sessions expressing their understanding of their role as advisors (e.g. just come to the SALC and do a few hours) and the aim of the language advising (e.g. repeat the key points from the introductory session, guide the students to define their needs and learning goals).

The third category focuses on the role of the students at SALC from two perspectives a) my learning needs vs b) what class teachers/advisors think I need (e.g. I have a few more questions at the end, I like the advising session, it focuses on your questions, it is like feeding chickens, go, there are books, materials if you want to get some, or maybe have more explicit instructions or better have instructions)

In this sense, Mozzon-McPherson (2001) and Reinders (2008) refer to the role that teachers play in promoting autonomy and self-access learning of languages as language guidance, while Mynard (2012) refers to it as guidance in language learning and are both terms widely accepted in the area of language autonomy.

As mentioned in the last paragraph, language advisor training is an important area to emphasize. Not only to support self-access, which must be considered part of their professional development, advisors can also take on the role of researchers looking for answers about the efficiency and effectiveness of their work at the SALC, helping to help students become autonomous learners to become. (Mozzon-McPherson, 2016). She also notes that advising includes reactive and proactive functions in an interactive framework.

Figure 16. The advising Model focuses on organizing the proposed process to effectively and efficiently plan, deliver, monitor and evaluate the delivery of advising services in a SALC. As mentioned earlier, this section of the OPM is dedicated to providing advice and begins by identifying the two sides of the process. The first is the input represented by the advising session. As a result of this process, learners' awareness of learner autonomy is identified.

This process also introduces the steps to monitor and evaluate its effectiveness.
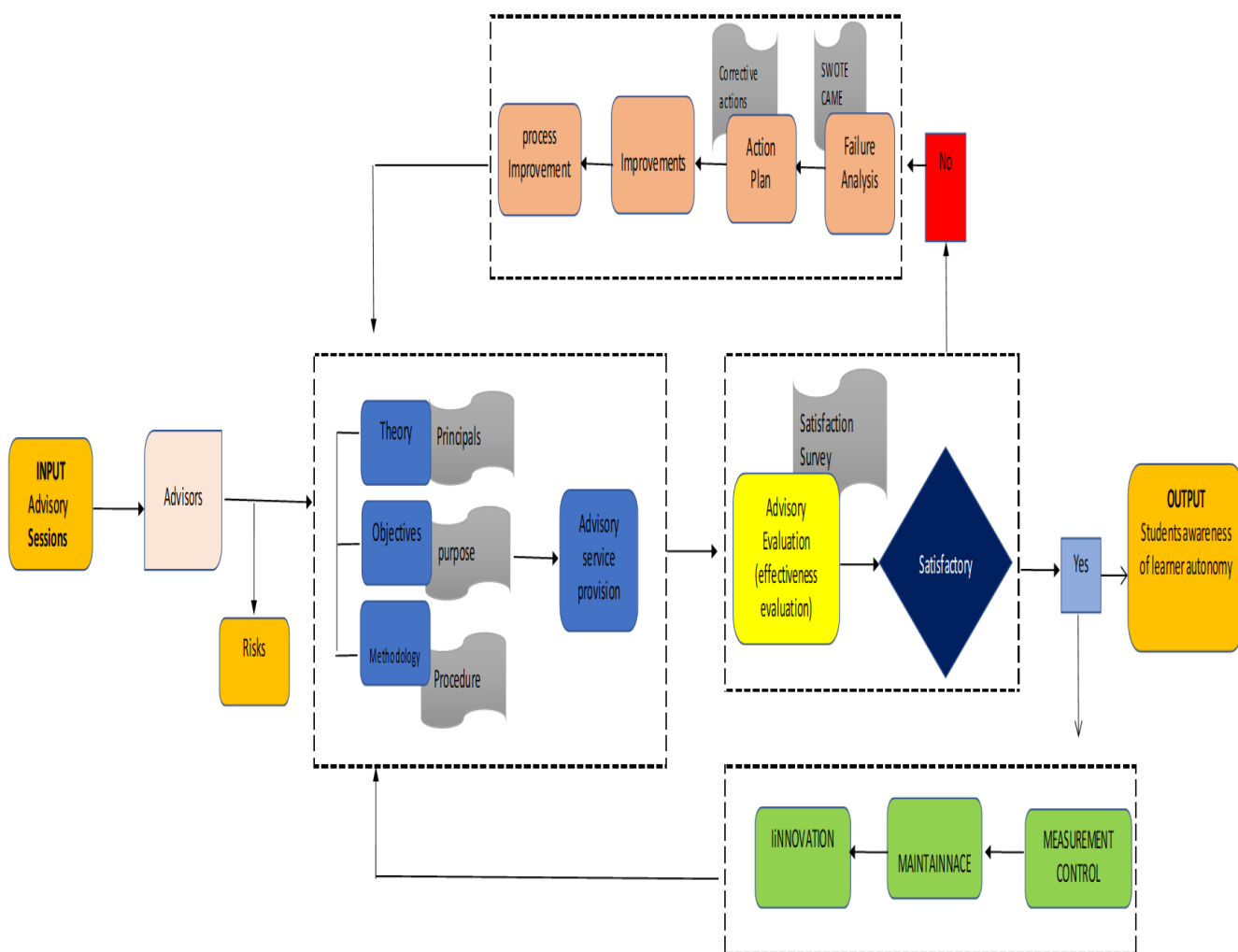
Figure 16   The advising process model

Table 12   Advising Session Procedure (adapted from Kelly (1996), Gardner and Miller (2005))

Advising Session Procedure	
Service:	Language advisory
Definition:	Advising sessions are co-constructed learning conversations designed to help language learners become a better and more autonomous learners (Gremmo, 2007).
Position:	Self-access Language Centre adviser.
Skills/training:	Advisers need to be aware of the different roles to be performed at a SALC such as: • Materials writer • Evaluator • Administrator • Organiser • Information provider
Purpose:	The purpose of the advising session is to provide: • Advice on language ability • Advice on learning methods • Negotiation of study plans • Understanding of the use of the SALC
Materials & Equipment:	• Computer • Software • Paper
Procedure	Through the use of open questions to encourage self-exploration, adviser should follow the subsequent steps to set an appropriate learning environment that enhances the development of a language learner autonomy and language competences: • Initiating: a) Prepare the learning environment. b) Value learner's language experience c) Offering advice and information • Guiding: a) Help the learner to describe past learning experiences. b) Paraphrase and simplify learner's statements. • Setting goals a) Help the learners to identify specific goals and learning objectives. b) Connect the learner's goals to wider issues. • Negotiating the design of study plans a) Offer directions and ideas. b) Suggest activities. • Self-monitoring of learners' progress in language a) Help learners to establish boundaries and define achievements. Increasing effectiveness in learning a) Provide encouragement and reinforcement. • Enhancing self-assessment

Advising Session Procedure	
	a) Bring together the main elements of the message. b) Help the learner to recognise the significance of his effort and achievements.
Evaluation:	Design an instrument that reflects the effectiveness and efficiency of the provision of the service that evaluates the what (purpose) and the how (procedure) by building the quality of the process on the self-direction and self-reflection advisees develop. (Gremmo, 2007)

This SALC theme of this study follows a very similar process to many other centres, as explained here. Advisors work on an appointment system for both individual and group sessions. It is not a compulsory part of a course but a service available when a student feels the need to use it. For example, there are cases where teachers refer needy students to improve specific skills. However, it is up to the student to take up this recommendation or other sources to address the problem identified (Mozzon-Macpherson, 1999). Other institutions that provide advising services have taken a more directive approach (Pemberton, 1999) and require their students to attend three to five advising sessions. In other cases, only the first introductory session is mandatory. However, the latter two systems are possible if the guidance offer is limited to a specific audience (e.g. modern language students, EFL groups, a specific language group) and several students. The first session usually lasts up to an hour and includes:

- A preliminary needs analysis.

- An introduction to the relevant resources and facilities.

- A curriculum negotiation.

Further meetings will be arranged as needed. We have not mandated multiple sessions to accommodate the needs of the individual consultant. As can be seen, our working methodology at this SALC is not significantly different from other SALCs. However, the partial model proposed in Figure 14 intends to present a proposed set of activities in an orderly manner that allows the identification of the target audience. It also pays attention to the goals to be achieved, how to achieve them and how to evaluate them. Finally, to analyse recent results to either correct the process, maintain, or even exceed beneficiary expectations.

5.3.4   Operational Process Model. Workshops Sub-Process Model Chart

A crucial element in the learner development process is effective learning strategies (Cohen, 1998). At Hull University, an activity organized by the Language Learning Advisor is a series of learner development workshops targeting a specific language skill or resource. In addition to strategies specific to language learning, other more general strategies are introduced: time

management, communication strategies, goal setting, resource identification strategies, or repair strategies, to name but a few (Mozzon-McPherson, 1999).

The notion of strategies is linked to an element of awareness, and part of the work done in learner development sessions is awareness raising to empower the learner for his/her learning process. Strategies are not inherently good or bad, but they are only as good or bad as their use. In any case, the goal should always be to use them effectively. Strategies can be observed, analysed, rehearsed, and learned. It is, therefore, vital for an advisor not to be prescriptive so that the learner can find his/her best strategy(s). The advisor can introduce and demonstrate new strategies, but again the responsibility for the practice lies with the learner.

This first part of the section describes the workshop session sub-process. The purpose of presenting Figure 15 is to determine how the QMS principles can be used to set up a process for conducting and evaluating workshops in the SALC.

Although self-study centres are designed to offer students the opportunity to be more actively involved in their learning process, Sheerin (1997) notes that autonomy does not necessarily occur in isolation and that teachers play a critical role in helping students become more autonomous.

Richards and Farrell (2005) specify that workshops are a synthesized way of imparting new knowledge, as they indicate that workshops provide practical applications for theory. In this context, the relevant information is presented in Section 5.5, where advisors were asked about conducting workshops in the SALC. From the interviews conducted with the advisors on the impact of providing and enhancing new learning opportunities through the workshops, 75% of the advisors agreed to define training workshops as an opportunity to work on specific topics. In comparison, only 20% relate to training workshops related to autonomy or learning strategies. One of the consultants viewed the workshops as a series of working sessions to build knowledge. At the same time, another consultant claimed that these workshops at a self-access centre could motivate students to work independently.

On the other hand, students' perceptions and beliefs were also considered in the model's development. For example, for Reinders and Lewis (2014), one of the purposes of workshop participants is to learn a new way of doing something or because something new can be introduced. Concerning this concern, one of the participants referred to the workshops at the SAC as:

- "We repeat almost the same thing we repeat in class; I see it as a class recap..."
- "We can create dialogue; we have a topic ... and sometimes we discuss it mm no, each of us gives an opinion, the professor corrects ..."

- "mm... to improve the way of saying things, to make changes."

In the same line, another participant described the workshops as a frustrating experience:

[Corrected text]

- "From my point of view, it was not what I needed."
- "I did not know how to pronounce it... So how should I say it if I do not know..."
- "I and the teachers, both the students have to take into account by asking, I mean, what doubts we have.

Traditionally, workshops at this SALC have been seen as an important tool for solving problems related to the development of language competence and yet as a means to set the students on the path of language learner autonomy.

Then the purpose of providing a model for conducting workshops at a SALC based on quality principles and requirements is to contribute to harmonising and assessing the processes involved in developing learner autonomy and language competence.

This proposed model is based on the process model approach based on the principles of a quality management system, in this case, ISO 9001:2015. Like the advising session model, the workshop proposed model is divided into five steps.

- to define the requirements and resources,
- to implement the process,
- to analyse and evaluate the process, and
- to correct and improve the process.

Both sub models determine the necessary activities to achieve the planned goals.

Advising and workshops sub-models consider the importance of knowing what the recipient of these activities will be and, throughout the process, what is to be achieved. These sub-models also recognised the relevance of knowing and understanding the theoretical approaches of each of these two activities.

In addition to considering the planning, the sub-models presented also take into account the evaluation part. In this part of the process, each SALC can determine the how and what of the assessment (e.g., satisfaction with the services provided, the academic processes and their impact on the development of learner autonomy, language proficiency or anything else they consider valuable to the centres).

These sub-models also suggest the idea of what to do after the assessment process has been applied. For example, even though these results exceeded expectations, knowing their why and how will be necessary to continue and renew the process. On the other hand, if the results are not as expected, the models will suggest what to do to identify the inefficiency and inefficiency of the process and eventually decide to improve the processes.

Finally, these two sub-models proposed:

- Plan: what to do

- Monitor: how to do it, and

- Evaluate: how it worked

- Improve: make things better.
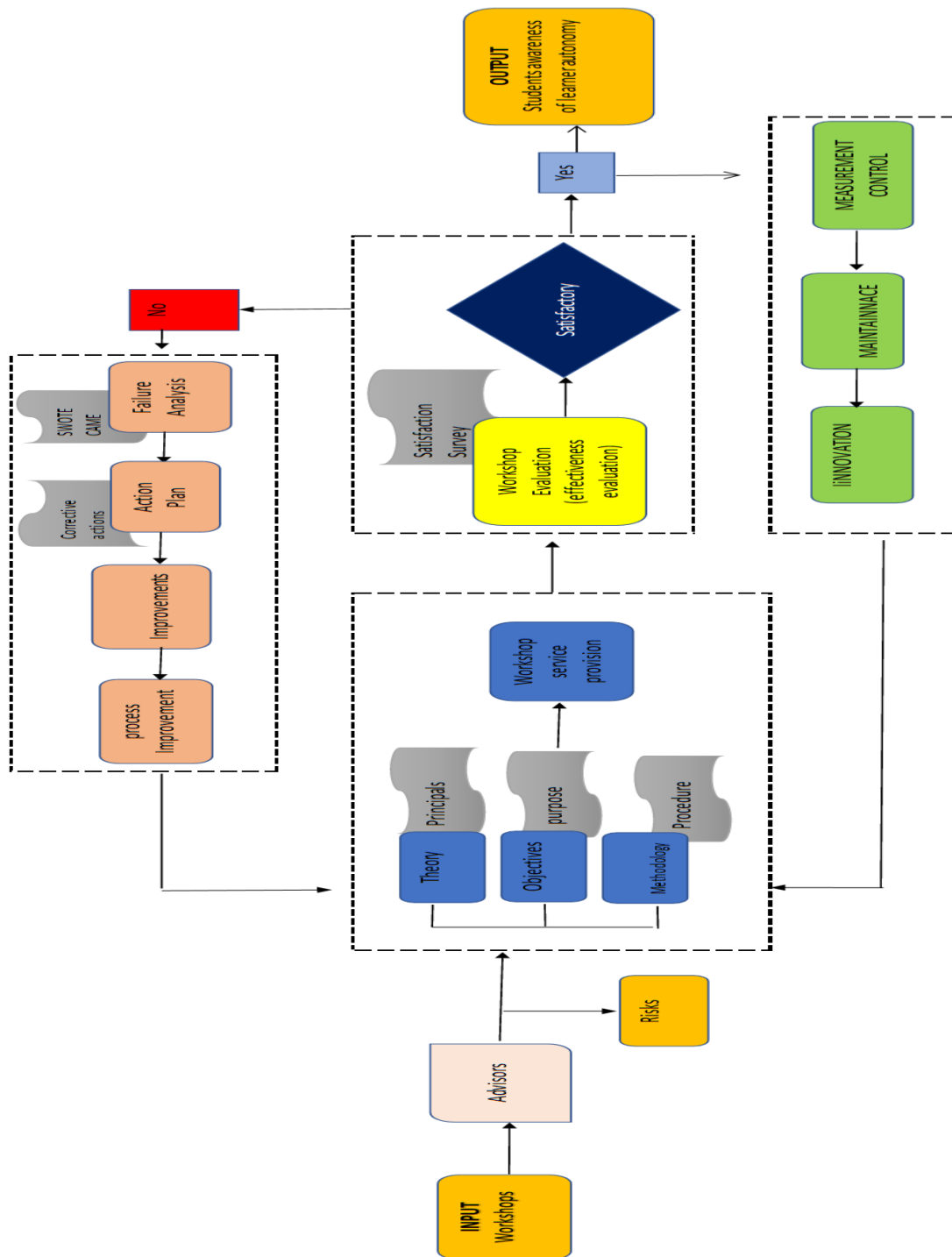
Figure 17   Workshop Model

5.4   The challenges of the operational process model

It is important to note here that the suggested steps in the flowchart (Figure 9) illustrate the master model. This model can serve as a template for planning the course of an orderly implementation of advising sessions and learning workshops. These two processes include different phases that define and control the improvements and changes throughout the process. Furthermore, considering that all services provided by a SALC can be understood as a set of related activities and not in isolation, the actions planned at a SALC must be seen as a set of interconnected steps that will impact the next. The proposed OPM is presented in the form of a flow chart. According to Ishikawa (1982), a flowchart is a symbolic representation that describes the series of activities and events that harmonise a process. When you follow a flowchart, fewer mistakes are made as it allows for immediate and clear communication of the process.

After reflecting on the results, the opportunity arose to develop and propose a model (OPM), intending to initially provide each centre with a set of guidelines that could enable them to plan activities at the SALC. Second, to face uncertainties, consider the risks (which could prevent the services from being provided as planned). Thirdly, support for implementing the proposed activities and, finally, a more reliable evaluation of these activities. Finally, a practical methodology must be implemented since the activities or services cannot function in isolation. This methodology includes all processes that take place in the SALC. This working methodology meant facilitating the planning, implementation, evaluation and improvement of service performance.

The proposed model (see 5.2) offers a broad vision of an integrated process that serves as a tool guide rather than prescribed rules. Even though the diagram design follows the principles of ISO 9001:2015, it can be implemented by any self-access language centre, tailoring the inputs and outputs to the concrete goals, mission and vision of each SALC.

Summary Chapter 5

This chapter presents the proposal for an Operational Processes Model (OPM) that aims to lay the foundations for a self-access language centre to organize its functioning, taking into account the goals and objectives that will be established according to their very particular contexts must.

The OPM was supported by the evidence substantiated in this study and the principles and requirements of a QMS, in this case, ISO 9001. Therefore, this OPM provides an example of a master process that could guide planning, control, evaluation and decision making and improve the delivery of services at a SALC.

Once these needs are identified, the centres may have the opportunity to propose and provide services that could help users of the SALC meet their learning needs and expectations. It is then necessary for the organisation (SALC) to establish these processes to ensure that the services provided meet the needs and requirements of the students and thus ensure the quality of their services.

This model also includes a reassessment of the relationships between quality and the processes involved in planning, monitoring, and ultimately evaluating the steps taken to improve learner autonomy and language learning competence in a SALC. It is considered that implementing a quality management system for the delivery of services requires a fundamental transformation of the management strategies in each self-access language centre that decides to implement a quality approach to the delivery of its services.

Specific examples were also presented of how two of the core services, advising sessions and learning workshops can be delivered. In addition, the OPM proposes implementing and evaluating a process by which future decisions can be made based on facts and not speculation. Finally, the model also considers the importance of continuous education and learning for all interested parties.

Chapter 6　Conclusions

6.1　Introduction

This thesis has examined the alleged benefits of a quality management system and its gradual introduction in the tertiary education sectors, especially in the self-study centres.

This research started with a conscious analysis of the past and current quality history of this SALC, the subject of this thesis. Later an analysis was carried out on the impact of the QMS on the development of learner autonomy in language learners over the years. In addition to this conscious analysis, the data collected have served to show the good practices in this centre, but also those that need improvement, evolution or change.

This research was a turning point in life, academically and personally. Ever since I was accepted into the doctoral program, I have always had the desire to work in two areas that I was and still am passionate about learner autonomy and quality. From the beginning, it was difficult to imagine how these two disparate disciplines could converge in the same field. My interest arose when I was in charge of the SALC, the heart of this research, and was tasked with implementing a quality management system there. That was undoubtedly a big challenge because, as an academic, I could not see any connection between them. However, over time I have noticed some benefits. We organised ourselves better, and the numbers showed we were doing things satisfactorily. Our management processes were controlled and evaluated, but I started to think that we were missing a significant part as we were not aware that we were impacting our students.

That was why I decided to base my research on finding out if a QMS could be part of an academic system. To be honest, this research did not start with the idea of developing a support model for SALCs. This idea emerged once the data was analysed, and I thought I could do something with all that valuable information. The process of designing the model started with an elementary version, as shown in figure 18.
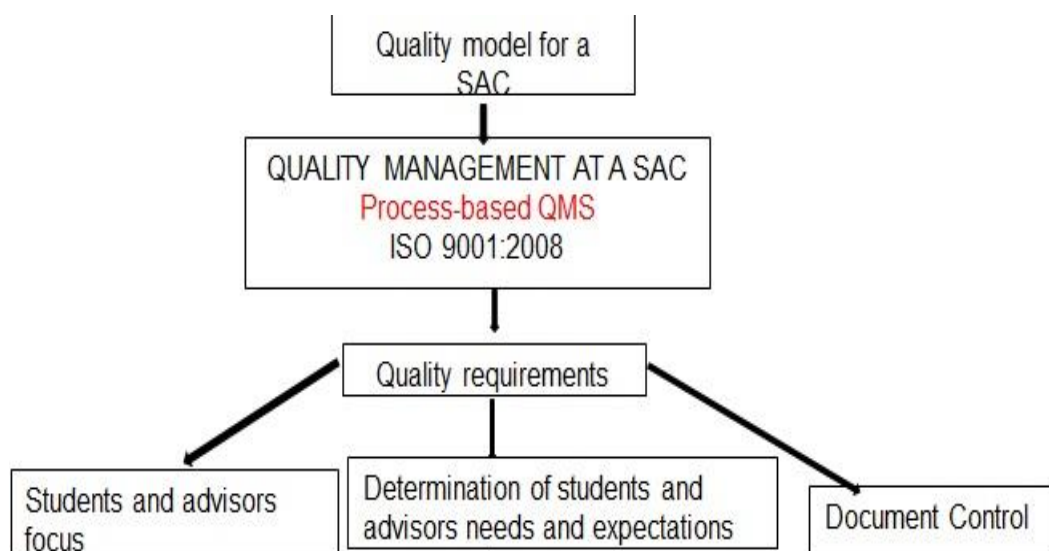
Figure 18   Emerge Model.

The Operational Process Model, as presented in Chapter 6, is something that evolves as a result of reflecting on the information gathered, talking to colleagues, listening to their needs, observing the problems at the SALC and sometimes making presentations developed at conferences.

My humble contribution to this dissertation is the result of many years of reflection on how to integrate the principles and standards of a QMS to harmonize the services dedicated to the development of learner autonomy, language competence or other than this SALC or other centre somewhere else determine. As previously mentioned, it was also the intention of this research to introduce an operational process model intended as a tool to help a SALC to plan, monitor, evaluate and improve the services offered at each SALC, dedicated to improving autonomy and language competence in language learners. Moreover, to discuss the supposed benefits of combining principles and standards of a QMS with the many theories from learner autonomy and SALCs environments.

This final chapter is divided into four sections. The first section discusses the implications of the study. Section two presents an example of the OPM used: an action plan for COVID-19. Section three refers to recommendations for further research, and section four defines the limitations of the present study.

6.2 Implications of the Study and Further Research

In 1987, the International Organization for Standardization (ISO) published the first set of quality standards. Since then, it has been known that these standards are just a tool for organisations to help them identify the *"whats"* and to determine the *"hows"* to meet customers and other interested parties involved in those essential activities that could help an organisation transform into a more organised place. Since then, the ISO standards have been revised at least every seven years. Changes to each release are intended to improve an organisation's level of professionalism, increase customer satisfaction, and print a positive image that confirms that the organisation adhere to international, internationally recognised quality standards.

In Mexican educational contexts, it has become increasingly evident over the years that the government constantly strives for quality education, especially at the tertiary level, creating governmental organisations that are not only attentive to the administrative processes that have made it possible to know the academic situation, but also on the academic content itself.

6.2.1 Pedagogical Implications of this research

One of the main approaches of this research study was to paint a picture of the current SALC. Therefore, the implications of applying the principles and requirements of a quality management system; are first based on the principles of the previous ISO 9001:2008 and the new version ISO 9001:2015 and the various pieces of evidence gathered in this research.

This study aimed to understand how a Quality Management System based on the principles of ISO 9001:2015 can serve as tools to plan, monitor and evaluate the processes of two of the main services (consulting and learning workshops) offered in this SALC topic will this research. In addition, this study also addresses the perceptions and concerns of stakeholders (i.e. students, advisors, coordinators, administrators, and authorities) regarding the link drawn between quality management principles and the assessment of their impact on the promotion of learner autonomy and language competence at this SALC can be.

Alongside this research, there has been much discussion about the implications of the ISO 9001 standard and its alleged benefits. Therefore, a model based on the ISO Process Approach (2015)

and reflection on the results was proposed. This approach provides a tool to monitor and control the policies implemented and to revise and evaluate whether the quality objectives have been met. Furthermore, all actions described in the process are coherent and interconnected, turning inputs into outputs and creating a single integrated process-based model arises.

This Operational Process Model (OPM) design should be introduced in a series of flowcharts to explain how the different steps within the process are connected (see Chapter 6). This OPM is based on the quality management principles of ISO 9001:2015. However, the main intention of this OPM is to serve as a set of guidelines for any self-access language centres that wish to have a more comprehensive idea of where the centre is located and what it wishes to implement in harmonised work. It is not the intention of this OPM to suggest that if a SALC chooses to implement it as part of their organisation, this does not mean that they are obliged to seek a quality award.

Therefore, the SALC could perceive various benefits, such as the integration and alignment of the established processes to achieve the proposed goals. It could also instil more confidence among interested parties concerning the organisation's performance. The use of resources could become more efficient, and the organisation's employees become more participatory as their responsibilities are clearly defined (INLAC, 2017).

6.2.2   Challenges of implementing the proposed Operational Process Model (OPM) for SALC

As mentioned earlier, one of the main approaches of this research study was to paint a picture of the current SALC. Therefore, the implications of applying the principles and requirements of a quality management system; are first based on the principles of the previous ISO 9001:2008 and the new version ISO 9001:2015; and the various pieces of evidence gathered in this research.

This study aimed to understand how a Quality Management System based on the principles of ISO 9001:2015 can serve as tools to plan, monitor and evaluate the processes of two of the main services (consulting and learning workshops) covered in this SALC Topic offered in this research.

One of the challenges in implementing a QMS in a SALC might be the little published information about the purported benefits of a quality system in an educational context and the preconceived notion that all quality systems are bureaucratic and expensive to maintain. Aside from the resistance of the staff involved in carrying out the services. It is then the intent of this OP model to integrate the best of both worlds, quality management systems and the theoretical framework related to learner autonomy and the implications of conducting a SALC.

This OP model intends to serve a SALC as a tool from the planning to the evaluation of those activities dedicated to developing learner autonomy, language competence or other activities that a centre might consider relevant.

This study also addresses the perceptions and questions of stakeholders (i.e. students, advisors, coordinators, administrators, and authorities) regarding the link that can be drawn between quality management principles and the assessment of their impact on the promotion of learner autonomy and language competence of this SALC.

After considering the implications of the ISO 9001 standard approach and the many discussions that have taken place in this research regarding the claim of implementing and using a quality management system in a self-access language centre with ISO 9001:2015 as a guide only, a model was proposed based on the ISO Process Approach (2015) and the reflection of the results.

The proposed Operational Process Model aims to help each SALC with a set of guidelines that could allow centres to plan, support, implement and ultimately evaluate some of the services provided at the centre in a more targeted and organised manner. Furthermore, considering that all services provided at a SALC could be understood as a series of interrelated activities and as a series of interrelated steps that one passes on to the other, rather than as a series of isolated actions perceived that occur at a SALC. Therefore, a practical methodology could be implemented to monitor the series of planned processes at a SALC to facilitate the planning, execution, evaluation and improvement of the performance of their services.

The design of this Operational Process Model (OPM) should be introduced in a series of flow charts (see Chapter 6) and even if they are based on the quality management principles of ISO 9001:2015, the primary intention of this OPM is to serve as a set of guidelines, is that all self-learning language centres can implement the model. Therefore, the featured OPM tailored the inputs and outputs to the concrete goals, mission and vision of each SALC.

It is essential to mention then that this might not necessarily mean that every SALC is striving for a quality award, but it might indicate that they are in search of excellence in the delivery of their services and, therefore, in fostering learner autonomy and language skills of their potential users. However, if the organisation looks forward to enjoying the above benefits, it must follow the requirements outlined in each of the Principles (see 2.2).

6.2.3   The new ISO 9001:2015. Improvements and challenges

Some of the alleged benefits of implementing a QMS based on the ISO 9001 standards, according to Marivoet (2016), is that this quality management system shows that the organisation is providing products and services of consistent quality. It also shows that the products and services provided meet customer satisfaction, complies with the law and legislation, meets the organisation's requirements, and help them reorganise the products and services to improve them continuously. Several benefits have been outlined in using a process-oriented Quality Management System (QMS), such as the integration and alignment of the established processes to achieve the proposed goals. It also creates trust among the interested parties regarding the organisation's performance, the use of resources becomes more efficient, and the staff in the organisation becomes more participative as their responsibilities are clearly defined. (INLAC, 2017)

Then the proposed model first offers a broad vision of an integrated process intended to serve as a tool guide rather than a prescribed rule. At this point, it is essential to note that the basics of the Master OPM, presented in the flowchart described in 6.2, illustrate the process of delivering an advising session in an orderly manner, which includes different phases that involve improvements and changes throughout the process. One of the biggest challenges an inexperienced organisation faces when considering implementing a QMS is how difficult it could be to understand the ISO norm standard from an industry perspective and integrate it into educational services. However, it is important to remember that quality cannot be read as a prescribed document. Instead, it must be analysed as a tool that summarises the steps in an orderly manner and the organisation (e.g., they generate some impact or satisfaction in their potential customers (e.g., students).

6.3   An example of the use of the OPM: An action plan for COVID-19

Covid-19 has offered the researcher the opportunity to test part of the quality model (Chapter 5) to develop a SALC strategy to provide online language guidance and learning resources affected by the SARS-COV 2 (Navarro and Carrillo, 2021).

The operational process model was implemented in an ongoing mini-case study. The mini case study illustrates how this OPM can be adapted to many circumstances, such as the coronavirus pandemic (COVID-19).

As the pandemic spread rapidly, restrictions were imposed on governments worldwide to try to stop the problem. One of these limitations comes from avoiding the person-to-person contact that will result from the cancellation of school attendance at all levels, but ensuring that students

at every level should continue to receive instruction, homes that will then be in improvised schools are converted. Surprisingly, the stay-home campaign provided an opportunity, at least for this SALC, to reconsider, re-plan and redesign its working methodology to continue providing two of the centre's core services: advising and learning workshops (Navarro and Carrillo, 2021).

The planning of these two activities was designed based on the operational process model presented and described in Chapter 5.2. One of the two models implemented to maintain guidance at this SALC. A preliminary assessment could be made. There was a total of 164 online advising sessions, and 37 online talk clubs were conducted with a satisfaction rate of 99.17%.

The flowchart below outlines the process for advisors that must be followed to continue providing advisory services.
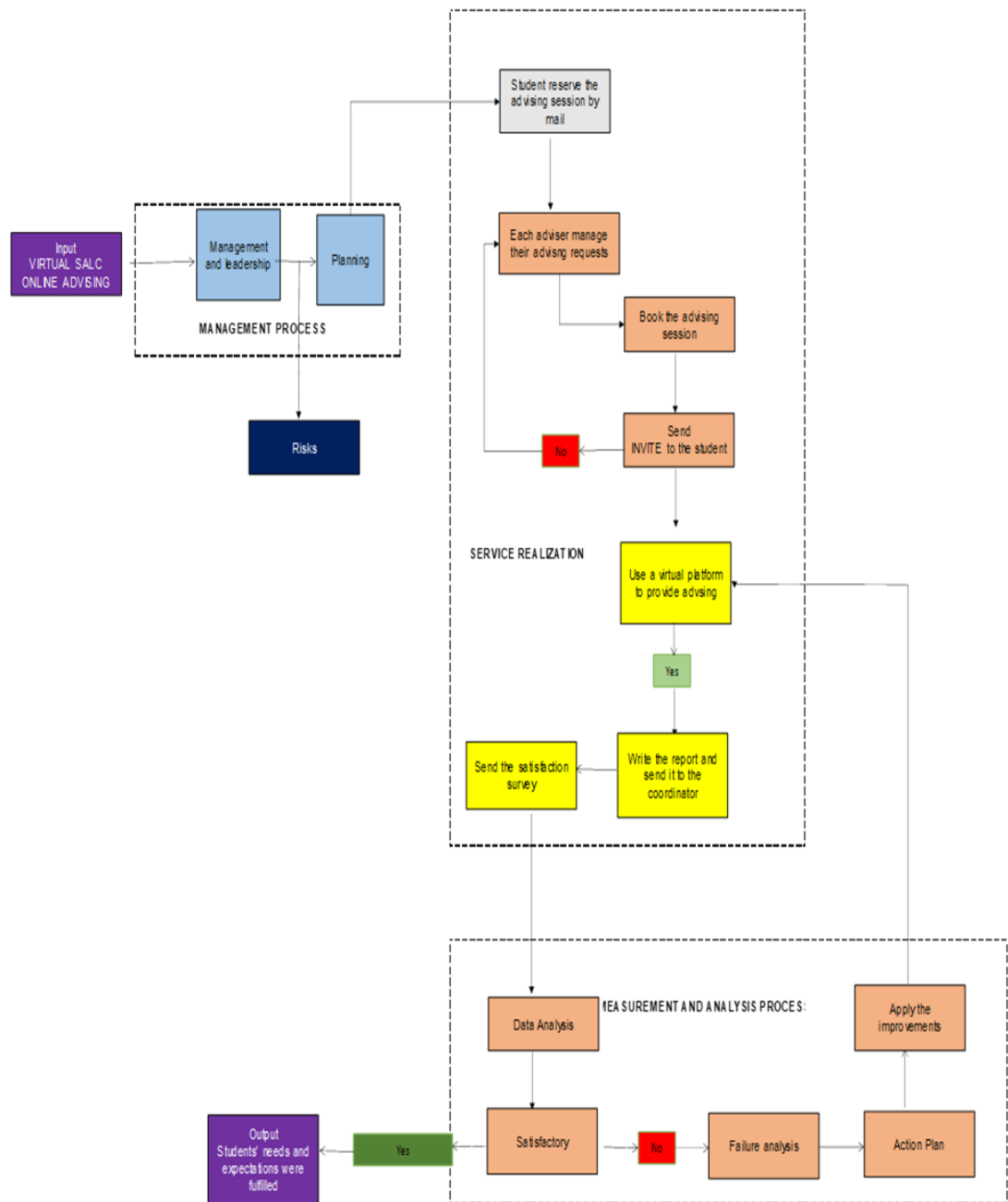
Figure 5OPM Model. COVID-19

As shown in Figure 19, due to the limitation of personal contact, the proposed working methodology is online consultation.

The first step before developing the flowchart was to refer to the main OPM (Chapter 6) to assess the change in the current methodology and then support the ISO 9001 processes.

The second step was to define the input and the output. It was then necessary to establish the activities' objectives, which consisted of continuing to offer advising sessions and helping students reflect on the benefits of autonomous learning and the current situation in which we all live.
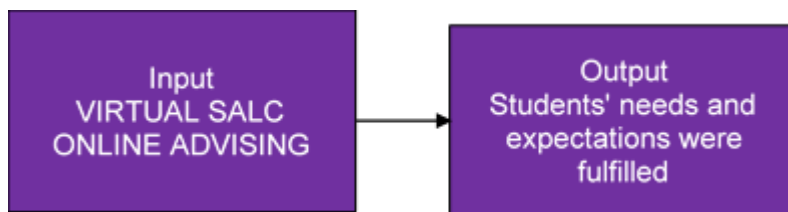
Figure 20   COVID-19 OPM Input and Output Flow Emerge Model

Another challenge in planning the model was thinking about how to adapt the OPM to these new requirements. First, there were the management and leadership responsibilities. As a manager, coordinator, administrator or whatever term the organization wishes to use to refer to the person responsible for organizing SALC activities, including assuring compliance with the customer and applicable legal and regulatory requirements, in other words, to plan. In addition, the coordinator, as the leader, is responsible for guiding and supporting all those involved in the delivery of the services to ensure the efficiency and effectiveness of the QMS.
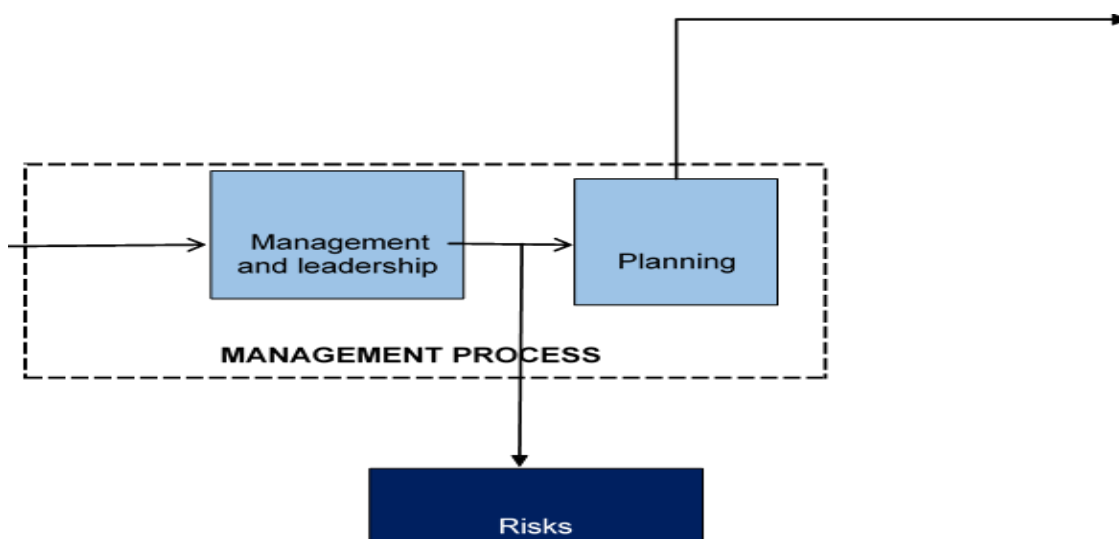
Figure 6COVID-19 OPM Management Process

In addition to planning, managers must ensure that the QMS is able to achieve the planned objectives, prevent or reduce the opportunities for failure and evaluate the outcome of these actions. In other words, to avoid risks. Risks should be identified in advance to be ready to deal with them as soon as they arise. Also, the risks should be ranked from severe to minimal.

6.4   Recommendations for further research

The results of this study showed that the proposed model (OPM) aims to integrate quality assurance processes into the SALC environments to combine the best of the two areas. Hence, on the one hand, the feeling that a QMS can support and harmonize the steps of service delivery in a SALC, and on the other hand, how the theoretical principles on learner autonomy and language improvement can support the planning, implementation, monitoring, evaluation, and improvement of these proposed services. It is then suggested that a SALC:

1. Consider implementing this proposed OPM.
2. Consider how the SALC will contribute to the development of learner autonomy, language proficiency, or anything else that a SALC considers important.
3. To further develop research in learner autonomy, SALCs, language development and quality management to explore how these two worlds could work together to support each other to harmonize the processes involved in running a SALC.

6.5   Limitations of this study

When discussing new perspectives in education, there is always a range of reactions. Institutions, significantly higher education institutions, are usually reluctant to adopt new assessment methods, and educators might feel there is nothing new in education. If they implement new ways of assessing the learning process, instead of being helpful, they will turn its assessment into a more extensive and tedious bureaucratic process.

The first problem I encountered while conducting this study was that the thought of using a Quality Management System (QMS) to monitor and evaluate academic processes in higher education institutions was something of an odyssey since Quality Management Systems are associated mainly with industrial fields rather than academic. Furthermore, even the possibility of implementing them in a SAC was out of the question. This assumption is supported by Gardner (1999), who proposes that there are five main difficulties when conducting research at a self-access centre:

1. The complexity of self-access systems (due to their individualisation).
2. The uniqueness of self-access systems and data collection (da there is less control than in a classroom setting over what learners do and when they do it).
3. Data analysis (because often less is known about learners).
4. Purpose of evaluation (which generally focuses on learning rather than relating to teaching and resource management).

Perhaps the main difficulty stems from the fact that the assessment of autonomy development is a variable that is difficult to control due to pre-existing prerequisites such as motivation, propensity for self-directed learning, and possibly a pre-existing degree of autonomy and metacognitive awareness, as mentioned by Cotteral and Reinders (2002).

In this study, the SALC has developed processes to evaluate its services in terms of user satisfaction and performance. However, the data presented here show that assessing these services' impact on developing learner autonomy and language competence gives a different picture of the effectiveness and efficiency of the processes described in the quality plan. Contribution of this research – this study shows that a quality process can be used as a supporting tool by stakeholders in a SALC. The model proposed here aims to help users clarify the goals they want to achieve, how they will achieve them, and how to evaluate the success of the implemented processes. Eventually, it aims to help users make necessary changes in the processes to achieve the defined goals. The model is also intended to enable users to identify and improve identified weak points in the process.

A review of the research in the area (see chapters 1 and 2) shows that very little research has been carried out in the area of SALC management. This research has attempted to bring together quality management, knowledge of the educational purpose of SALCs and the research into self-access language learning and learner autonomy.

Appendix A

Interview Outline Self-Access centre Language Advisors Learning Workshop

☐ I agree to take part in this preliminary research project and agree for my data to be used for the purpose of this study. I agree that this interview can be recorded.

In order to establish an evaluative framework for a Self-Access Centre (SAC) based on a Quality Management System (QMS) the study will focus on two of the eight ISO 9001:2008 quality principles.

Chapter seven: Product realization. Planning and development

1. How can you define the term "workshop", what characteristics make a workshop different form a class?
2. How do you choose the contents and materials of your workshop?
3. Do you explain the objectives of the workshop every session? How do you make sure that those objectives are clear to your students?
4. How do you set up the objectives for the workshop?
5. How do you make sure that those objectives would fulfil your learners' needs and interests?
6. Do you plan your activities according to those needs?
7. How do you make sure that the activities and/or strategies were understood by your students?
8. How do you encourage your students to use what they practiced in the workshops in a more autonomous way?
9. Do you give any feedback to your students? If yes, what kind of feedback do you provide to your students?
10. Is there any follow up activity that shows you that your learners?

Chapter eight: Measurement, analysis and improvement. Quality Management System overview

1. Within the QMS, is there any procedure that has been established to regulate the Workshops at the Self-access Centre?
2. Can you tell me a little about this procedure?
3. Is there any kind of evaluation? If so, who designs the evaluations?
4. Do you know the content of those evaluations?

5. Do you consider that those evaluations really assess what you do before, during and after the workshop? If no, what would you change?

6. Do the results of those evaluations help you to make decisions for future workshops? If yes, can you give me an example?

7. How and who assures that the "outcome" of the workshops where relevant and successful to those who attended the sessions?

Appendix B

Interview Outline Self-Access centre Students.

The objective of this interview is to collect information in order to establish an evaluative framework for a Self-Access Centre (SAC) based on a Process-based Approach supported by a Quality Management System (QMS) criterion.

1. Do you know the objective of advisory sessions at the SAC?
2. Advisory sessions are mandatory or only if you ask for them?
3. In a very brief way, how can you describe the development of your advisory session?
4. What are the most important aspects that you discussed with your advisor at the advisory session?
5. After this first experience, have you considered the idea of having more advisories?
6. Do you think that is important for you to keep a record of your advisory session?
7. Would this help you to keep more focused on your short-, mid- or long-term language objectives and to self-evaluate your development as independent learner?
8. Do you evaluate the performance of the advisor after the session?
9. Do you have any comments about this evaluation?
10. Do you have any other comments about advisory sessions?

Consent form

UNIVERSITY OF Southampton

CONSENT FORM (FACE TO FACE: 1)

Study title: Enhancing quality at a Self-Access Centre and evaluating its impact in the development of learner autonomy. A case study at a Public University in Mexico.

Researcher name: Beatriz Eugenia Navarro Cira **Staff/Student number**: 21411638
ERGO reference number:13750

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (1) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study. I agree to be either videotaped or audio recorded

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected

Data Protection
I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Signature of participant..Date...

I'll be glad to participate in a digital survey and/or on a personal interview. I consent that this information can be used for the study purpose. My _____

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Appendix C

Coordinators from other SALCs Interview outline:

1. When was your centre opened?
2. Does the centre belong to any specific area in the university (Language Centre/ Faculty of Languages? Or is it part of the academic curricula for all the university careers?
3. Based on the SAC typology, how would you describe yours?
4. How is it physically organised?
5. Activities students do at the SAC are they according to the academic curricula?
6. How do you monitor the process of becoming autonomous?
7. How do get to know the SAC's philosophy?
8. Does the SAC establish operational objectives to monitor its functioning?
9. How are these objectives established, who establishes them?
10. What kind of activities do you do to promote the development of autonomy in language learning?

The Staff

1. How many people work at the SAC (academic and administrative personnel)

The Academics:

1. Tell me about their professional profile:
2. What are they responsibilities at the SALC?
3. Do you evaluate your academic staff? How?
4. What kind of training do you provide to tour academic staff?
5. Do the academics evaluate the coordinator? How?

The Students:

1. How many students attend the SALC?
2. Are Students' visits mandatory? Yes/no why?
3. How do you identify students' needs?
4. Do you keep records from students?
5. About the advisory sessions, are they mandatory, how many can the students take, what does an advisory session consist of?

6. Do students keep learning journals

Materials

1. Do you buy, adapt r make your own material?

2. Do materials are adapted or made under certain guidelines?

3. How do you evaluate the materials?

Complementary Activities:

1. Do you offer any extra activities such as conversation clubs, workshops, ect?

2. SAC Coordinator / manager:

3. How can you describe your job?

4. Is the Coordinator's job evaluated? How? By Whom?

5. Who oversees making strategic decisions that affect the organization of the centre?

6. Have you ever thought about implementing an evaluative framework based on Quality Management Systems?

Appendix D

Interview Outline Self-Access centre Language Advisors Advisory Service

The objective of this interview is to collect information in order to establish an evaluative framework for a Self-Access Language Centre (SALC) based on a Process-based Approach supported by a Quality Management System (QMS) criterion.

1. What is the objective of advisory sessions at the SALC?
2. Advisory sessions are mandatory or only if the students ask for them?
3. In a very brief way, how can you describe the development of the advisory session performed at the SALC?
4. What are the most important aspects that you discuss with students at an advisory session?
5. Do you follow an outline, or each session pops out spontaneously?
6. Do you keep a record of each and any of your sessions?
7. Do you have any follow-up sessions after the first advisory?
8. Do you think that having an individual record for each student might help them to self-evaluate their development as independent learners?
9. Do students evaluate the performance of the advisor after the session?
10. Do you know this evaluation? How has this evaluation helped you?
11. Do you have any comments about the flow of the advisory session?

Appendix E

Student Needs Analysis Survey

General Information

Age: _____   Gender: | F | | M |

Class Hour: _____   Semester: _____   Language: _____

Studies:

| High School | BA | Postgraduate student

Study Area:

| Health | Engineering | Business
| Social Studies | Humanities

Previous Language experience:

1. **Have you ever studied a language before**

   Yes | Which one/ones? _____   No | |

2. From the language abilities, **mark 1** if you feel strong at it, and **2** if you feel not that strong at it

1	Speaking	2
1	Reading	2
1	Writing	2
1	Listening	2

3. ¿Have you ever taken a test to know the kind of learner you are?

   Yes | | Which one/ones? _____   No | |

The Self-Access Centre

4. **Did you attend the Orientation Session at the Self-Access Centre?**

   Yes | | No | |

5. **How would you rate the given information about the Self-Access Centre?**

   | Very useful | Useful | A little Useful | Not Useful

6. **At the induction session, did the advisor mention the purpose of the Advisory Sessions and did you clearly understand this purpose?**

Yes ☐   No ☐

How many advisory session are you willing to attend to during the semester? (write a number_____)

7. **At the induction session, did the advisor mention the complementary activities, such as the workshops?**

Yes ☐   No ☐

8. **From the following workshop topics, rate your degree of interest in attending to**

a) **Music**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

b) **Reading**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

c) **Culture**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

d) **Listening Comprehension**

☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

e) **Conversation**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

f) **Learning Strategies**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

g) **Study Groups**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

h) **Grammar**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

i) **Writing**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

j) **Pronunciation**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

k) **Vocabulary**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

l) **Learning to learn**   ☐ Very interested   ☐ Interested   ☐ A Little interested   ☐ Not interested

9. **Select the days you are more likely to attend to the workshops.**

☐ Monday ☐ Tuesday ☐ Wednesday

Hour: _____

☐ Thursday ☐ Friday ☐ Saturday

10. **Which materials would you like to find at the Self-Access Centre? Rank them from 1 to 5, where 1 is the most important**

_____ Bilingual and monolingual dictionaries

_____ Specific Purposes (language_____ Area _____)

_____ Grammar worksheets

_____ Vocabulary worksheets

_____ Pronunciation worksheets

_____ Movies (write your favorite gender _____) |

_____ Audio-books (write your favorite gender _____)

_____ Interactive Software

_____ Music (write your favorite gender_____)

_____ Reading comprehension worksheets

_____ Writing practice worksheets

UNIVERSITY OF
Southampton

CONSENT FORM *(FACE TO FACE: 1)*

Study title: Enhancing quality at a Self-Access Centre and evaluating its impact in the development of learner autonomy. A case study at a Public University in Mexico.

Researcher name: Beatriz Eugenia Navarro Cira **Staff/Student number**: 21411638
ERGO reference number:13750

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (1) and have had the opportunity to ask questions about the study. ☐

I agree to take part in this research project and agree for my data to be used for the purpose of this study. I agree to be either videotaped or audio recorded ☐

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected ☐

Data Protection
I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Signature of participant...Date..

I'll be glad to participate in a digital survey and/or on a personal interview. I consent that this information can be used for the study purpose. My _____

Appendix F

Workshop Observation Sheet

OBSERVATION SHEET

☐ I agree to take part in this preliminary research project and agree for my data to be used for the purpose of this study.

Time: _____ Title of the Workshop: _____
Level: _____ No. of Participants: _____ Age: _____
Language: _____ No. of contact hours to the language: _____
Development of the session
Part 1. Check if observed
☐ Objective of the session was clearly explained.
Notes:

☐ Language Objective stated
Notes

☐ Learning strategies were explained and practiced
Notes:

Part 2. Check if observed
Materials.
☐ According to the level   ☐ According to the objectives

☐ According to the learning   ☐ Linked to the previous session strategies
Part 3. Check if observed
Scaffolding
☐ Independent practice   ☐ Modelling   ☐ Guided practice
Other: ☐
Notes:
Part 4. Checked if observed
Assessment
☐ Student's Self-assessment ☐ Group   ☐ Individual   ☐ In pairs
Notes:

Part 5.

Rate from 1 to 5. Where 1 is strongly disagree, 2 somewhat disagree, 3 somewhat

agree, 4 agree and 5 strongly agree

1. The instructor seems to know his/her learners'' needs.

       ☐ 5   ☐ 4   ☐ 3   ☐ 2   ☐ 1

2. The development of the session effectively incorporated strategies appropriate for the learners' needs.

5   4   3   2   1

3. During the session, the instructor emphasized the importance of learning strategies and showed the learners how to use them them independently

5   4   3   2   1

4. The instructor explained the activities clearly and give time for practice.

5   4   3   2   1

5. Instructor made sure that activities and materials were helpful for learners to practice on their own and applied what was covered in the session.

5   4   3   2   1

6. Learners seemed to be aware of what they are able to do / know at the end of the lesson.

5   4   3   2   1

Extra notes and comments:

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