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FACULTY OF HUMANITIES

Modern Languages

“Fostering Language learning through a training model embedding Self-Regulated Learning (SRL) and Integrative Learning Technologies (ILT): Action-research at a Mexican University”.

by

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Abstract

This study aims to explore the integration of Self-Regulated Learning (SRL) and Integrative Learning Technologies (ILT) into a training model for fostering language learning.

For the purpose of this research, a training model embedding a social-cognitive perspective of SRL (Zimmerman, 2000a; Pintrich, 2000a), task-based learning pedagogy (Ellis, 2003), and the Integrative Learning Technologies approach to technology (hence ILT) (Kitsantas and Dabbagh, 2010), is proposed and tested. This action-research research design involved the implementation of three cyclical phases (*Forethought*, *Performance* and *Self-Reflection*), each consisting self-regulatory processes (strategies). These processes were scaffolded by tools that may integrate technological and pedagogical features of the Internet and the Web. The study, which was preceded by two different implementations (exploratory study in 2016 and pre-study in 2017) and followed by a follow-up study (in 2021), used mixed-methods to evaluate the level of learners' involvement in their own learning while completing the three phases described above.

The main study was conducted in 2017 through a mandatory online English course for Pre-intermediate students at a BA in Nursing at a public university in northern Mexico. Results showed that seven internal factors (attention, perceived relevance of content and learning activities, confidence and computer/Internet self-efficacy, satisfaction with learning, cognitive overload, online social interaction, and technology problems), one external factor (learner support) and a personal factor (learning styles) should be addressed to better embed SRL and ILT into the training model. In particular, the use of technology resulted in a barrier that led to student demotivation for learning under this model. It was also found that the scaffolding provided was ineffective for the learners. All in all, these insights led to five concrete implications for enhancing the training model.

The five research implications leading to the improvement of this training model represent five general aspects that any similar training model for fostering language learning through technology should emphasise to ensure 21st century language learners the high-quality education they need for lifelong and lifewide learning. The Model for Integrating Technology and Self-Regulated Learning (MiTeSRL), which systematically considers these five aspects, is a know-how to achieve such a relevant aim.

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Research Thesis: Declaration of Authorship

Print name: Natanael Delgado Alvarado

Title of thesis: **“Fostering Language learning through a training model embedding Self-Regulated Learning (SRL) and Integrative Learning Technologies (ILT): Action-research at a Mexican University”**

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:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
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;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission.

Signature:

Date: 5th of February 2024.

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I dedicate this thesis to the memory of my friend and colleague Martin Cortez Ortiz, whose dream of reaching this final stage was regrettably not fulfilled.

Abbreviations

Self-Regulation (SR)

Self-Regulated Learning (SRL)

Integrative Learning Technologies (ILT)

Electronic Portfolios (ePs)

Metacognition (MC)

Learner Autonomy (LA)

Task-Based Language Teaching (TBLT)

Technology-Enhanced Learning Environments (TELE)

Learning Content Management System (henceforth LCMS)

Learning Content Management System (LMS)

Chapter 1: Introduction

This is a mixed-methods study based on action-research is aimed at exploring the embedding of SRL and the use of ILT into a training model for fostering language learning at the undergraduate level. For this purpose, the study is framed in the alignment and further integration of 1) the social cognitive models of SRL by Zimmerman and Pintrich (Zimmerman, 2000a; Pintrich, 2000a), and task-based language learning pedagogy (Ellis, 2003) with 2) Integrative Learning Technologies (henceforth ILT) (Kitsantas and Dabbagh, 2010)

This chapter defines the research topic and discusses its relevance. For this purpose, the opening section presents a rationale for selecting the research topic along with its current significance, with an emphasis on the possible associations between Technology Enhanced Learning Environments (henceforth, TELEs), and SRL in online settings. It also presents the hypothesis that the research seeks to demonstrate: that a sound pedagogical learning design that embeds self-regulated learning with technology can effectively foster language learning. Then, the second section introduces the research context, and the third one introduces the focus of the research in the context of the five existing gaps in the knowledge of interdisciplinary research that intertwines the two fields under consideration. The fourth section introduces the research questions, and the fifth one gives an overview of the thesis structure.

1.1 Rationale

According to Dettori (2014) both the knowledge turn occurring in technology and society and the dissemination of networked communication have had a real impact on all spheres of human activity, resulting in new learning needs and opportunities however, as Dettori also acknowledges, potential learners cannot take advantage of these opportunities unless they are “able to self-regulate” (Dettori (2014:56)). This latter statement inevitably leads to the need for defining what self-regulated learners are. According to Zimmerman, considered a pioneering author in the field of SRL (Panadero, 2017; Yu, 2023) these learners “can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 1989:329). In other words, they are considered self-regulated in proportion to how much control they exert on their own metacognition, motivation, and behaviour. Twenty years after Dettori’s smart assertion and many more after Zimmerman’s seminal definition, these remarks on technology and self-regulated learners are still relevant.

Without realising it at the time, the researcher's interest first in SRL and then in SRL and technology goes back to the first English classes he taught in the early 2000s, at the CUAAL, a Language Centre at Juarez University of the State of Durango (henceforth, UJED) in Mexico. At that time, within his own language learning and teaching experience, he theorised that learners' knowledge and use of learning strategies, usually resulted in an optimised, higher quality learning. With the rapid development of technology in the years that followed, in 2007, while participating in the implementation of a blended-learning model to foster language learning and learner autonomy across higher education schools of UJED, he wondered if this optimisation of learning associated to SRL could also be developed in these or similar technology-related settings.

1.2 Research Context

This research takes place at two universities in Mexico by means of four research cycles: exploratory, pre-study, main study, and follow-up study.

The *exploratory study*, in which the researcher also designed and taught the course was conducted in Computer-Assisted Language Learning II, (henceforth, CALL II) a blended-learning methodology subject taught to students at the BA in English Language Teaching (henceforth, BA ELT), at a school of Languages in a university in northern Mexico.

The following two phases, namely, *the pre-study* and *the main study*, in which the researcher also took the role of course designer but not of a teacher, through General English language courses in both cases, were delivered via the Oxford Learn Platform (LMS) and Weebly website (Weblog) to learners whose language learning experience had always been based on traditional face-to-face teaching with a coursebook. However, different BA students' profiles and learning modalities were considered. On the one hand, the *pre-study* was aimed at learners at the Bachelor in Mechanics, at a school of Mechanics at a university in western México and was a blended-learning course. On the other hand, the *main study*, was aimed at language learners at a school of Nursing in a university in northern Mexico and was delivered online.

The follow-up study, in which the researcher was also course designer and teacher, was aimed at testing the impact of the implementation of the changes made to the training model in the main study. This last cycle followed the same course design and delivery than the main study, this time involving a group of 15 BA ELT students at the previously mentioned school of Languages.

At this point, it is important to highlight that, in connection with central nature of the main study in the research design, in this stage, all experiences from previous cycles were considered in light

of relevant theoretical insights in order to generate new knowledge in the field of TELL. As a result, an important part of this thesis is devoted to show to what extent the main study accomplished its ambitious aim: *testing a systematised innovative three-stage SRL training model*. As it will be shown in this work, this model, resulting from the merger of two social cognitive models of SRL, Task-Based-Language Teaching (TBLT), and Integrative Learning Technologies, was translated into a sound pedagogy based on both technological and pedagogical features of Web 2.0. Accordingly, a pre-designed language learning course delivered through a Learning Management System (Oxford Learn) was used in order to create online task-based lessons with products published on a Weblog (Weebly) in the form of a process ePortfolio.

1.3 Focus of the Research

Two questions arising from the above definition of self-regulated learners are how they can take an active role in directing their own learning and if they can somehow be supported to do so. A review of the literature in contemporary educational psychology reveals some interesting relationships. For instance, Zimmerman (1990: 185) found that learners:

- 1) become metacognitively active in their learning process when they strategically advance through it by planning, organising, self-instructing, self-monitoring, and self-evaluating;
- 2) become motivationally active in their learning by having a positive perception of themselves so that they feel competent, self-efficacious, and autonomous; and
- 3) become behaviourally active in their learning when optimising it by means of selecting, structuring, and creating environments.

All these elements along with an emphasis on the role of goal setting are also observed in a later definition of SRL provided by Pintrich (2000a). He considers that self-regulated learners “set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment” (Pintrich, 2000a:453).

According to Borkowski and Muthukrishna (1995), and Zeidner and colleagues, (2000), self-regulatory processes can be socially conveyed by others. In this regard, the interest in promoting an improved and more efficient learning about society’s lifelong learning 21st century requests, has resulted in an increase in educational intervention studies aimed at fostering SRL (Dignath and Büttner, 2008:232). In addition, the effects of this type of learning have been consistently found

to have a positive impact on learners' academic achievement and motivation (Schunk and Zimmerman, 1998).

Along with the empirical evidence just mentioned, namely, that learners can be supported to become self-regulated, and relating to the researcher earlier interest on the possibility of developing SRL in technology-rich environments, it seems that they both require and promote SRL. For instance, it has been found that Technology Enhanced Learning Environments (henceforth, TELEs) such as Electronic Portfolios (henceforth eP), Personal Learning Environments, and Web 2.0 represent essential tools to foster SRL (Schraw, 2007:175). In addition, it has been hypothesised that "self-regulation [SR] of learning is more important in the e-learning context than in the traditional classroom context" (Lim and Park, 2015:632). Incidentally, this hypothesis was fully demonstrated before the eyes of teachers recently (2020-) during times of the COVID-19 pandemic, when educational systems around the world had to change their traditional teaching modality from face-to-face or blended to fully online.

Given the above-mentioned capability of technology to enhance SRL, several research gaps have been identified. First, in direct connection with this potential, Urbina et.al (2021), claim the need to determine to what extent technology-enriched learning environments promote SRL. Secondly, considering that instructional design aims to improve learning outcomes, Huh and Reigeluth ponder that the field of instructional technology would benefit from examining "how instructional design can facilitate students' SRL" (Huh and Reigeluth, 2017:205). And third, Oga-Baldwin (2015) points out that the design of online learning environments has been found not to fulfil motivational and learning outcomes. Beyond the aforementioned general gaps, in terms of the specific role of SRL in online learning *for second language learners*, Yu (2023) identifies the following gaps in terms of empirical research and research application: 1) provide learners with support following a deep investigation of the SR process and associated factors in second language online learning and 2) implement research conclusions to use technology for: a) enhancing SRL in online environments, b) developing more technical tools to support learners to self-regulation, and c) carrying out action research and design-based research for optimising teaching (Ibid.)

While addressing the previously discussed research gaps, as stated at the beginning of this chapter, the current action-research aims to explore the integration of SRL and Learning Technologies into a training model for fostering language learning at the undergraduate level. This research aim is directly related to the research hypothesis that proper embedding of SR and technology (i.e. ILT) in a sound pedagogical learning design leads to effective language learning.

1.4 Research questions

With the previous aim in mind, the following overarching research question and sub-questions are proposed:

1. What is the impact of a training model embedding SRL and the use of technology for fostering language learning?
2. Which factors (e.g. personal, internal, and/or external) inhibit or facilitate the effectiveness of the model?
3. What are the main aspects to be taken into account in a revised training model embedding SRL and ILT for fostering language learning?

1.5 Thesis structure

This work is divided into the six chapters described below.

The first chapter has introduced the research described in this thesis. The second chapter presents the theoretical framework for the study.

The second chapter deals with the theoretical framework underpinning the study. To this end, it examines relevant theories and associated concepts that contextualise the proposed embedding of SRL and Integrative Learning Technologies (henceforth ILT), an approach to technology for the purpose of fostering language learning.

The third chapter discusses and explains the research methods and instruments, data collection methods, and analysis method followed in the research design of the study in response to the research aim and questions.

The fourth chapter presents the findings from the main study. In most of the cases, these findings derive from the analysis of qualitative data from the ePortfolio (personal learning objectives, planning form templates, student-created videos, online forums entries, teacher and peer feedback comments, and Learning Units' final reflection entries) that was triangulated with the results from the interview. However, findings from this evidence are also associated to those deriving from the qualitative instruments implemented.

The fifth chapter explores the implications of the study within the findings discussed in the previous chapter. To this end, in the context of the implementation of a model embedding SRL

and ILT for fostering language learning at the university level, key results are analysed and interpreted considering previous research. Research implications are also presented.

The sixth and final chapter states the significance of this study in connection with the research aim and the insights discussed in the previous chapter. Within this starting point, the research questions are answered. The research contributions and limitations are then presented. An agenda for further research is also provided.

Chapter 2: Theoretical Framework

2.1 Introduction

This chapter discusses the theoretical foundations that frame an innovative training SRL model that embeds SRL, TBL and ILT for fostering language learning and contextualises the current study. For this purpose, the overall structure of chapter can be divided into two main parts: SRL (from Educational Psychology) and TELL (from Language Education), the two fields that this research attempts to intersect.

After a quick look at the connections between Technology Enhanced Learning Environments (henceforth, TELES), SRL, the first field explored is examined in connection with key constructs from language education including metacognition and learner autonomy. It then, discusses the main theoretical perspectives for researching SRL that result in models attempting to explain this central element. These two sections serve as context to introduce the social cognitive models underlying the proposed training model: Zimmerman's Cyclical Phases of SRL and Pintrich's General Framework for Self-regulated learning. This latter section is followed by a discussion of the two central constructs deriving from the alignment of the social cognitive models by Zimmerman and Pintrich: learning strategies and motivation. The study of learning strategies includes an examination of language learning strategies and SRL strategies, with a focus on the latter because of their significance to the overall research. In the context of motivation, extrinsic motivation, intrinsic motivation, and self-efficacy are examined. This review also frames the addition of motivational/affective strategies to the classification of taxonomy of SRL strategies examined before. Then, the Task-Based Language Teaching (henceforth TBLT) approach and in particular Technology-Mediated TBLT, contextualise the integration of this pedagogy into the proposed training model.

After this initial outline focused on the first field of the attempted intersection, TELL is the second field examined. To this end, the overview here begins with the general use of technology in education, namely, Technology Enhanced Learning (TEL). Then, the real, virtual or hybrid spaces TEL offers learners, namely, Technology Enhanced Learning Environments, (henceforth TELES) to support SRL are considered. Afterwards, the overview covers CALL, the specific use of technology in language learning. By this part of the chapter, the proposed training model has been fed not only with its main theoretical elements, the social cognitive models by Zimmerman and Pintrich but also with TBLT pedagogy and the CALL theories of online learning, two elements that

methodologically enrich the proposal in the wider context of language learning. Therefore, the chapter ends with an exploration of the merging of technology in the model, which is done through ILT, a technology approach that includes different categories of TELES to support SRL.

2.2 The relationship between TELES and SRL

The associations between TELES and SRL have been made clear on the idea that technology-rich environments not only require but also foster SRL. According to Delfino and colleagues (2011: XX), the rationale behind this understanding can be traced from historical pedagogical developments. For instance, moving from an understanding of learning as a transmissive process, in current educational paradigms (i.e. cognitivism, constructivism, and their social versions) teachers should foster learner-centred learning and learners are expected to assume an active, reflexive, and responsible role potentially amplified with Information and Communication Technology (ICT). However, Delfino and colleagues (Ibid.) also claim that the technology factor, influencing our life in all aspects, adds extra variables to be controlled in terms of cognition, metacognition, motivation, and emotion. At the same time, in the context of the so-called knowledge society we live in, technology naturally places the user in a suitable position to practice SRL skills (Ibid). Interestingly, in a clear connection with Delfino and colleagues (2011), Steffens (2008) acknowledges that, in fact, the introduction of ICT in the classroom has led itself to rethink the traditional roles of the teacher and the learner. Thus, the first one has gone from an instructor and knowledge teller to a coach, and the second one has changed from a knowledge receptor to a knowledge seeker and constructor. The previous rationale for intertwining TELES and SRL clearly requests an exploration of these two areas in terms of the research questions that guide this study.

2.3 Self-regulated learning

To clarify what constitutes regulation in learning, Hadwin and colleagues (2011) focus on agency, understood as “the capacity to intentionally plan for, control and reflect upon our actions; agency is what make us human” (Hadwin et. al., 2011:66). In connection with this unique human capacity, these authors acknowledge that Self-Regulation (henceforth SR) is:

- 1) intentional and goal-directed,
- 2) metacognitive,

3) focused on behaviour and/or cognition and/or motivation,

3) social and

4) associated with challenges.

These features of SR also draw attention to related areas. For example, according to Larkin (2024), the first conceptualisations of metacognition (henceforth MC) following Piagetian theories of learning and development comprised SRL. This author also notes that, later, these two concepts (namely SR and MC) took different paths after their common origin: “Self-regulated learning has its foundation in the social learning theories of Bandura (1977), of Schunk (1989) and of Zimmerman (1989) whereas metacognition emerges from the developmental and cognitive psychology of Flavell (1976), Brown (1978), Nelson & Nares (1990) among others” (Larkin, 2024:4). In agreement with Larkin, Dinsmore and colleagues (2008) also note that the concept of SR shares common ground with MC, as demonstrated by Flavell's seminal work on metacognitive monitoring in the 1970s. They also observe that, beyond the cognitive orientation of MC, under the strong influence of Bandura's studies in the eighties, SR focuses on the critical interaction of the individual with contextual factors, through one's behaviour. In this respect, Zimmerman, defines SR as “self-generated thoughts, feelings and actions that are planned and cyclically adopted to the attainment of personal goals” (Zimmerman, 2000a:14). Consequently, it is not surprising that there are apparent connections in this understanding of SR and the definition of agency and some of these aspects of regulation (i.e. goal direction and the focus on behaviour, cognition, and motivation).

Although SR and SRL are often treated as if they were synonyms, researchers claim that these terms are different. Dinsmore and colleagues (2008), explain that “SRL” appears to have originated in the 1980s with the recurrent attention of SR in academic settings which gained in momentum in the 1990s with the increasing presence of hypermedia in the educational literature. Schunk and Zimmerman (2003) acknowledge that in SRL, learners assume a role allowing them to “instigate, modify and sustain” goal-directed activities (Schunk and Zimmerman, 2003:59). For that reason, learners are considered self-regulated “to the degree that they are metacognitively, motivationally, and behaviourally active participants in their own learning” (Zimmerman, 2001:5). Accordingly, SRL is defined as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment”. (Pintrich, 2000a:453) These two latter definitions denote learner autonomy (LA) (to be discussed

below). This idea is apparently implied by Reinders and colleagues (2023), who state that “SRL is first and foremost about the learner taking an active role in their own learning process” (Reinders et. al., 2023:06).

As can be observed, this initial approach to defining SR and SRL naturally pointed to explicit and implicit associations with MC and LA. Consistent with this idea, Griffiths (2013) observes that MC and LA “are more related concepts which sometimes cause confusion” (Griffiths, 2013:12).

Therefore, these and other relevant concepts are discussed in the context of SRL below to expand its definition and understanding.

2.3.1 Self-regulated learning and metacognition

As explained above, in contrast with SRL, that originated from social learning theories, MC is grounded in developmental and cognitive psychology. Notably, according to Veenman and colleagues (2006), despite a general acknowledgment of the importance of MC, its conceptualisation has been inconsistent.

The researcher agrees with Larkin (2024) that the widely accepted definition of MC as “cognition about cognition” by researchers such as Flavell (1976) or Brown (1978) is now “simplistic” given the large amount of research done around this concept since the 1970s (Larkin, 2024:01). Thus, a contemporary interpretation of Flavell’s (1979) well-refined framework of MC by Zhang and Zhang (2019) in the context of second/foreign language education is insightful. These authors define MC as “learners’ knowledge about the cognitive processes that involve them in decision making before, during, or after performing a task” (Zhang and Zhang, 2019:885). As discussed below, this definition is a good starting point for understanding what MC is and why SRL “represents the contextualisation of metacognition and self-regulation in academic settings” (Teng and Zhang, 2022: 589).

The previous conceptualisation of MC implies the use of three interactive and iterative domains: “metacognitive, knowledge”, “metacognitive experiences”, and “metacognitive regulation”, which were also re-explained by Zhang and Zhang (2019) within the Flavellian perspective. First, “metacognitive knowledge” refers to learners’ understanding of interacting factors/variables and how these influence the direction and outcome of a cognitive enterprise. Second, “metacognitive experiences” focus on the conscious process (mainly affective but also cognitive) and the thoughts that learners develop during learning about how they learn/should learn. Finally, “metacognitive regulation”, based on the previous two domains, refers to the learners’ attempt to take control of

their own learning by using a repertoire of strategies known to them, such as planning, monitoring, and evaluation, to adjust learning and improve its results.

By examining how metacognitive knowledge, metacognitive experiences, and metacognitive regulation work together, it is possible to understand the overall significance of 1) reflecting on what one already knows and what not, and 2) becoming aware of the role of affective and cognitive processes in one's learning experiences. Consequently, the definition of MC adopted for the purpose of this study is "an awareness of and reflections about one's knowledge, experiences, emotions and learning in the contexts of language learning and teaching" (Haukås, 2018:13).

After this brief discussion of the concept of MC, its vital role in SRL can be understood. In this regard, "[M]etacognition is a pre-requisite to self-regulation which requires the active orchestration of metacognitive strategies to regulate the interactions of the person and the environment" (Teng and Zhang, 2022: 589). Similarly, MC has been called "the engine of SRL" especially considering that "to help learners develop and apply productive SRL, learning environments should be designed to foster effective use of metacognitive strategies" (Winne and Azevedo, 2022:17). Notably, the role of *metacognitive strategies* is emphasized in the previous two quotes. Consistent with this idea, Haukås notes that, "[i]n accordance with cognitive psychology, Wenden categorises *planning, monitoring and evaluation as the three components of self-regulated learning*", (Haukås, 2018:13) (the author's italics) Thus, it can be concluded that metacognitive strategies bridge the connection between these two constructs (that is, MC and SRL).

2.3.2 Self-regulated learning and learner autonomy

As Teng and Zhang (2022) observe "the literature suggests an obvious tendency to conflate learner autonomy and self-regulated learning" (Teng and Zhang, 2022:590). Therefore, this section compares and contrast these two constructs. This comparison and contrast is based on what the researcher considers to be "Murray's (2014) outstanding contribution on the connections between SRL and LA". Such a discussion shows that the connection between these two constructs goes beyond the typically developed framework of language learning strategies (e.g. Wenden 1991; 1998). (For a historical and conceptual account of language learning strategies and self-regulated learning strategies see [2.5 Learning strategies](#)).

To open his discussion, Murray (2014) equates Holec's (1981) and Benson's (2011) definitions of LA with Zimmerman's (2001) definition of SRL learners and with Pintrich's (2000a) definition of

SRL. Concerning LA, Murray (2014), explains that Holec's (1981) ground-breaking conceptualisation of LA, that is, "the ability to take charge of one's learning" (Holec, 1981:03), implies taking responsibility for the entire learning process. As he explains, for learners, such a responsibility includes setting goals, selecting materials, deciding on activities and strategies, monitoring, and assessing. As Murray (2014) also notes, Benson (2011) builds on Holec's definition, but argues that in terms of empirical investigation "to control" is more appropriate than "to take charge", and therefore, Benson (2011) re-defines LA as "the capacity to control of one's learning" (Benson, 2011:58). Regarding SRL learners and SRL itself, Murray (2014) focuses on the central definitions already provided in [2.3 Self-regulated learning](#): Zimmerman (2001) explains that "students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 2001:05); and Pintrich (2000a) describes SRL as "an active and constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual factors in the environment" (Pintrich, 2000a: 453). Following this comparison and contrast, Murray (2014) presents important similarities and differences. The researcher relates Murray's similarities and differences to the views of other scholars, who confirm and/or extend them, as explained below.

2.3.2.1 Similarities between self-regulated learning and learner autonomy

In terms of similarities, Murray (2014) observes that SRL and LA are characterised by:

- 1) active engagement,
- 2) goal-directed behaviour,
- 3) metacognitive strategies (planning, monitoring, and assessing learning), and
- 4) intrinsic motivation.

When one sees these similarities, the construct of *autonomous self-regulation* (as opposed to controlled self-regulation) comes to mind. According to Reeve and colleagues (2008), this is the central concept of student SR from the perspective of Self-Determination Theory (that originates from educational psychology). As these authors explain "such self-regulation [the autonomous one] is associated with autonomous motivation and is characterised by acting with a sense of volition and choice" (Reeve et al., 2008: 225). This "sense of volition and choice" is linked to

“agency” that is the individual’s determination to act that Oxford defines as “having an influence on something or being able to affect something” (Oxford, 2011:81). According to this latter author, agency overlaps with SR and LA since both are “an outgrowth of agency” (Ibid). And she concludes that self-regulated individuals could potentially be both agentic and autonomous. This conclusion is consistent with Nakata’s (2014), who believes that language learners should be able to self-regulate and develop their agency in order to become autonomous (which is the main argument of his cited paper). Accordingly, Hammershaug (2021) exemplifies autonomous self-regulation with the case of learners who –unlike classmates that strictly depend on classroom instruction– are able to select “their preferred extramural activity [that is, an out-of-school, *self-initiated* interaction with English], such as reading a novel, to help them explore the use of different verb tenses” (Hammershaug, 2021:14)

The previously discussed similarities between SRL and LA stress individual capacities. For this reason, it is relevant to highlight a fourth commonality: SRL and LA have a social dimension. In words of Murray (2014), as an effect of the influence of sociocultural approaches proposed by Vygotsky (1978), “learner autonomy and self-regulated learning seem to have been on a parallel path, gradually moving towards increased recognition of their social dimension”. (Murray, 2014:326).

In connection with the social dimension of LA, Murray (2014) refers to the contributions of Little (2000) and Dam (1995) and recognises that according to Little (2000) and Kohonen (2010) the Vygotskian concept of Zone of Proximal Development (ZPD) (that is, the metaphorical distance between what learners can do on their own and what they can do with the support of a more knowledgeable/experienced person) explains how autonomy, interdependence, and collaboration are related. Correspondingly, in reference to the social dimension of SRL, Murray (2014) cites the work of Hadwin and Oshige (2011) on socially shared regulation and co-regulation that follows a social cognitive model in which a learner and a more capable other share the regulation of the former’s learning. In these types of regulation, students use dialogue and interaction with a supportive other, “to engage and control their own self-regulatory strategies, evaluations and processes [...] (Hadwin and Oshige, 2011: 248). (The various models of SRL, including Hadwin and Oshige’s (2011) are explored in [2.4.1 Models](#)) As noted by Murray (2014), the processes of socially shared regulation and co-regulation in SRL are similar to those highlighted in LA by Little (2000) and Kohonen (2010).

Like the other similarities between SRL and LA, their social dimensions are consistent with Self-Determination Theory. Accordingly, Reeve and colleagues (2008) state that “S[elf]

D[etermination] T[heory] research highlights that among the crucial ingredients for transforming external regulations into internal, self-endorsed ones is perceived autonomy for the student and autonomy support from the teacher/role model” (Reeve et. al., 2008: 239). These authors also present a list of instructional behaviours recommended by experienced teachers to successfully promote students’ SRL:

- 1) offering choices to encourage autonomy,
- 2) providing challenges to build competence,
- 3) fostering group work and peer-support,
- 4) incorporating self-evaluation, and
- 5) providing non-threatening and mastery-oriented feedback (Reeve et. al., 2008: 239,240).

As can be observed, these five behaviours explicitly involve this “perceived autonomy” and its “autonomy support”.

2.3.2.2 Differences between self-regulated learning and learner autonomy

Murray (2014) highlights a few distinctions between SRL and LA, two of which seem to be particularly important: 1) how these constructs are implemented in the learning environments and 2) the distinctive basis of these two concepts.

Regarding how SRL and LA are applied in different learning environments, Murray (2014) identifies differences in the extent to which learners regulate their own learning. For example, certain LA courses give learners control over both the management of their own learning and the selection of content. In contrast, in SRL it is usually the teacher who sets the learning tasks in such a way that the learners are given different degrees of freedom in selecting and implementing learning strategies under given initial parameters. Consistent with this key difference, Andrade and Evans note that beyond LA’s focus on learner attributes and choice, SRL places greater emphasis on how they “can be effective by taking control of the learning process” (Andrade and Evans, 2012:21.) And, as these authors also explain, SRL also focuses on “how to teach and monitor the strategy use of learners” (Ibid.). In addition, they favour SRL over LA when proposing the use of a six-dimension *SRL* framework that conceptualises “[a]ll of the characteristics associated with autonomy” (Ibid.). In this context, Andrade and Evans argue that SRL offers specific processes and strategies to underpin instruction, while the numerous definitions and

characteristics of LA represent an obstacle to structuring the curriculum to help learners increase their responsibility. In connection with those in charge of the abovementioned instruction, Nakata highlights their crucial *scaffolding role* by stating that:

Teachers wishing to promote autonomy in learners through attempting to improve their learners' self-regulation must be able to monitor their learners' readiness for autonomous language learning, and thereby be able to provide each individual with the right kind of scaffolding at each different stage of the learning process. (Nakata, 2014:350)

From the previous discussion, it can be concluded that, in general, LA resembles *the final goal of learning*, while SRL represents *a complete guiding framework* for scaffolding this process.

Concerning the distinctive basis of SRL and LA, Murray (2014) briefly explores a historical perspective of the two constructs. On the one hand, Murray (2014) observes that LA was developed in Europe in the late 1970s as a person-centred approach based on liberal and libertarian learning theories including those of Illich, Freire and Bruner. On the other hand, Murray (2014) explains that the origins of SRL, considered a branch of educational psychology, can be traced to 1960s research that focused on processes such as self-reinforcement, goal setting, self-efficacy, and self-evaluation, under the influence of social cognitive theory (which goes further back in time compared to the origins of SR and SRL presented in [2.3 Self-regulated learning](#)). Nakata (2014), who agrees with Murray (2014), adds that LA has followed a quantitative/interpretative research paradigm, while SRL (originally from North America) has developed from a quantitative/positivistic paradigm. Based on this historical account, it is understandable why Murray concludes that SRL and LA "seem to be based on different ways of seeing the world or different mindsets" (Murray, 2014:324). Thus, it is not possible to establish a real point of comparison between the two concepts.

Following the previous conclusion, Murray (2014) proposes considering SRL and LA from a broader perspective. For this purpose, this author focuses on Huang and Benson's (2013) idea of understanding LA through identifying its components and dimensions. Accordingly, the definition of LA is broken down into "capacity and control". As Murray continues to explain, such "capacity and control" comprises ability, desire, and freedom, three components defined below:

"1) ability, which refers to knowledge and skills such as those required to plan, monitor and evaluate learning; 2) desire, which implies motivation, and 3) freedom [...] [which represents] "the degree to which learners are 'permitted' to control their learning [...]" (Murray, 2014:324)

For Murray (2014), SRL is more connected with the component of ability. This understanding corresponds with Benson's (2011) idea that "research in self-regulated learning can help educators interested in learner autonomy have a better understanding of the cognitive and metacognitive aspects of control over learning (Murray, 2014:325). As a result, Murray echoes Benson in concluding that the concept of SRL is narrower than the concept of LA. Nakata expresses this meaning in other words when saying that "learner autonomy is a more overarching construct that self-regulated learning can be included within". (Nakata, 2014:347). This perspective, together with (the already established) idea that SRL is the guiding framework (the process) for achieving LA (the result), represents the overall conclusion of this section. And as such, this concluding remark is strengthened by the idea of "the autonomy framework" proposed by Nakata (2014). This framework is claimed to help teachers and researchers clarify their perspectives and better understand how self-regulation with its phases (Zimmerman, 2011) and associated self-regulatory sub-processes (Zimmerman, 1998) can support learner autonomy and contribute to the conditions for its development.

2.3.3 Self-regulated learning and other related concepts

As Beishuizen and Steffens (2011) observe, monitoring and the (associated) control of learning activities on the part of the learner relate to other concepts within SRL. These notions, which include self-directed learning, personalised learning, and self-regulated personalised learning, are discussed below.

Concerning self-directed learning, Beishuizen and Steffens (2011) highlight the fact that, in a wide sense, the concept is equivalent to SRL. To support this idea, these authors propose two definitions of self-directed learning. The first, classic definition explains that self-directed learning is a process "in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating their goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975: 18 cited in Beishuizen and Steffens, 2011:7). The second, more up-to-date definition explains that "in self-directed learning (SDL), the individual takes the initiative and the responsibility for what occurs. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age (Gibbons, 2008 cited in Beishuizen and Steffens, 2011:7). In addition, the authors in question explain that Gibbons (2002) also suggests that customising schooling to the learning needs of each learner and motivating them to assume and increasing responsibility on what and how to learn

are two requirements of self-directed learning. As these authors acknowledge, this is also true for the case of SRL.

In connection with personalised learning, Beishuizen and Steffens (2011) explain that it is a form of learning which occurs in a learning environment that has been tailored-made to an individual learner. In this respect, they cite Halm (2006) and the Standards site (2007). Firstly, for Halm (2006), personalised learning “meets the needs of the individual learner providing the best method of learning based on their personal interest, learning style(s), motivation and learning objectives” (Halm, 2006 cited in Beishuizen and Steffens, 2011:7). Then, according to The Standards site, “[p]ut simply, personalised learning and teaching means taking a highly structured and responsive approach to each child’s and young person’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils –and their parents– as partners in learning” (The Standards site, (2007) cited in Beishuizen and Steffens, 2011:7). Besides, the authors in question refer to Underwood and colleagues (2008), who claim that the personalisation of learning would only occur by means of digital technologies. Then, following the same line of thought, they cite Banyard and Underwood’s (2009) suggestion on the need of distinguishing between the personal learning space, the teaching space, and the school space in order to understand the way in which digital technologies may support learners in the personalisation of their learning; in this context, they also insist that even if teachers and institutions can influence the characteristics of the personal learning environment, “the design of that space and the uses of technology are under the control of the learner” (Banyard and Underwood, 2009:11 cited in Beishuizen and Steffens, 2011:8)

According to Beishuizen considered similar to self-directed learning, arose from iClass. This project was founded on the idea of developing a web-based learning management system to foster learners’ self-regulation of learning and intrinsic motivation while allowing them to personalise their learning environments.

The last two discussed concepts, that is, personalised learning and self-regulated personalised learning, explicitly confer a significant role to digital technologies to foster SRL. This understanding naturally takes to the need of reviewing the definition of “e-learning” or “online learning”.

After marking 2020 as the year when (due to the coronavirus pandemic) parents, teachers, students, and various organizations worldwide unexpectedly became first-hand familiar with multiple adaptations of e-learning, in accordance with Clark and Mayer (2016) who define e-

learning and call it “online” or “digital learning”), *The Cambridge Handbook of Multimedia Learning* (2021) conceives e-learning as “instruction delivered on a digital device such as a desktop computer, tablet, or smart phone that is designed to support learning and performance”. *The Cambridge Handbook of Multimedia Learning* (2021: 538). According to this source, e-learning can be categorised as synchronous events normally led by an instructor through a platform, or as asynchronous resources for self-study. In addition, it is stated that this type of learning, used for either formal or informal learning purposes, uses a variety of instructional approaches based on words and graphics (e.g. tutorials, demonstrations, feedback, simulations, and learning games) in order to pursue broad goals such as “teaching of mechanical and scientific concepts and processes, building of procedural and problem-solving skills, automation of skills such as drill and practice in a second language lesson, and just-in-time performance support tools to augment task performance” (Ibid.) After reviewing this definition of e-learning, it is clear that this wide range of resources adds an element of flexibility to learning, which, in the researcher’s understanding, is fully compatible with the concept of SRL. This central perspective will be explored in depth in the second part of this chapter (see [2.7 Technology Enhanced Learning](#)).

2.4 Theoretical perspectives for researching SRL

Since its origins to the present day, the field of SRL has been very active. According to Dettori (2014), this has resulted in 1) diverse theoretical approaches for its research and 2) a vast production of literature around its elements. To overcome the implementation problems that these factors have led to, Dettori proposes grouping the characterising components of SRL into three dimensions: awareness, strategic action, and motivation. In agreement with Dettori’s proposal but more than a decade before, Zimmerman (2002) had offered a synthesis of research that deepens the understanding of the concept in the form of three insights. First, beyond the detailed knowledge of a given skill, for this author SRL involves “the self-awareness, self-motivation, and behavioural skill to implement that knowledge appropriately” (Zimmerman 2002:66). Secondly, more than a ‘personal trait’ that learners simply possess or lack, for Zimmerman, SRL involves “the selective use of specific processes that must be personally adapted to each learning task” (Ibid.). Third, for this author, the self-motivation of self-regulated learners depends on “several underlying beliefs, including perceived self-efficacy and intrinsic interest” (Ibid.).

In connection with the first result of activity in the field of SRL in the previous paragraph, Zimmerman (2001) explains that the definitions of this term “tend to vary on the basis of a

researcher's theoretical perspective" (Zimmerman, 2001:4), such as the ones discussed in Zimmerman and Schunk (2001): Operant, phenomenological, information processing, social cognitive, volitional, Vygotskian (or sociocultural) and, cognitive constructivist (also known as social constructionist). However, almost all these views acknowledge features of the social context, an idea to be discussed in this section.

Hadwin and Oshige claim that "emerging perspectives of SRL move beyond Zimmerman's (1989) earlier conception of social context being a component in the triadic process, [that is, personal, behavioural and environmental] and toward social being at the core of self-regulated learning" (Hadwin and Oshige, 2011:242.) These authors analyse social cognitive perspectives, social cultural perspectives, and socio constructionist perspectives to find out about the significance of the social context in each of them. This view agrees with the discussion in [2.3.2 Self-regulated learning and learner autonomy](#).

Social cognitive perspectives are considered the basis of SRL. In connection with this type of research, Hadwin and Oshige observe that "self-regulatory originate in others and are influenced by the context in which learning occurs". (Hadwin and Oshige, 2011:244). However, these authors also point out that, even if the social context is very significant in social cognitive research, the real focus of interventions is typically individual SRL.

Sociocultural perspectives involve a learner and a more capable other, such as a more advanced learner or a peer tutor, in coregulation. Concerning these studies, Hadwin and Oshige note that they "tend to examine teacher-pupil interactions and teacher behaviors as a source of social learning systems" (Hadwin and Oshige, 2011: 251). Interestingly, the focus of research about coregulation is the interactions and transitions of power so that both the individual and the social are subject to be studied.

Social constructionist perspectives result in both individual and collective regulation. About these studies, Hadwin and Oshige point out that they "examine individual regulatory processes as part of socially constructed knowledge" and note that "[t]he research often occurs in technology-based learning environments where social exchange and co-construction can be more easily traced". (Hadwin and Oshige, 2011: 255). Accordingly, it is not surprising that the focus of socially shared regulation is collective interactions and collaboration.

Beyond the above theoretical perspectives and considering the adopted definition of SRL, the researcher agrees with Butler (2002) on the idea that the process of SRL takes place “when students are motivated to reflectively and strategically engage in learning activities within environments that foster self-regulation” (Butler, 2002:60). This opinion represents an early reference to SRL strategies and motivation, two key concepts for this research that will later be examined in the context of the adopted framework (see [2.5.4 Motivation and its connection to self-regulated learning strategies](#))

2.4.1 Models

Some of the above theoretical perspectives led to SRL models such as those developed by Boekaerts, Borkowski, Pintrich, Winne, and Zimmerman. These models, developed in the 1990s within solid bodies of empirical enquiry, were comprehensively reviewed by Puustinen and Pulkkinen (2001) in a ground-breaking article published in 2001 in the *Scandinavian Journal of Educational Research*. For this purpose, these authors compared the above models in terms of

- 1) underlying theories,
- 2) definitions of SRL,
- 3) components, and
- 4) empirical research.

Regarding the underlying theories, Puustinen and Pulkkinen highlight the theoretical background as a significant differential feature of the models under consideration. In this regard, Borkowski’s model is acknowledged as “the purest representative of the information processing perspective and the metacognitive research tradition” initiated by Flavell, Brown and Sternberg (Puustinen and Pulkkinen 2001:280). In addition, Bandura’s social cognitive theory based on “social foundation of thinking and behavior” derives both Zimmerman’s model and Pintrich’s (Ibid.). Similarly, Boekaerts’ model follows Kuhl’s Action Control Theory and Lazarus and Folkman’s Transactional Stress Theory. Likewise, Winne’s model appears to have been influenced by several theories, including those by Bandura and Zimmerman, Carver, and Scheier, Kuhl and Paris, and Byrnes.

Concerning the definitions of SRL, Puustinen and Pulkkinen (2001) observe the emergence of two kinds: goal-oriented definitions and metacognition-oriented definitions. In this reference, Boekaerts, Pintrich and Zimmerman offer goal-oriented definitions of SRL, while Borkowski and Winne define it as metacognitively weighted. However, beyond these differences in terminology,

it is acknowledged that “all the authors assume SRL to proceed from some kind of a preparatory or preliminary phase, through the actual performance or task completion phase, to an appraisal or adaptation phase” (Puustinen and Pulkkinen, 2001:280)

In connection with the components included in the models, Puustinen and Pulkkinen (2001) identify an apparent similarity across the components of the models but also acknowledge some distinguishing features in the latter ones. For instance, the understanding of an omnipresent metacognitive monitoring producing internal feedback in Winne’s model clearly contrasts with most models, which assume that monitoring occurs at the performance phase and that feedback is made at the appraisal phase. Similarly, Bekaert’s’ model emphasises the preparatory phase of SRL and considers only superficially the remaining phases (performance and appraisal).

As for the empirical research, Puustinen and Pulkkinen (2001) see two distinct trends: motivation-oriented and strategy-oriented. Accordingly, studies on Boekaerts’ model and Pintrich’s model are focused on motivation, whereas research on Borkowski’s model and Winne’s model focuses on strategies. In contrast, research on Zimmerman’s model is associated with motivation and strategies.

Drawn from the original review by Puustinen and Pulkkinen (2001), Panadero (2017) provides an updated perspective of SRL models that is justified by three major developments in the field:

- 1) Three meta-analyses of the effects of SRL (Dignath and Büttner (2008), Dignath and colleagues (2008), Sitzmann and Eli (2011)),
- 2) new models of SRL in the field of educational psychology, and
- 3) the release of a new handbook (the *Handbook of Self-Regulation of Learning and Performance* by Zimmerman, published in 2011) that, unlike the previous one (the *Handbook of Self-Regulation* by Boekaerts, Pintrich, and Zeidner, published in 2000), focuses on specific aspects of SRL.

This more updated study starts by revisiting the initial models that were in use by 2017 (that is, those by Boekaerts, Pintrich, Winne, and Zimmerman). Following that, two new models (that is, those by Efklides, and Hadwin, Järvelä and Miller) are examined and then compared to the more established four models.

Panadero’s (2017) comparison is done in terms of:

- 1) Citations,
- 2) phases and subprocesses,

- 3) the conceptualisation of (meta)cognition, motivation, and emotion and,
- 4) the differences in three major areas of conceptualisation.

Below is a detailed discussion of the first three elements of this comparison.

Concerning citations, Panadero (2017) observes that “Pintrich’s and Zimmerman’s models, both presented in the 2000 handbook, have the highest number of citations, with Zimmerman as the most cited” (Panadero, 2017:17). To explain this indicator, Panadero (2017) reasons that Pintrich’s and Zimmerman’s models provide more specific subprocesses than Boekaerts’ and present motivational and emotional aspects not explicitly included in Winne’s model.

In terms of phases and subprocesses of the models, Panadero (2017) revisited the six models in his own analysis guided by the three identifiable phases shared by the four models in Puustinen and Pulkkinen’s (2001) review (see above). As a result, he observes that “[a]ll of the model authors agree that SRL is cyclical, composed of different phases and subprocesses. However, the models present different phases and subprocesses [...]” (Panadero, 2017:18). Based on this conclusion, he groups the models into two types: The two that exhibit a clear distinction between the phases and subprocesses involved in each of them (that is, Zimmerman’s and Pintrich’s) and the four that, in contrast, view SRL as an open process composed of recursive phases (that is, Winne, Boekaerts, Efklides, and Hadwin, Järvelä and Miller). As Panadero (2017) explains the above categorisation has two possible implications. On the one hand, the first type of models could increase the specificity of interventions, given a more practical way to measure their effects. On the other hand, the second type of models, which views SRL as a more integrated system of subprocesses, may result in more comprehensive interventions.

Regarding the conceptualisation of (meta) cognition, motivation, and emotion among the six models, Panadero (2017) highlights the comparison of a continuum with different levels of relevance for these three main areas of SRL activity. This is discussed in the following paragraphs.

In terms of (meta) cognition, three levels of relevance are considered. The first level includes Winne’s model with predominantly metacognitive processes and Elides’, which defines them in more detail in comparison with motivational and affective aspects. This level also considers Hadwin, Järvelä and Miller’s model that includes the Conditions, Operations, Products, Evaluations, and Standards (COPES) cognitive architecture from Wine and Hadwin but does not emphasize metacognition. The second level is represented by Pintrich’s and Zimmerman’s

models. Concerning Pintrich's model, Panadero (2017) acknowledges the contribution of the former author to metacognitive theory through his "regulation of cognition". Regarding Zimmerman, Panadero (2017) notes his emphasis on leading cognitive/metacognitive strategies while recognising that, in contrast with other models, these strategies do not supersede the motivational ones. The third level includes Boekaerts' model given that metacognitive strategies are included but not explicitly mentioned in her figures.

Two levels of relevance are included concerning motivation. The models by Zimmerman, Boekaerts, and Pintrich are included in the first level. The importance of goals is explicitly stated in Zimmerman's definition of SRL also considered a goal-driven activity. Self-motivation beliefs are a key aspect of the first phase of his model (forethought) and the second phase (performance) was described as performance/volitional control. The motivation to perform a future task is influenced by self-reactions at the third phase (self-reflection) of Zimmerman's model. For Boekaerts, two goal paths guiding regulatory action are activated after students' interpretation of the learning task and context. Motivational beliefs represent a key aspect of SRL in Boekaerts' model. Pintrich considers motivation/affect just like Zimmerman. However, Pintrich focuses more on metacognition. He was also the first to explore the role that goal orientation plays in SRL. For this purpose, he used one version of the Motivated Strategies for Learning Questionnaire (henceforth MSLQ) which measures students' motivational beliefs and self-regulated learning that, in words of Panadero (2017) represents "the most used instrument in SRL measurement" and "[o]ne major contribution to the SRL field" (Panadero, 2017:13). The models by Hadwin, Järvelä and Miller and Winne are considered in the second level of relevance. Hadwin, Järvelä and Miller's model emphasises the role of motivation in collaborative learning, but it does not differentiate between the motivational components. Motivation is included in the models by Winne and Efklides without making it the central focus of analysis.

Three levels of relevance are proposed regarding emotion. Boekaerts' model is included in the first level. She emphasises the role of emotion and in particular ego protection on students' goals. For her, strategies to regulate emotion are also essential to activate the learning pathway. The models by Pintrich, Zimmerman and Hadwin, Järvelä and Miller are included in the second level of relevance. At the last phase of SRL (self-reflection), particularly during self-evaluation, Pintrich and Zimmerman highlight the role of emotion. During the second phase (performance), they also focus on reactions and strategies to control and monitor emotions. However, neither Pintrich nor Zimmerman directly refer to emotions. Zimmerman claims that at his forethought phase, self-

efficacy better predicts performance than emotion/emotion regulation. Emotion is part of the figure at the model by Hadwin, Järvelä and Miller, but the subprocess underlined by the regulation of emotion are unspecified. In contrast, this model highlights that important emotional challenges derive from collaborative learning situations. Efklides' and Winne's models are considered in the third level of relevance. Both Efklides and Winne acknowledge the role of emotions in SRL, but their models place little emphasis on emotion-regulation strategies.

After comparing the six SRL models, Panadero (2017) offers three key conclusions. In line with them he outlines four educational implications and four future research lines to consider when implementing these models. These key aspects of Panadero's (2017) review are presented next.

Panadero's conclusions are drawn from four meta-analyses (the three cited at the beginning of this section and a fourth meta-analysis by Hattie and colleagues (1996) from classic literature in the field):

- 1) SRL can be considered as an umbrella that cover crucial variables that impact on the learning process. As such, SRL also represents a framework that explains the interaction among these variables.
- 2) A good learning design of a SRL intervention successfully leads to improve students' learning.
- 3) The effects of a SRL intervention varies according to the students' educational level.

The four educational implications seem to focus on key teaching issues that the researcher associated with the three conclusions above. These four propositions and their justifications follow:

- 1) Most of the psychological correlates that affect academic performance (such as self-efficacy, effort regulation and procrastination) are considered under the "umbrella" of SRL and SRL interventions foster students' learning. Thus, the first implication is that teachers should be trained to understand their role in maximising the formers' learning, which is in clear connection with the first two conclusions above.
- 2) Research shows that the models work differently according to the educational level (Dignath and Büttner, 2008) and that teachers use different approaches to SRL (Moos and Ringdal, 2012). However, this use seems not to be in the right direction. For example, it was found that "(a) higher education teachers tend to focus on the course content, providing limited opportunities for scaffolding SRL; (b) secondary teachers offer more of those opportunities

- but do not formulate explicit instructions in terms of SRL; and (c) primary teachers implement more SRL practices” (Panadero, 2017:23). This misconnection between SRL research and practice leads to the second implication: the teacher training needed should be tailored according to the third conclusion, that is, considering that the effects of a SRL intervention vary according to the students’ educational level. For example, Panadero explains that possibly because of the request of specific strategies resulting from increased cognitive demands, “[w]hen it comes to more mature students (i.e., those in secondary education), they benefit from interventions including more metacognitive aspects” (Panadero, 2017:22)
- 3) In the six SRL models, students’ goals drive final self-regulatory actions however, they also activate goals not oriented to learning (what Boekaerts (2011) terms as “well-being pathway”). As a result, “students might self-regulate toward avoidance goals (e.g., pretending they are sick to miss an exam)” (Panadero, 2017:23). This fact, in clear connection with the second conclusion, takes to the third implication: Teachers should create a classroom climate that is conducive to learning.
 - 4) As stated by Zimmerman and Kitsantas (2005), SRL skills need practice, feedback, and observation. Furthermore, it is well-known that, according to cognitive load theory (Sweller, 1988, 1994), students undergo a high cognitive load when completing new tasks. Considering these two issues, a SRL skill developmental approach based on the stages of acquisition proposed by Zimmerman’s Multilevel model should be more advantageous for learning, which is clearly related to the second conclusion.

From the four avenues for future research lines proposed by Panadero (2017), three apply to the type of studies needed: The first research line recommends that given the complexity of the validation of the models, research combines conclusions from previous meta-analysis with SRL models validation studies to develop a meta-model of SRL. The second research line proposes conducting more fine-grained studies to gain a more precise understanding of SRL mechanisms. The third research line suggests conducting long-term studies on how SRL skills are developed through the life span, (in particular, the development of SRL by adults in their workplace). Unlike the first three research lines, the fourth one focuses on the measurement and effectiveness of SRL rather than the kind of studies that are required. This line recommends using computers to measure and scaffold SRL. This use is a source of potential benefits, such as more tailored interventions and learning environments.

The critical analysis of the two reviews of SRL models above turned into a key activity for the researcher to achieve two main goals: 1) To gain a panoramic perspective of the field of SRL and 2) to trace a path regarding the SRL model/models and associated topics to explore further and/or focus on to establish the main theoretical framework to develop and implement the proposed training model. For example, In light of his appreciation of the role that social interactions, observational learning, and cognitive mediation in shaping how individuals think, learn, and behave in social contexts, he concluded that social cognitive theory models (like those developed by Zimmerman and Pintrich) were more suitable for learners at higher education than information processing models (like those developed by Borkowski) or action control and transactional stress theory models (like that developed by Boekaerts). Similarly, the researcher' choice to employ a combination of the models by Zimmerman and Pintrich as the main background for his research stemmed from his realisation that the implementation of the resulting combined theoretical framework might increase the specificity of interventions due to the level of specificity of subprocesses and the explicit inclusion of motivational and emotional aspects that characterise these two models (which, as noted earlier, make them the most frequently referenced SRL models in the literature). This realisation corresponds with that of Du and colleagues who consider that, "Zimmerman's and Pintrich's models are preferred since they provided clear and complete definitions of different SRL processes and subprocesses" (Du et al., 2023:05). He also realised that these *social cognitive models* might complement each other well given that both consider motivation/affect in the same way, highlight the role of emotion, and focus on reactions and strategies to control and monitor emotions. However, the researcher also considered that in contrast to Zimmerman, Pintrich focuses more on metacognition. He also considered that this latter author, who was the first to examine the impact of goal orientation on SRL, concedes high importance to this construct in his own SRL model.

As will be reflected in the remainder of this chapter, the above considerations helped the researcher to determine the further exploration and/or the addition of key conceptualisations and theoretical aspects shared by Zimmerman's and Pintrich's models and/or characteristic of one of them. For instance, learning strategies (and more specifically *self-regulated* learning strategies), motivation, and self-efficacy beliefs (see from [2.5 Learning strategies](#) to [2.5.4.4 The addition of motivational or affective strategies in the adopted classification of SRL strategies](#)) are included in the commonalities to both models. However, the social cognitive nature of the two models, Pintrich's emphasis on MC, and the positive effects of aspects of this construct on more mature students (such as the participants in this research) inspired the examination of the

connections between SRL and MC that, given its importance, was presented right at the start of this chapter (see [2.3.1 Self-regulated learning and metacognition](#)). Equally, the inclusion of an expanded section comparing SRL and LA (see [2.3.2 Self-regulated learning and learner autonomy](#)) was motivated by the strong emphasis the second part of Zimmerman's model (performance) confers to volitional control and his own conceptualisation of SRL, (also foundational for Pintrich's) (as introduced in [2.3 Self-regulated learning](#)).

As will be seen in the next chapter, the researcher also used the above considerations to inform his initial approach to important general methodological elements in his own research design. These elements include:

- 1) The trends in empirical research followed by the two selected models: motivation-oriented (Pintrich's) and motivation and strategies-oriented (Zimmerman's).
- 2) The importance of a well-thought learning design when it comes to a SRL intervention that effectively enhances students' learning.
- 3) The need of providing teachers with training to understand their role in optimising students' learning and to customise this training considering that the effects on a SRL intervention differ depending on the educational level of the former.
- 4) The first glance at Pintrich's MSLQ, which is widely recognized as the most popular tool for measuring SRL.

Having justified the selection of the models by Zimmerman and Pintrich as the main theoretical underpinning for this research, the following section describes in detail each model and elaborate on this choice. A discussion of the ways in which these two models support the proposed training model for fostering language learning where the research sits is also presented.

2.4.1.1 Social cognitive models of SRL underpinning this research

In connection with the previously discussed background theories, social cognitive models are acknowledged as "the origin of self-regulated learning". These models appear to derive from Bandura's social cognitive theory understood as a "triadic account of human functioning". According to Zimmerman and Schunk, this theory focuses on "the separate but interdependent contributions of personal, behavioral and environmental influences" (Zimmerman and Schunk, 2001:19). As its name suggests, social cognitive theory studies bidirectional relationships taking place between social and cognitive events. Lee and colleagues, who emphasize the attention that

social cognitive models have recently received from L2 researchers, explain that in the context of this theory by Bandura, “the self-regulatory process is viewed as a triadic relationship between *personal variables* such as self-efficacy, *behavioural variables* such as the use of SRL strategies, and *environmental variables* such as feedback” (Lee et al., 2021:571) (The author’s italics).

According to Urbina and colleagues (2021), the social cognitive models by Zimmerman (2000a) and Pintrich (2000a) are regarded leading and highly influential in the literature. The former authors also identify general commonalities of these models when asserting that both “explain self-regulated learning as a cyclical process, influenced by context, where the process is organized into phases in which cognitive, metacognitive and motivational strategies are selected and combined [...]” (Urbina et al., 2021:01). Following these similarities, the following subsections present the particularities of the two models and their contributions to the training model proposed in this research.

2.4.1.1.1 The Cyclical Phases of SRL by Zimmerman

As justified above, Zimmerman’s social cognitive model of SRL was selected as one of the two social cognitive models underpinning the current research. In addition to the above rationale for this decision coming from the field of educational psychology, it should be noted that this choice was also based on two key issues from the field of Educational Technology. First, according to Beishuizen and Steffens (2011), contrasting with most early models of SRL only focused on a cognitive component, Zimmerman’s social cognitive model includes motivational aspects. Secondly, as Bartolomé and Steffens (2006) observe, Zimmerman’s model has been taken as a point of departure for many studies related to SRL through TELEs.

As Panadero (2017) explains, Zimmerman as one of the first and most prolific SRL authors, was able to develop three models of SRL:

- 1) The Triadic Analysis of SRL presented in 1989 intending to describe Bandura’s triadic account of social cognition cited above.
- 2) The Cyclical Phases of SRL with a first version presented in 2000 in the handbook released that same year (the *Handbook of Self-Regulation* by Boekaerts, Pintrich, and Zeidner) and then in a second version in 2009, when, after some tweaks, new metacognitive and volitional strategies were included in the second phase of the model (performance). This second model known simply

as “Zimmerman’s model” explains “at the individual level the interrelation of metacognitive and motivational processes” (Panadero, 2017:03).

3) The Multi-Level model presented in 2000, also cited above, that describes the three stages for acquiring self-regulatory competency.

After this clarification on Zimmerman's three models, it should be emphasized that his Cyclical Phases of SRL (second version), heading of this subsection indicates, is one of the two models that underpins the model proposed in the context of this research. A description of this Zimmerman’s model is provided below.

According to Zimmerman and Moylan (2009), in Zimmerman’s model, self-regulatory processes take place in three cyclical phrases: 1) Forethought, 2) performance and 3) self-reflection. The description of each phase follows.

The forethought phase includes the processes and beliefs that the learners develop *before* any effort to learn. In this initial stage, they “analyse the task, set goals, plan how to reach them and a number of motivational beliefs energises the process and influence the activation of learning strategies” (Panadero, 2017:03). As a result, this cycle is based on two processes: 1) task analysis and 2) self-motivation. Task analysis includes goal setting and strategic planning whereas self-motivation corresponds with self-efficacy, outcome expectations, task interest/value, and goal orientation.

The performance phase considers the processes the learners develop *during* behavioural implementation. In this second stage, they “actually execute the task, while they monitor how they are progressing, and use a number of self-control strategies to keep themselves cognitively engaged and motivated to finish the task” (Ibid.) For this purpose, the learners implement and monitor selected strategies based on two processes: 1) self-control and 2) self-observation. On the one hand, self-control corresponds to the following regulatory processes: task strategies, self-instruction, imagery, time management, environmental structuring, help-seeking, interest incentives, and self-consequences. On the other hand, self-observation focuses on metacognitive monitoring and self-recording strategies.

The self-reflection phase is based on processes which occur *after* each learning effort. In this third stage, students “assess how they have performed the task, making attributions about their success or failure” (Ibid.) In other words, they are expected to evaluate the results of their efforts. This process takes place through 1) self-judgement and 2) self-reaction. There are two forms of

self-judgement: self-evaluation and causal attributions. Similarly, there are two forms of self-reaction: self-satisfaction/affect and adaptive/defensive.

Zimmerman's Cyclical Phases of SRL is the most influential theoretical underpinning for the training model for fostering language learning proposed in the current research. This foundation is evident in 1) the overall structure of the model and 2) the names of the specific SRL strategies used in each cyclical phase. These formal features are described below.

Concerning the structure of the model, while Zimmerman's three cyclical phases are identified as numbered *stages* (that is, Stage 1, Stage 2, and Stage 3), original headings given by Zimmerman are kept (that is, Forethought, Performance, and Self-reflection). In addition, a short heading below each stage synthesises the work to be done throughout each of these three rounds (that is, "Planning the learning actions" appears below "Stage 1: Forethought", "Execution or act of learning" appears below "Stage 2: Performance" and "Evaluation of the learning actions" appears below "Stage 3: Self-reflection"). Clearly, the content of these short headings is also based on Zimmerman's model under consideration.

Regarding the names of the specific SRL strategies used in each round, it should be noted that, the researcher selected seven key strategies considering those commonly emphasised in two meta-analytic reviews associated with the implementation of social cognitive models of SRL in online and distance educational settings (that is, Tsai, and colleagues (2013), and Broadbent and Poon (2015)).

This decision was made to confer more systematicity and ease to the proposed training model (which by no means implies that the rest of SRL strategies considered in the two models was disregarded). In this context, the original names of the SRL strategies found in Zimmerman's model were retained in most cases: From the first phase (Forethought), "Goal setting" and "Strategic planning", which is integrated with "Time management" from the second phase (following the mixing of Pintrich's model shown below), were included. In connection with the second phase (Performance), "Metacognitive monitoring" (presented as "Self-monitoring"), "Task strategies" that can be either cognitive or affective (according to Pintrich) (Schunk and Zimmerman, 1998; Schunk et al., 2014) and "Help seeking" were added (also considering the perspective of this latter author). In this last case, the researcher added "Help giving" to stress the reciprocal exchange of peer support (in terms of feedback) expected during the implementation of this self-regulatory process so that it was identified as "Help seeking/giving". Concerning the third phase (Self-reflection) "Self-evaluation" was the only strategy considered.

2.4.1.1.2 The General Framework for Self-regulated Learning by Pintrich

As it was also justified above, Pintrich's (2000a) social cognitive model of SRL, identified by himself as the General Framework for SRL was chosen to complement Zimmerman's model.

As noted by Panadero (2017) there's only one version of the General Framework for SRL and it was introduced in the 2000 handbook cited above (the *Handbook of Self-Regulation* by Boekaerts, Pintrich, and Zeidner).

According to Pintrich's (2004) General Framework for SRL, self-regulatory processes occur in four phrases: 1) Forethought, planning, and activation, 2) Monitoring, 3) Control and 4) Reaction and reflection. Interestingly, even if these four phases represent a linear sequence, Pintrich clarifies that, as research shows, earlier phrases not always take place before the later ones, which implies that, for instance, phases 2, 3 and 4 can possibly occur in a simultaneous manner. In the proposed training model, this understanding implies that the identified seven SRL strategies might not be used only when indicated in a given stage of the model but as needed throughout the three stages, this is the case of Help seeking/giving, that is primarily used in Stage 2:Performance to get feedback from peer and teacher but also in Stage 3:Self-reflection for the learner to get overall final comments from the teacher on his final written production (see [Table 5 Model for Integrating Technology and Self-Regulated Learning \(MiTeSRL\)](#))

Pintrich's (2004) own description of each phase follows.

The forethought, planning and activation phase includes: 1) planning and goal setting, 2) activation of perceptions and 3) knowledge of the task and context and the self in connection to the task.

The monitoring phase involves the processes that represent metacognitive awareness in terms of the self and task/the context.

The control phase considers any efforts to control and regulate the self/task and context.

The Reaction and reflection phase corresponds to several reactions and reflections in terms of the self and task/the context.

Each of the phases above is combined with four areas for regulation: cognition, motivation/affect, behaviour and context, resulting in a highly rich understanding of SRL. Next, following Panadero's (2017) review, these four areas are described along with a categorisation of the seven chosen SRL strategies into these domains.

In terms of the regulation of cognition, metacognitive research is integrated (for example, judgments of learning and feeling of knowing) that highlights “how important is cognition for Pintrich’s” (Panadero, 2017:13). Self-monitoring and *Cognitive* task strategies from Stage 2: Performance are categorised in the regulation of cognition. Self-evaluation, the only self-regulatory process in Stage 3: Self-reflection, is also included in this area for SRL.

Concerning the regulation of motivation/affect, based on Pintrich’s empirical research, is hypothesised that students themselves have the capacity to regulate this component. Goal setting from the Stage 1: Forethought, and *Affective* task strategies from Stage 2: Performance fall into the regulation of motivation/affect.

As part of the regulation of behaviour, Pintrich included what he terms ‘the individual’s attempts to control their own overt behavior’ (Pintrich, 2000a:466). This component is based on Bandura’s social cognitive theory and Zimmerman’s Triadic model (both discussed above). Notably, due to the inclusion of this area, Panadero (2017) deems Pintrich’s model “unique” among the six models analysed in the former’s review. Strategic planning/time management from Stage 1: Forethought and Help seeking/giving from Stage 2: Performance are categorised in the regulation of behaviour.

Regarding the regulation of context, Pintrich’s chose to incorporate it since this component addresses the aspects of SRL associated with the students’ attempts to “monitor, control and regulate the (learning) context” (Panadero, 2017:13). In words of Pintrich, [i]n comparison to control and regulation of cognition, motivation, and behavior, control of the tasks or context may be more difficult because they are not always under direct control of the individual learner (Pintrich, 2004:399). Consequently, since strategies are presumed to be within an individual’s control, none of the selected SRL strategies were included in the regulation of context.

As is evident, the above four areas for regulation from Pintrich’s model, which he concisely explains with “constructs at a smaller grainsize that describe student motivation and cognition in all its complexity” (Pintrich, 2004:403) served as a comprehensive conceptual framework to situate the seven SRL strategies of the proposed training model. In this context, it should be noted that, in line with the overall cognitive orientation of Pintrich’s model intended for higher education learners, most of the selected SRL strategies fall under the category of the regulation of cognition.

The abovementioned microlevel grain-size of the four areas and by extension of Pintrich’s model also represent a strong framework to guide the development of the MSLQ, the already mentioned

tool for measuring the motivational beliefs and self-regulated learning of higher education learners. This fact aided the researcher in deciding to use the MSLQ as a key instrument for the research in two ways: 1) to obtain detailed information concerning how study participants used the seven selected SRL strategies through the questionnaire's cognitive, metacognitive, and resource management strategy scales (see [3.3.6 Research methods](#)) and 2) to better organise and interpret the research categories.

2.4.2 Merging the SRL models and SRL strategies by Zimmerman and Pintrich as the basis of the training model embedding SRL and technology for fostering language learning

In summary, the proposed training model is based on 1) the formal aspects of the Cyclical Phases of SRL by Zimmerman and 2) the content aspects of the General Framework for Self-Regulated Learning by Pintrich (i.e. the model's areas for SRL). Having this theoretical framework inevitably meant that the stages and strategies of these two models had to be aligned. The next paragraphs explain this alignment.

The researcher realised that, having a common origin (identified in [2.4.1 Models](#)), the Cyclical Phases of SRL by Zimmerman (2000a) and the General Framework for SRL by Pintrich (2000a) can be clearly aligned in all their phrases. Thus, the two models were aligned as follows: In terms of the stages, the Forethought phrase in Zimmerman's model corresponds to Forethought, planning and activation in Pintrich's model. Similarly, the Performance phrase in Zimmerman's model matches with Pintrich's Monitoring and control stages. Likewise, Self-reflection in Zimmerman's model coincides to Reaction and reflection in Pintrich's model. This alignment corresponds to the framework that Du and colleagues (2023) developed through "the combined use of Zimmerman's and Pintrich's models" as a foundation for examining massive online traces in empirical studies and determining how they employ online trace data as indicators of SRL (Du et al., 2023:05)

In terms of the selected SRL strategies, the researcher discovered the following five equivalences between the two models under consideration:

- 1) Goal setting in Zimmerman's model matches to Target goal setting in Pintrich's.
- 2) Strategic planning/time management according to Zimmerman's corresponds with Time and effort planning in Pintrich's, that is, the integration originally made in this latter model.

3) Metacognitive monitoring in Zimmerman's model coincides with Metacognitive awareness and monitoring in Pintrich's.

4) Task strategies in Zimmerman's model are described in Pintrich's as "selection and adaptation of cognitive strategies for learning, thinking" and "selection and adaptation of strategies for managing motivation and affect".

5) Help seeking in Zimmerman's model corresponds to Help-seeking behaviour in Pintrich's.

The above correspondences among SRL strategies in the two models were also found by Yot-Domínguez and Marcelo (2017) as a basis for research that explores university students' use of digital technologies as SRL strategies for planning, organising, and facilitating their own learning. In the context of the above-mentioned merger of Zimmerman and Pintrich's models as the basis for the proposed training model, the following sections discuss in detail relevant issues common to both models in connection with language teaching in higher education, where this new model was developed.

2.5 Learning strategies

Carver and Sheier (in fact inspiring Winne's model), characterise strategy as "a design or plan for approaching a high-level goal, such as mastering a new software system or understanding the history of a political party" and assumes that a strategy "coordinates a set of tactics" (Winne, 2001:160). In line with this idea, Winne also explains that even if each tactic can be potentially used as a tool to carry out a given strategy, not all the tactics in the set might be enacted. It is significant that, as Winne concludes, both tactics and strategies converge in "schemas" where, what he terms as "cold cognition" and "hot motivation" "can integrate to provide personal guidance for how to self-regulate learning" (Ibid.:186).

Keeping in mind the previous definition of strategy, the following sections focus on two types of strategies: "language learning strategies" (LLSs) and "self-regulated learning strategies" (SRL strategies) in the broader context of SRL. Given the theoretical background underlying the present study, the focus will be on these latter strategies.

2.5.1 Language learning strategies

As noted by Rose and colleagues (2017), the first attempt to organise strategies in the field of SLA can be attributed to Rubin (1981). This work was the basis for the work of O'Malley and colleagues' (1985), a taxonomy highly focused on the learners' use of cognitive and metacognitive

strategies to process novel information about a new language. However, by the late 1980's the work of Rebeca Oxford overshadowed the convergence of strategies with cognitive research with her Strategy Inventory of Language Learning (Oxford, 1990) designed to examine learner's use of strategies. As Rose and colleagues (2017) also note, Oxford's work sparked a boom in strategy research.

According to Teng (2022), the studies on LLSs have been full of criticisms in terms of "definitional fuzziness, contentious taxonomies, insufficient theorising and a lack of a psychometrically-sound instruments for measuring LLSs". (Teng, 2022:20). As a result, in the early 2000's, Dörnyei and colleagues (Dörnyei, 2005; Tseng et al., 2006; Gao 2007) proposed replacing the concept of "learning strategy" with that of "self-regulation" in response to the above quandaries. As Teng (2022) also acknowledges, this suggestion represents the first introduction of SRL into second/foreign language acquisition and shows a shift in the focus of L2 acquisition (from *what* is learned to *how* it is learned in terms of acquiring a new language).

In the context of the above proposal, which has led to the so-called "replacement debates", Rose and colleagues (2017), observe two reactions: On the one hand, considering the long tradition of self-regulation in psychology and educational psychology, self-regulation offers a stable perspective for researching strategic behaviour. On the other hand, given the "outsider" nature of self-regulation, that is, a concept not theoretically developed for the study of SLA, some view it as a poor substitute for learner strategy research, which is, in fact, a construct *from* applied linguistics to explore the specific features of language learning.

As Teng and Zhang (2022) note, over the past decade, Dörnyei and colleagues' replacement suggestion has gradually shifted into two perspectives: amalgamation and complementarity. In the amalgamation view, self-regulation is considered *within* the field of language learning strategies. However, in the complementarity perspective, self-regulation is seen as "both the glue and engine that helps students manage their strategic learning" (Weinstein et al., 2011:47 in Teng and Zhang, 2022:588), thus, self-regulation is considered as *an addition* to learner strategy research. Rose and colleagues (2017), who also recognise these perspectives, cite Oxford's (2011) strategic self-regulation (S2R) model and Teng and Zhang's (2016) model as examples of models that integrate self-regulation into existing paradigms of language learning strategies. Likewise, Rose and colleagues (2017), refer to the works of Gao (2007), Grenfell and Macaro (2007), and Gu (2012) to illustrate the complementarity perspective.

As explained above, one of the reasons that led Dörnyei and colleagues to make the replacement suggestion was a contentious definition of LLSs, which appears to have initiated a heated and constant discussion in search of the conceptual clarity of this term. This illuminating debate from the 1990's to 2021 is summarised as follows by Teng (2022).

As Teng explains, the problem in defining LLSs initially arose from multiple conceptualisations leading to debate “whether learning strategies should be regarded as either observable behaviours or inner mental operations, or both” (Tseng et al., 2006:80 in Teng, 2022:20). Teng (ibid.) cites Oxford (1990:1), who contended that “language learning strategies are steps taken by students to enhance their own learning” (Teng, 2022:20). With this definition the initial dilemma was resolved, since “steps” can be both “observable behaviours” and “mental operations”. However, as Teng (2022) also notes, Oxford’s definition took to a new debate on distinguishing “strategy” from strategy-related terms such as “techniques”, “actions” or “steps”.

As Teng continues to explain, in 1994, Ellis “criticised the definition of learning strategies as “ad hoc” and often conflated with other terms (e.g. skills, techniques and moves [...]).” (Ellis 1994 in Teng, 2022:20). By 2008, the ambiguity surrounding the definition of LLSs led to debate as to whether these processes were intentional or subconscious. In this context, Teng (2022) quotes Cohen (2008) who defined learning strategy “a conscious mental activity, entailing three key elements: a goal or intention, an action to reach this goal and a learning activity” (Cohen 2008 in Teng, 2022:20). Likewise, Teng (2022) cites Griffiths’ simple definition of LLSs: “activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffiths 2008:87 in Teng 2022:20).

As Teng further explains, in 2011, as an introduction to her S2R Model comprising cognitive, affective, and sociocultural-interactive strategies for language learning, Oxford proposed the following more inclusive definition self-regulated L2 learning strategies: “deliberate, goal-directed attempts to manage and control efforts to learn”. (Oxford, 2011:12 in Teng 2022:21). Then, as Teng (2022) also points out, in 2017, Oxford defined L2 learning strategies as “complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional and social) ...” (Oxford, 2017:48 in Teng, 2022:21). This definition resulted from an initial attempt to systematically analyse strategy definitions using a text-based, content-analytic approach. Then, as Teng (2022) finally observes, in 2021, this discussion was taken one step further by Thomas and colleagues, who improved Oxford’s attempt by including the chronological trajectories of definitions and conceptualisations. After analysing 461 articles, these researchers found that

“elements of self-directedness (e.g. self-regulation, agency, and autonomy) became increasingly prevalent in L2 researchers’ conceptualisations of LLSs over time”. (Teng, 2022:21).

While LLSs are not the focus of this study, the researcher concludes that the previous review on their links to self-regulation and the evolution of the definition of LLSs greatly enriches the landscape of SRL. For example, Gao and Hu (2020) observe that “[i]n many studies claiming the use of self-regulation, researchers conducted research in a manner similar to the LLS research” (Gao and Hu, 2020: 42). In addition, he understands that it is hard to imagine how L2 learning, or any other type of learning can be managed successfully without implementing strategies (Pawlak and Oxford, 2018). Thus, the researcher agrees with Griffiths (2020), Zhang et. al, (2020) and other scholars who recognise the compatibility of LLSs with self-regulation. And he also concurs with Dörnyei and Ryan (2015) who propose what the above Oxford’s (2017) definition of LLSs appears to do: relating LLSs and self-regulation so that this latter concept is regarded as “a dynamic construct that connects strategic capacity, intent, and learning behaviour within the self-regulatory learner” (Thomas and Rose, 2019: 252).

2.5.2 Self-regulated learning strategies

An analysis of the historical overview on the research and development of learning strategies by Weinstein and colleagues (2000) shows that this concept is precisely founded in information processing models of SRL. First, under the influence of the information processing model of cognition, in connection with the early 1970s’ cognitive revolution, the possible use of “memory strategies” in educational settings was explored. Then, following the re-conceptualisation of the learner as “an active, self-determined individual who processes information in complex ways” in the late 1970s, the concept of “cognitive strategies” was developed (Weinstein et al., 2000:728). In line with this latter development, considered critical not only in instructional research but also in educational psychology, it was demonstrated that cognitive strategies could be modified by means of instruction; in this regard, strategy instruction was primarily aimed at helping the learners become “good strategy users”, who, in terms of Weinstein and colleagues, referred to those learners who possess declarative, procedural, and conditional knowledge about strategies. Finally, in the mid-1980s, Weinstein and Mayer provided an early taxonomy of learning strategies: rehearsal, elaboration, organisation, comprehension monitoring and affective. Concerning this five-category taxonomy, it is clarified that rehearsal, elaboration, and organisation strategies “operate directly on the information to be learnt to aid in acquisition and organization of the information” while comprehension monitoring and affective strategies “provide metacognitive and affective support for learning” (Weinstein et al., 2000:731).

In the sense of a conclusion of their review, Weinstein and colleagues highlight that “[s]elf-regulated and strategic learning involve integrated processes” (Weinstein et al., 2000:732). This understanding along with the focus of this research on the social cognitive perspective of SRL led me to address the attention not to learning strategies in general but to “self-regulated learning strategies”.

Following the chronological perspective of SRL strategies above, the remainder of this section presents a definition of SRL strategies. This conceptualisation precedes the adopted taxonomy of SRL strategies in association with motivational issues that frames this study.

Zimmerman defines SRL strategies as “actions and processes directed at acquisition of information or skills that involve agency, purpose, and instrumentality perceptions by learners”. (1990: 5). An analysis of this definition shows that this type of learning strategies: 1) represents optimisers of the processes occurring in the different phases of SRL models (Cfr. Pintrich, 2004; Zimmerman, 2000); and 2) contrasts with skills, mainly in terms of “automaticity of performance” and “awareness intentionality” on the part of the learner (Alexander et al., 1998).

2.5.3 The adopted classification of SRL strategies for this study

As explained by Germ and Mandl (2010:11), learners need to use learning strategies in order to successfully cope with the requirements of SRL in both traditional and online settings at university level. Accordingly, based on the taxonomies by Weinstein and colleagues, (2000) (also discussed in [2.5 Learning strategies](#)), Wild and Schiefele (1994), and Pintrich and Garcia (1991; 1994), Germ and Mandl propose a classification of learning strategies which includes cognitive strategies, metacognitive strategies, and resource-oriented strategies. This latter taxonomy, is adopted for the purpose of this study in view of the context where it takes place and its theoretical orientation (namely, an online learning course under a social cognitive perspective), is discussed in the following sections.

2.5.3.1 Cognitive strategies

Germ and Mandl (2010) identify cognitive strategies as those used for selecting, organising, serving and processing learning information. In this respect, the authors under consideration distinguish between deep processing strategies (such as elaboration, critical thinking, and organisation) and surface processing strategies (such as rehearsing); interestingly, these authors emphasise the importance of deep processing strategies in order to understand complex information and manage hypertext and hypermedia-based contents (for example, in online

courses, gaining an understanding of information and recognising relations between contents is made possible through elaboration and critical thinking).

2.5.3.2 Metacognitive strategies

According to Germ and Mandl (2010), metacognitive strategies are those used for planning, monitoring, and regulating the learning process. In line to this understanding, planning strategies play a role in defining goals, choosing learning techniques and arranging learning steps and timeframes. Similarly, monitoring strategies allow to evaluate 1) learners' own understanding of the information and the extent to what it is relevant to a given learning task and goal and 2) learners' own learning path through contents and the identification of potential scenarios of difficulty in navigating and orientating themselves. Moreover, when problems like these occur, regulation strategies, which, as they explain, are very useful to deal with multimedia and hypertext-based contents, aid the adaptation of a given behaviour (such as repeating learning steps/adapting the learning pace).

2.5.3.3 Resource oriented strategies

In words of Germ and Mandl (2010), resource-oriented strategies are those focused on providing the necessary resources for learning in online courses. Therefore, these authors divide resource-oriented strategies into internal and external. Then, they classify management of effort, management of attention, and management of time as internal strategies. Likewise, they classify getting information, exchange with other learners, and help seeking into external strategies. In view of the significance of the two types of resource-oriented strategies for this research, they are expanded in the following paragraphs.

First, in line with Germ and Mandl (2010), the three previously mentioned internal strategies appear to be necessary for learners to succeed as self-regulated in the highly demanding web-based courses. For instance, management of effort is required to deal with complex contents while actively navigating in a given learning environment. Equally, management of attention plays a role when responding to the cognitive demands of managing and focusing on relevant online contents and information. Moreover, management of time is applied when time resources are sufficiently used for the learning purpose they are scheduled in the TELE.

Secondly, in agreement with Germ and Mandl (2010) the World Wide Web appears to optimise the use of the three aforementioned external strategies in the context of web-based learning environments. For example, in terms of getting information, learners can obtain information

beyond a given time and space, from various sources including online libraries and searching engines. In a similar vein, concerning exchange with other learners, different synchronous and asynchronous tools can be used to facilitate knowledge exchange and reciprocal support leading to the construction of knowledge and effective learning. In addition, regarding help-seeking, based on identified problems in throughout the learning process, learners can have an exchange with online tutors independently of time and space.

2.5.4 Motivation and its connection to self-regulated learning strategies

Pintrich says that:

Researchers interested in basic questions about how and why some students seem to learn and thrive in school contexts, while other students seem to struggle to develop the knowledge and cognitive resources to be successful academically, must consider the role of motivation (Pintrich, 2003:667)

In the context of the current study, the researcher considers that this call to have in mind learner motivation justifies well the role of this concept in connection with the previously justified centrality of SRL strategies. Accordingly, in words of Pintrich and De Groot (1990), “knowledge of [...] strategies is usually not enough to promote student achievement; students also must be motivated to use the strategies as well as regulate their cognition and effort”. (1990:33). This issue is also emphasised by Dembo and Seli in their popular “learning to learn” textbook *Motivation and Learning Strategies for College Success: A Focus on Self-regulated learning addressed to students*, when telling them that ‘even if they know how to use an effective strategy, they may not be motivated to use it’ (2012:34). In addition, Pintrich (2003) discusses what the researcher ponders as a timely reason to pay attention to the connections of motivation and SRL strategies, when he writes:

It seems clear that future research will attempt to build models that integrate implicit, unconscious processes [such as needs and motives] with more explicit and conscious processes [such as those cognitive and rational which include the use of self-regulated learning strategies] as their relative strengths and weaknesses complement one another (Pintrich, 2003:670)

Interestingly, some years before making this claim, under the same line of thought, Pintrich had concluded that an integration of motivation and cognition “should result in more motivating classrooms and more deeply engaged and self-regulating students” (Pintrich, 2000a:469).

Schunk and colleagues define motivation as “the process whereby goal-directed activities are instigated and sustained” (Schunk et. al., 2014:5). This definition appears to completely correspond with contemporary views of the concept while relating to key features of SRL strategies and SRL in general. However, motivation seems to be a complex construct because it may vary in terms of level (the amount of motivation) and orientation (the type of motivation). In connection with this understanding, the researcher considers that in order to offer a clearer, deeper understanding of motivation, the distinction between intrinsic and extrinsic motivation coming from Deci and Ryan’s Self-Determination Theory (Deci and Ryan, 1985) should be discussed.

Ryan and Deci (2000) observe that over three decades of research have demonstrated that experience and performance can greatly vary according to behaviours for intrinsic versus extrinsic reasons. Moreover, they acknowledge that even if detailing the factors and forces engendering or undermining intrinsic motivation is especially important, explicating the types of motivation that correspond to extrinsic motivation is equally relevant, considering the definitions and issues to be discussed in the following sections.

2.5.4.1 Intrinsic motivation

Intrinsic motivation can be understood as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan and Deci, 2000:56). In line with this definition, the authors being discussed argue that an intrinsically motivated person is not moved to act because of external factors but for the involved fun or challenge. Accordingly, Cognitive Evaluation Theory, a sub-theory of Self-Determination Theory conceived by Deci and Ryan (1985) to specify the factors that cause variations of intrinsic motivation in social contexts, argues that “[...] people must not only experience perceived competence (or self-efficacy), they must also experience their behaviour to be self-determined if intrinsic motivation is to be maintained or enhanced” (Ryan and Deci, 2000:58). However, as the authors in question acknowledge, most of the human activities are not intrinsically motivated (for instance, social demands and roles after early childhood request individuals to take responsibilities that are less and less intrinsically interesting), which makes necessary to examine extrinsic motivation.

2.5.4.2 Extrinsic motivation

In words of Ryan and Deci, extrinsic motivation “is a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan and Deci, 2000:60). Concerning this

concept, the authors under consideration acknowledge that, differing from some perspectives assuming that extrinsically motivated behaviours are invariantly not autonomous, Self-Determination Theory considers a great variability in terms of the degree of autonomy. Deci and Ryan (1985) introduced the Organismic Integration Theory, a sub-theory within Self-Determination Theory which is aimed at clarifying the types of extrinsic motivation and contextual factors subject to promote or hinder the taking in of an individual's value/regulation (internalisation) and its complete transformation into his/her own (integration). Accordingly, in reference to differing degrees of autonomy/self-determination, extrinsic motivation can be categorised as 1) external regulation (its least autonomous form closest to amotivation, (or the state of a complete lack of intention for acting), 2) introjected regulation, 3) identification, and 4) integrated regulation (the most autonomous form, closest to intrinsic motivation).

In connection to the previously defined taxonomy of human extrinsic motivation, Ryan and Deci observe that “[g]iven the clear significance of internalization for both personal experience and behavioural and performance outcomes, the critical applied issue concerns how to promote the autonomous regulation of extrinsically motivated behaviors” (Ryan and Deci, 2000:64). For that reason, it is discussed that, as research suggests, relatedness (that is, a sense of feeling valued by those who the individual feels connected to) and competence (that is, a sense of feeling efficacious about and extrinsic goal) facilitate internalisation while autonomy “is the critical element for a regulation being integrated rather than just introjected” (Ibid.).

2.5.4.3 Self-efficacy beliefs

According to Schunk, being motivation a key process in self-regulation, learners are expected to regulate “not only their actions but also their underlying achievement-related cognitions, beliefs and affects” (Schunk, 2008:246). In this regard, the same author says that attributions represent important motivators of SRL. Thus, as this section will show, self-efficacy is a key attribution in predicting learners' motivation and learning framed in Bandura's Social Cognitive Theory (1986, 1997) and the derived social cognitive model of SRL by Zimmerman (2000a).

In line with Bandura's definition, Zimmerman describes self-efficacy as “personal judgements of one's capabilities to organize and execute courses of action to attain designated goals [...]” (Zimmerman, 2000b:83). As this latter author also observes, self-efficacy is measured in terms of level (dependence on the complexity of a given task), generality (transferability across activities), strength (own certainty about performing a given task). Similarly, in terms of these measures, self-efficacy appears not to be far from other associated constructs that possess discriminant

validity for the prediction of academic outcomes such as outcome expectancies, self-concept, and perceived control.

The significance of self-efficacy can be clearly observed in connection with academic motivation and self-regulation of learning. For instance, in terms of academic motivation, Zimmerman points out that “[t]here is evidence that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities” (Zimmerman, 2000b:86). In a similar vein, concerning self-regulation of learning, Zimmerman acknowledges that “Self-efficacy beliefs also provide students with a sense of agency to motivate their learning through use of such regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy use” (Zimmerman, 2000b: 87). What is more, offering what in the researcher’s opinion is a powerful reason to choose the concept of self-efficacy as a key one in this research, Zimmerman highlights that “[t]he greater motivation and self-regulation of learning of self-efficacious students produces higher academic achievement according to a range of measures” (Zimmerman, 2000b:88).

Despite the close associations of motivation and motivational components with SRL strategies such as the previously discussed, Griffiths notes that “the regulation of motivation as an integrative component of SRL is insufficiently investigated” (Teng, 2022:18). Thus, for the purposes of this research, I decided to add motivational or affective strategies to the already adopted classification of cognitive, metacognitive, and resource oriented SRL strategies (Germ and Mandl, 2010). The rationale for this decision also considers the empirical research-based suggestion that “students’ regulation of their learning not only involves regulation of the encoding process and cognitive outcomes (by use of cognitive, metacognitive, and resource management strategies), but also the regulation of affective outcomes [...]” (Garcia, 1995:19). This proposition, which reflects the paramount role of motivational or affective strategies in the overall learning process, has been acknowledged by L2 education researchers (i.e. Dörnyei, 2005; Oxford, 2011). This key type of SRL strategies will be conceptualised and explored next.

2.5.4.4 The addition of motivational or affective strategies in the adopted classification of SRL strategies

According to Wolters and colleagues, following different research traditions on the regulation of motivation, “researchers have identified a variety of strategies that students might use to manage the processes that have an influence on their motivation” (Wolters, et al., 2005:267). Drawing

from this variety of strategies, these authors propose a set of scales which is adopted in this study. As they also explain, these scales consider seven motivational or affective strategies:

- 1) self-consequating: students provide themselves with an external consequence (i.e. rewards, punishments, and verbal statements) in response to their involvement in learning activities.
- 2) environmental structuring: learners set up their environment so that they can successfully complete a task without interruption. This includes learners' efforts to be physically and/or mentally ready to complete a specific task (i.e. taking breaks or consuming certain foods)
- 3) mastery self-talk: students use thoughts or sub-vocal statements to purposefully prompt themselves to remember the reasons why they are persisting in a particular activity. This include relying on certain goals (i.e. becoming more proficient in a topic or increasing a sense of autonomy) to improve motivation.
- 4) performance or extrinsic self-talk: learners convince themselves to keep working when they feel the urge to abandon studying (i.e. by thinking about getting good grades or doing well in a particular class).
- 5) relative ability self-talk: students consider more specific performance approach goals (i.e. outperforming their classmates or demonstrating innate abilities) in order to keep working hard.
- 6) interest enhancement (which includes personal interest enhancement and situational interest enhancement): learners increase their intrinsic motivation to complete a task. This increase in motivation can come either from the learner himself/herself (for example, by associating a task to his/her own life or a topic that interest him/her in order to increase the meaningfulness of such a task) or from a situation (for instance, by modifying a boring task to make it more challenging or more entertaining).

As noted by Dörnyei, these strategies aim to “generate and enhance student motivation, as well as maintain ongoing motivated behaviour and protect it from distracting and/or completing action tendencies” (Dörnyei, 2005).

2.6 Task-Based Language Teaching

According to Richards and Rodgers (2014), in the mid-1980s, researchers interested in pedagogical applications of Second Language Acquisition (hence SLA) theory with a focus on strategies and processes used by second language learners, found out no evidence that grammar-focused teaching activities (such as those associated with the Presentation-Practice-Production (PPP) approach) conducted in many language classrooms, reflected the cognitive learning processes used out of the classroom. For this reason, it was considered that the involvement of learners in task work instead of in form-focused activities, would serve as a better context for the activation of learning processes and, therefore, for promoting language learning. According to the Task-Based Language Teaching (henceforth TBLT) approach, this involvement implies an “immersion” for learners to “negotiate meaning and engage in naturalistic and meaningful communication” (Richards and Rodgers, 2014:176).

As Richards and Rodgers (2014) also state, the field of applied linguistics has seen a significant increase in the interest in TBLT due to its connections with Communicative Language Methodology and support from prominent SLA theorists. In addition, Shehadeh claims that “many scholars, language professionals and practicing teachers, armed with insights from SLA research findings, empirical findings on effective instructional techniques, and cognitive psychology, strongly believe that task-based language learning, teaching and assessment facilitates SLA and makes L2 learning and teaching more successful and more effective”. (Shehadeh, 2018:277). This evidence motivated the researcher to precise the definition of “task” and further explore and use this interesting approach in his own research.

2.6.1 Defining “task”

According to Lambert and colleagues, the first attempts to define "task" for TBLT varied widely, with Breen's (1989) definition being the most comprehensive. For this latter author, a task is defined as “a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication”. (Lambert et al., 2019:06). This definition implies that a task consists of a quick practice exercise combined with a more complex plan that calls for impromptu communication. This understanding is enriched by other definitions which consider that “task”:

- 1) is meaning-based (opposed to form-based) (Nunan, 1989),
- 2) uses language that is subject to negotiation during performance,

3) should resemble an activity that people carry out in real life (Long, 1985) and

4) should possess 'a sense of completeness' and 'stand alone as a communicative act in its own right' (Nunan, 1989:10).

Lambert and colleagues observe that the definitions combined the concepts of a task as a process and as a workplan. For them, making this distinction was "a failure" that "led to the claim that the traditional distinction between 'syllabus' and 'methodology' loses relevance" (Lambert et al., 2019:06). These authors are in favour of considering task as a workplan and see this distinction as "very relevant" to the TBLT approach because, as they argue later, the fact that a task is to a certain extent unpredictable does not allow to define it in terms of process. In addition, they state that "from the perspective of course design as well as language testing and research, the starting point needs to be the task-as-workplan, namely the design materials that will create a context for the communicative use of the L2". (Lambert et al., 2019:10) This position is shared by the researcher, since it fits well with the content aspects of the proposed training model, particularly with its first stage (Forethought) focused on "planning the learning actions" and the intended use of materials and resources used during its implementation.

Lambert and colleagues also recognise the proliferation of "task" definitions over the years and argue for a definition that is "applicable across context and purposes" (Lambert et al., 2019:09) and "based on criteria that can be used to distinguish whether a given workplan is a task or not a task (i.e. an 'exercise')" (Ibid.). Taking these key issues into consideration, they define tasks as "activities which make meaning primary, which include some kind of gap which needs to be addressed and hopefully resolved, which require learners to rely on their own language resources and which have a clearly defined outcome" (Ibid.).

In a self-critique to the above definition, Lambert and colleagues (2019) observe that no explicit reference to the real world is made considering that the elements already present in the definition make sure that the way a task is completed will have a real-world connection and that the language used will be sufficiently authentic.

The previous observation implies an important differentiation in task types typically made by scholars: "real-world tasks" and "pedagogic tasks". According to these authors, a "real-world task" is "based on target tasks and so have situational authenticity" (Lambert et al., 2019:12) (for example a task where two students pretend to be a hotel receptionist and a potential customer, with the latter having to reserve a room using the information the former has provided) while a "pedagogic task" "lacks situational authenticity but must still display interactional authenticity"

(Ibid) that, for instance, leads to the kind of everyday language use that is observed outside of the classroom (for example, an information-gap task wherein a learner must give comprehensive descriptions based on a set of pictures for another learner to recognize the objects mentioned).

The above differentiation between “real world task” and “pedagogic task” has a role in the basic definition provided by Jackson (2022), who, following an earlier definition by Bygate and colleagues claims that “[d]uring engagement in pedagogic tasks, learners ‘use language, with an emphasis on meaning, to attain an objective’” (Bygate et al., 2001:11). As he explains, this basic definition comprises numerous definitions that have been proposed over the years. Interestingly, in order to help with understanding this conceptualization, he gives the following three examples of what is *not* a task according to this definition:

(1) learning about the target language without actually using it, such as when listening to an explanation of it in one’s first language; (2) using the language mechanically rather than meaningfully, as in the memorized dialogues or choral repetition associated with the audio-lingual method; and (3) using language meaningfully but without any overt goal, as in free conversation (Jackson,2022:04).

In addition, Jackson (2022) offers three justifications on how the criteria set by Bygate and colleagues correspond with the following current assumptions related to learning and language:

- 1)The requirement that tasks entail language use recognizes that the ability to comprehend and produce oral and written discourse builds gradually through practice.
- 2) Functional theories of language emphasize language as a communication tool and thus support the prioritization of meaning.
- 3) Setting goals facilitates learner engagement and makes expected results clearer.

At last, to these arguments Jackson adds “[a] wide range of theoretical support for TBLT, often sharing an emphasis on learning by doing [...]” (Jackson,2022:04).

2.6.2 Connecting TBLT to the proposed training model

Upon reflection, the researcher, finds significant to point out that the two previous definitions of task provided, that is, Lambert and colleagues (2019) and Bygate and colleagues (2001), converge in emphasising the following points: 1) primary focus on meaning, 2) goal orientation 3) active role of the learner (also implied in Jackson’s final addition), and 4) use of language. In this context, the second and third convergences (i.e., points 2 and 3) are subject to be aligned with the

proposed training model while adding to the significance already assigned to a different alignment: the initial definition of task (Breen, 1989) and the first stage (Forethought). This is critical to incorporate TBLT in the proposal, beyond the first and last convergences (i.e., points 1 and 4), which seem more closely related to applied linguistics. For this purpose, goal orientation and the active role of the learner are next discussed in terms of the proposed training model and, by extension, in terms of a social cognitive perspective of SRL.

Drawing on Pintrich's social cognitive model (2000a), that, as previously mentioned, provides the content components for the proposed training model, both goal orientation and the active role of the learner are regarded central to SRL. This is explained in the following paragraphs.

Concerning goal orientation, it was discovered that the article "The role of goal orientation in self-regulated learning" (Pintrich, 2000a) which provides the foundation for Pintrich's model, and is among his three most cited works to date, emphasises the interconnectedness of motivational and self-regulated learning components. For this purpose, from its indicative title to its conclusion, this text emphasises the significance of the individuals' underlying reasons and objectives for engaging in learning activities throughout various stages of the learning process.

In the context of the article under consideration, goal orientation in SRL is integral and multifaceted. For example, it is stated that "goal orientations create a framework for regulating cognition, affect, and behavior" (Pintrich, 2000a: 478). In addition, it is explained that "students' motivational beliefs about learning, such as their achievement goal orientations, can influence their use of cognitive and metacognitive strategies" (Pintrich, 2000a: 480). It is also suggested that "the what, why, and how of motivation forms a general theory or orientation to the task [that is, a learners' cognitive engagement] that can influence many of the different processes of self-regulation" (Pintrich, 2000a: 473). Finally, it is established that "self-regulatory activities are directly linked to outcomes such as achievement and performance[...]" (Pintrich, 2000a: 453). In summary, through this key text, goal orientation is portrayed as a foundational element of self-regulated learning, influencing motivation, learning strategies, and engagement in addition to predicting academic performance.

Concerning the active role of the learner, this same ground-breaking article, clarifies the significance of this role not only in Pintrich's model but also in many other SRL models. Accordingly, he establishes that despite their differences, many of these models share four fundamental assumptions on learning and regulation. The first of these assumptions is precisely "the *active, constructive assumption*" in which "[l]earners are assumed to actively construct their

own meanings, goals, and strategies from the information available in the external environment as well as information in their own minds (the internal environment)” (Pintrich,2000a:452). Interestingly, this description of the learner’s role is associated with three elements that he/she is believed to develop on his/her own: 1) the meaning (also seen as the first convergence between the definitions above), 2) the goals, that were just discussed, and incidentally appear again in the third assumption shared by the models, (that is, the *goal, criterion, or standard assumption*) and 3) the (SRL) strategies that Pintrich himself defines as the “adaptive self-regulatory processes” (in the areas of cognition, motivation/affect and behaviour) that are “basically positive for learning and achievement” (Pintrich,2000a:492). As demonstrated, these strategies, also represent a key construct in the proposed training model and in this research itself (see [2.5.2 Self-regulated learning strategies](#)).

The above importance given to the active role of the learner is also reflected in Pintrich’s definition of SRL, provided later in the same article and analysed at the beginning of this thesis (see page 3). In such definition, SRL is understood as: “[A]n active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment” (Pintrich, 2000a:453). As is more than evident, the learner is the “main character” performing the “story” of SRL.

In practical terms, apart from the above considerations on goal orientation and the active role of the learner, the incorporation of TBLT in the training model also implied selecting a typology of tasks, a learning model, and, given the setting in which this model was developed, a TBLT sub-field for designing the lessons). These elements and the justification for their selection are discussed in the remainder of this section.

In practical terms, incorporating TBLT into the training model, in addition to the above-mentioned considerations of goal orientation and the active role of the learner, also meant the selection of a task typology, a learning model and, given the environment in which this model was developed, a TBLT subfield for lesson design. These elements and the rationale for their selection are discussed next.

2.6.2.1 The selected typology of tasks

Among the many pedagogic task typologies made by TBLT proponents, considering the justification provided by Jackson (2022), the researcher selected the task typology proposed by Pica and colleagues (1993). According to Jackson (2022), this typology is characterised by 1)

integrating earlier discussions and making a shorter classification of task types, 2) focusing on a typology for differentiating tasks in light of their contributions to language learning for teachers and researchers instead of simply explaining the task-related activity (such as for instance, Willis' (1996) typology), and 3) proving to be feasible in terms of the design, modification, or understanding of a broad variety of materials, which put the typology under consideration a step ahead of recent and more fine-grained frameworks (such as for instance, Robinson, 2015). As a result, Jackson sees the task typology by Pica and colleagues (1993) as "a good starting point for understanding how task design may contribute to providing comprehensible input, negative feedback, and opportunities for modified output during learner–learner interaction" (Jackson, 2022:05).

Pica and colleagues' (1993) task typology covers five pedagogic task types, that is, jigsaw, information gap, problem-solving, decision-making, and opinion-exchange that these authors summarise in a table. Accordingly, these five task types vary in connection with the table headers "interactional activity" (including "information flow" and "interaction requirement") and "communication goals" (which covers "goal orientation" and "outcome options"). "Interactional activity" and "communication goals" are explained next. First, as part of "interactional activity", "information flow" refers to the number of speakers (1 vs 2) and "interaction requirement" focuses on how necessary the interaction among learners is (+/- required). Second, concerning "communication goals", "goal orientation" refers to how much the task orients learners toward the same goal (+/-convergent) and "outcome options" covers a single, fixed outcome, a single variable outcome or a non-specific outcome.

2.6.2.2 The selected learning model

In search of the best option of the TBLT learning model to develop the proposed training model, the researcher of this work found several proposals and noted that they differ in the way of using the tasks. In the context of these different options, it was found that "Willis's [...], being quite practical and straightforward, is the model most commonly cited and employed by classroom teachers and teacher-researchers" (Shehadeh, 2005:26). Nearly two decades after this claim, Jackson (2022) and Huynh and Nguyen (2023) confirm that Willis' framework is still the most influential model for TBLT.

Willis' (1996) model corresponds to a three-phase framework: 1) pre-task, 2) task cycle, and 3) language focus. In terms of the pre-task, which is aimed at introducing learners to the topic and

the task, Willis assumes that they should be introduced to the topic and considers both known and unknown words and phrases to cope with the task and the text/recording. Concerning the task cycle, where learners carry out the task by using the language they already know, Willis (1996) explains that it takes place in three stages: task, planning, and report; first, in the task stage, which is highly focused on meaning, learners in a role of communicators have the opportunity to privately gain fluency and confidence in themselves; secondly, in the planning stage, which drives language development forward, learners in preparation for going public, are given (from classmates and teacher) the time and support to experiment with language and go over grammar. Thirdly, in the report stage, intending learners to upgrade and improve their language, they are encouraged to consider form, meaning, accuracy and fluency when making their best effort to speak or write to classmates about what they did. Pertaining to the language focus, intended to closely study the specific features of the language used in the previous phase (task cycle), Willis (1996) mentions that the teacher should offer learners focused thinking; at first this is done by letting them to make their own discoveries and then by adding any points they failed to notice and leading some practical related activities; finally, the teacher should foster a sense of security and consolidation by ending the teaching cycle with either a quiet reflection or a lively practical activity.

According to Ellis and colleagues (2019a) in contrast with the initial works of Prabhu, in his Communicational Language Project, that rejected group work, Willis (1996) proposed a task-based lesson that prioritised learner-learner interaction. This framework, “established the standard for a task-based lesson, namely a pre-stage, a main task, and a post-task stage (Ellis et al., 2019a:15). Additionally, Jackson (2022) states what the researcher considers the greatest contribution of Willis’ works: they helped teachers transitioning from “traditional” PPP to “newer” TBLT lessons to “acclimate” to task-based teaching.

Departing from the “standard” set by Willis’ (1996) framework, the researcher found good examples of TBLT models following different methodological sequences to use the tasks in a lesson. The models by Nunan’s (2004), and Ellis’ (2003) were among the most representative ones. These two frameworks were visually compared with Willis’ (1996) by Baralt (2018), (see [Table 1 A visual comparison of the Nunan, Ellis, and Willis frameworks](#)). As this latter author observes, “[t]he [3] frameworks are quite different, especially in regard to the timing of grammar teaching, or explicit focus on form” (Baralt, 2018:274).

Having in mind the already discussed social cognitive model (based on the formal aspects of Cyclical Phases of SRL by Zimmerman (2000a) and the content aspects of the General Framework for Self-

Regulated Learning (Pintrich, 2000a)), the researcher decided that the TBLT model by Ellis (2003) was the most appropriate framework to integrate in the proposal. Ellis' (2003) model is presented below along with the justification for this choice.

According to Huynh and Nguyen (2023), Ellis (2003) model "synthesised different designs based on his review of various approaches to task-based language teaching" (Huynh and Nguyen, 2023:25). These models include, for instance, Prabhu's (1987), Skehan's (1996), and Willis' (1996). In Ellis' (2003) framework, the design of task-based lessons follows three chronological stages: a pre-task, a main task, and a post-task. These phases are described next.

Table 1 A visual comparison of the Nunan, Ellis, and Willis frameworks

Nunan (2004)	Ellis (2003)	Willis (1996, 2012)
<p>1. <u>Schema building</u></p> <ul style="list-style-type: none"> – Introduce the topic – Set the context – Introduce key vocabulary and expressions that students will need to do the task <p>2. <u>Controlled practice</u></p> <ul style="list-style-type: none"> – Do controlled practice of key vocabulary, grammar <p>3. <u>Authentic listening practice</u></p> <ul style="list-style-type: none"> – E.g. audioclips or videos of native speakers <p>4. <u>Focus on linguistic elements</u></p> <ul style="list-style-type: none"> – Teach grammar, focus on form <p>5. <u>Provide freer practice</u></p> <ul style="list-style-type: none"> – Give students a more communicative task where they have to role-play. They must make their own meaning and be creative <p>6. THE TASK</p> <ul style="list-style-type: none"> – Give students the pedagogical task 	<p>1. <u>Pre-task phase</u></p> <ul style="list-style-type: none"> – Prepare students to perform the task so that it promotes SLA. Options are: give instructions, a model, review vocabulary, brainstorm, etc. Can do focus on form <p>2. THE TASK</p> <ul style="list-style-type: none"> – Students perform the task. – Monitor and facilitate their task performance. – Can add a surprise element – Can do focus on form <p>3. <u>Post-task phase</u></p> <ul style="list-style-type: none"> – Guide students in doing a report – Provide learners with opportunity to repeat the task – Have students reflect consciously on their task performance – Can do focus on form 	<p>1. <u>Pre-task</u></p> <ul style="list-style-type: none"> – Introduce the topic and task <p>2. Task cycle A. THE TASK – Monitor while students do the task.</p> <p>2. <u>Task cycle</u></p> <p>A. THE TASK</p> <ul style="list-style-type: none"> – Monitor while students do the task <p>B. <u>Planning</u></p> <ul style="list-style-type: none"> – Give students time and guidance to prepare to report to the whole class how they did the task, and / or what they decided/discovered <p>C. <u>Report</u></p> <ul style="list-style-type: none"> – Facilitate student group report presentations to class, or to exchange written reports and compare results <p>3. <u>Language focus</u></p> <p>A. <u>Analysis</u></p> <ul style="list-style-type: none"> – Examine and discuss features of language

		with students (Do focus on form) B. <u>Practice</u> – Conduct practice with students on new words, phrases and patterns learned
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The pre-task “concerns the various activities that teachers and students can undertake before the start of the lesson” (Ellis, 2003:243). The pre-task options are aimed at 1) motivating the students to perform the task, 2) preparing them to do it, and 3) encouraging them to use the most appropriate strategies for this purpose. In this opening stage, that Ellis and colleagues (2019b) also identified as “strategic planning”, special attention is paid to planning the content and language of learners’ subsequent task performance and how it can be carried out. In addition to the options in the visual comparison of frameworks (see [Table 1 A visual comparison of the Nunan, Ellis, and Willis frameworks](#)), Huynh and Nguyen (2023) illustrate this stage with “a variety of task and non-task-based activities” such as ‘learning of new language’, ‘consolidation of linguistic knowledge’, and ‘familiarization of tasks’. Huynh and Nguyen (2023:26).

The main task “centres around the task itself and affords various instructional options, including whether students are required to operate under time pressure or not” (Ellis, 2003:243). As Baralt (2018) condenses in the visual comparison of frameworks, (see [Table 1 A visual comparison of the Nunan, Ellis, and Willis frameworks](#)), here, the role of the learners is performing the task, and the role of the teacher is monitoring and facilitating this performance. In this stage, the key option is the “(within-task) focus on form” which, according to Ellis and colleagues, “refers to attention to linguistic problems while the task is ongoing” (Ellis et al., 2019b:222). This can be either “pre-empty” focus on form or “reactive” focus on form. In the first type, that is, “pre-empty”, “the teacher draws the learner’s attention to form in anticipation of a linguistic problem or the learner makes a language-related enquiry to the teacher or a peer” (Ibid). In the second type, that is “reactive”, “attempts to address linguistic forms are made in response to errors learners produce in their task performance” (Ibid).

The post-task consists of “procedures for following up on the task performance” (Ellis, 2003:243). As Ellis and colleagues (2019b) explain, the purpose of this stage is to provide learning opportunities through three “methods”: (1) asking students to repeat a task, (2) addressing linguistic forms that the students had demonstrated to be difficult in the main task, and (3) involving them in reflective

activities. In connection with the third “method”, Baralt’s (2018) summary of Ellis’ model, (see [Table 1 A visual comparison of the Nunan, Ellis, and Willis frameworks](#)), includes “guide students in doing a report” which is one type of “reflective activity” that, as Ellis (2003) explains, originates in a recommendation coming from Willis’ (1996) model.

The description of the three stages of Ellis (2003) model (1) pre-task, 2) main task, and 3) post-task), overlaps one-to-one with the three stages of the proposed model (1) Forethought, 2) Performance and 3) Self-reflection). This connection can be also established in terms of the seven selected SRL strategies used in these cycles. The explanation of these correspondences follows.

The main coincidence between Forethought and the pre-task appears to be in 1) planning the learning actions and 2) motivation. When it comes to planning the learning actions, both stages use the exact same strategy (Strategic planning) as the basic pathway to prepare the learners for the next phase, which, is expected to lead them to achieve their initial objectives using other strategies (cognitive and affective in Forethought, and linguistic in the pre-task). In connection with motivation, the first strategy used in Forethought, namely, goal setting, situated in the motivational area aligns with the idea that, as previously mentioned, the first aim of the pre-task options is “motivating the students to perform the task”.

The alignment of Performance and the main task seems more evident in terms of 1) the emphasis on the learner’s actual performance and 2) the focus on form. Regarding this second element of the alignment, the focus on form is considered “pre-empty” since, according to the model, in response to the outcome of self-monitoring strategy, *before* the implementation of task strategies “[...] the teacher provides feedback comments with suggestions of online resources to have more practice with identified weak learning points” (see [Table 5 Model for Integrating Technology and Self-Regulated Learning \(MiTeSRL\)](#))

The interconnection of Self-reflection and the post-task appears more evident in terms of feedback and reflection. When it comes to feedback, in connection with help-seeking/giving from the previous stage of the model, learners give and receive feedback from peers and also receive feedback from the teacher; this procedure resembles the “post-task feedback” on “typical [form-focused] errors that the teacher observed the students making while they were performing the task” (Ellis et al., 2019b:232). When it comes to reflection, as the self-evaluation (the final part of Self-reflection), the model indicates that “considering feedback from the previous step, [that is, the abovementioned feedback from peers and teacher], learners produce a personal final reflection on

progress made through the Learning Unit and how to improve work done” (see [Table 5 Model for Integrating Technology and Self-Regulated Learning \(MiTeSRL\)](#))

2.6.2.3 The selected approach for task design: Technology-Mediated TBLT

According to Ziegler (2016), during the last few decades, TBLT has developed as a leading pedagogical approach while CALL has also grown as a field through the increasing use and integration of technology in the classroom. Over the course of their development, a mutual connection has emerged between these two disciplines, leading to an obvious synergy that is evident “with the literature on tasks and technology seeking to not only examine how technology might support and facilitate language learning, but how TBLT might serve as a framework to more thoroughly investigate CALL” (Ziegler,2016:136). In this respect, more recently, Smith and Ziegler, (2023), note that “[s]cholars in this area have focused on a wide swath of topics related to the use of technology in TBLT, ranging from how technology facilitates the development of the L2 linguistic system (e.g., lexicogrammar: Chenu et al., 2007, Chiu, 2013; pronunciation: Olson, 2014, Rogerson-Revell, 2021), to pioneering research on the use of digital games (Peterson, 2021) and artificial intelligence (Kannan & Munday, 2018) in the L2 classroom”. (Smith and Ziegler, 2023:91).

Delving into the above connection resulted in a new type of TBLT: Technology-Mediated TBLT, which as opposed to the partial use of technology to enhance the second language curriculum, “is based on the *full integration* of technology and tasks” (Smith and González-Lloret, 2021: 518). (The author’s italics). The above definition logically leads to distinguish between two approaches regarding the role of technology in the context of this emerging approach: “technology-mediated task-based language teaching”, used to contrast with “technology-enhanced task-based language teaching” and “technology-mediated tasks”, used to contrast with “technology-enhanced tasks”.

A review of literature in this developing field shows that González-Lloret and Ortega are two of the first scholars to estimate the great potential of Technology-Mediated TBLT. In this regard they state that:

The approach to curriculum known as task-based language teaching [...] seems particularly relevant for informing and maximizing the potential of technological innovations for language learning. Web 2.0 technologies create unprecedented environments in which students can engage in “doing things” through technology-mediated transformation and creation processes, rather than just reading about language and culture in textbooks or hearing about them from teachers (González-Lloret and Ortega (2014).

To reach this potential, Ziegler (2016) suggests a task design that does more than just promote learners' need to exchange information and provide them with diverse interaction opportunities to develop L2, to incorporating their own digital and technological literacy and proficiency.

Complementing the above understanding, Smith and González-Lloret, (2021) consider this synergy of technology and task as a *subfield* in which the latter is not limited to one definition or version of TBLT. Instead, they propose two common criteria for defining a task and five key features of tasks in the context of technology-mediated tasks. The remainder of this section briefly describes these proposals and shows the significance of TBLT and Technology-based TBLT to this research.

In terms of the definition of task, Smith and González-Lloret, appear to return to the basic elements of a task in TBLT when explaining that “[a]t a minimum, tasks need to focus on meaning (rather than linguistic forms) and they should be outcome-based [...]” (Smith and González-Lloret, 2021:518). This perspective is clearly consistent with the earlier definition of “pedagogic task” by Bygate and colleagues (2001), which Jackson (2022) has proposed reviving (see [2.6.1 Defining “task”](#)). As previously explained, this definition establishes that “[d]uring engagement in pedagogic tasks, learners ‘use language, with an emphasis on *meaning*, to attain an *objective*’” (Bygate et al., 2001:11). (The author’s italics).

Concerning the five key features of tasks, Smith and González-Lloret, (2021) summarise the groundbreaking proposal of González-Lloret and Ortega (2014), which, at the time of completion of this thesis, proved to be the most influential scheme for defining tasks in the subfield of Technology-based TBLT. This proposal centres on: 1) “primary focus on meaning”, 2) “goal orientation”, 3) “learner-centeredness”, 4) “holism” and 5) “reflective learning”. In terms of the “primary focus on meaning” it is highlighted that to ensure this focus, if there is a pre-planned language goal, it “should be ‘hidden’ within the task” (González-Lloret and Ortega,2014:518). Concerning “goal orientation”, the importance of having “a clear communicative goal and outcomes resulting from the task” (Ibid) is emphasised. Regarding “learner-centeredness”, it is stated that “the task should be based on learners’ wants and needs and allow learners to use a variety of linguistic and non-linguistic resources to complete the task” (González-Lloret and Ortega,2014:519). Pertaining to “holism”, it is clarified that the “holistic” sense of a task refers to “being as authentic and relevant as possible to the learners and directly related to the world outside of the classroom” (Ibid). In connection with “reflective learning”, it is explained that “tasks should involve cycles of reflection to engage learners in intellectual knowledge and personal growth” (Ibid). Interestingly, the first two features of the proposal, namely “primary focus on meaning” and “goal orientation”, have already been analysed in the context of the convergence between the task definitions by Lambert and

colleagues (2019) and by Bygate and colleagues (2001), (see [2.6.2 Connecting TBLT to the proposed training model](#)). The remaining features, especially, “reflective learning” has been discussed explicitly or implicitly in this chapter in connection with the proposed model.

For the researcher, TBLT, the subfield of Technology-based TBLT, resulting from the synergy of TBLT and CALL, represents a sound pedagogy that strengthens the design of tasks under the proposed model. Therefore, he agrees with Ziegler (2016) on the significance of 1) drawing on the proposal of González-Lloret and Ortega, (2014) as basic criteria for the design of technology-mediated tasks and 2) considering the similarities and differences in the implementation of task design between computer-mediated and face-to-face environments.

Except for the previous section, outlining how technology mediates the implementation of tasks in the proposed training model, no other part of the chapter has yet look at how technology, is specifically used to foster SRL. This is the purpose of the rest of the sections in this chapter in order to complete the theoretical foundations of this new model, which serves as a context for conducting the research. Returning to the distinctions arising from Smith and González-Lloret’s (2021) definition of Technology-Mediated TBLT on technology as mediator vs technology as enhancer, the sections explore how the training model in general, uses technology *to enhance* the three stages of the model rather than *mediating* them (as it occurs with language leaning tasks).

2.7 Technology Enhanced Learning

Technology-Enhanced Learning (henceforth TEL) has been commonly regarded as a synonym of e-learning; however, in agreement with Price and Kirkwood (2010), the researcher considers that TEL corresponds to a principled approach in which technology supports the qualitative development of learning.

Clearly, the researcher sees that pedagogy should play a fundamental role in TEL and, subsequently, this fact led him to search for sound theoretical principles of learning behind the use of technology *per se*. In this regard, Mayes and de Freitas (2013) outline the theoretical underpinning of TEL in three elementary perspectives: associationist, cognitive, and situative. These approaches along with their connections with TEL are briefly discussed next.

The associationist approach considers that learning is the step-by-step building of patterns of associations and knowledge/skill components. This perspective, which involves associationism, behaviourism, and connectionism (neural networks), is primarily focused on the *nature* of performance. In terms of the influence of this perspective on TEL, Mayes and de Freitas (2013),

point out that the “decomposition hypothesis”, based on the controversial assumption that both knowledge and skill should be taught from the bottom up, currently underpins commercial e-learning. In a similar vein, these authors also acknowledge that this latter understanding along with immediate feedback and the individualising of instruction led to the “programmed instruction”, which was highly criticised due to its roots deriving from pure behaviourism.

The cognitive approach assumes that learning is the achieving of understanding either through individual active discovery or through dialogue and collaboration with others. As a result, this perspective encompasses the cognitive constructivist (Piagetian works) and the sociocultural constructivist (Vygotskian works) and is mainly focused on the role of *understanding and reflecting on action*. Notably, these two dominant views discussed at the beginning of this chapter as “background theories” have evidently shaped the development of SRL and closely relate to constructs such as “learning strategies” also discussed earlier. Concerning the role of the cognitive approach in TEL, Mayes and de Freitas (2013) highlight three key issues. First, the rise of the modelling of the processes of interpretation and construction of meaning resulted in the use of computer programmes to develop the instantiation of models of knowledge acquisition. Second, Anderson and colleagues (1995) created computer tutors acting as cognitive resources to develop strategic levels of processing. Thirdly, a focus TBL and reflection emerged as a reaction against rapidly evolving multimedia and hypermedia typically attached to the revival of instructionist approaches (1980s and early 1990s). These two trends, which had opposed the research community (insisting on the role of TBL and social context) and the policy makers (in favour of exploiting TEL for employing methods of delivering information to potentialize learning), have since the development of the World Wide Web converged via the construct of communication.

The situative approach views learning as the developing of practice in a particular community. This approach essentially focuses on the *learners’ motivation* to learn under the influences deriving from the social and cultural setting. In reference to the influence of this approach on TEL, Mayes and de Freitas (2013) cite three main issues. First, vicarious learning, based on the idea that learning comes from observing others’ learning, can be enhanced by means of computer-mediated communication (henceforth CMC). Second, as it occurs in a classroom or in a tutorial group, a virtual CMC group illustrates that learning is commonly embedded in a social context. Thirdly, individual relationships with members of specific communities/groups, revealing the role of shared experience in social learning, has become more relevant for pedagogy within the rise of social networking and game-based learning. Unusually, the researcher can see that, in this latter

case, and beyond the scope of this review, the development of technology appears to have influenced pedagogy and not vice versa.

Remarkably, unlike traditional views, assuming the three basic approaches compete among themselves, Mayes and de Freitas (2013) ponder these perspectives as “stages” in the “cycle” of learning. In this regard, it is significant that they cite Mayer and Fowler (1999), who categorise broad pedagogies in terms of the types of technologies they use. Such classification includes: 1) the technology to present information (primary technology), 2) the technology to support active learning tasks and feedback (secondary technology) and 3) the technology to support dialogue about the application of new learning (tertiary technology).

Crook and Sutherland (2017), also frame a theoretical underpinning of TEL. An analysis of their review clearly shows an agreement with Mayes and de Freitas (2013) on the idea that the basic approaches (which they divide not into three but into four frameworks) far from being competing accounts, represent a choice of umbrellas to follow through technology. Significantly, they explain that the selection of a framework for TEL design will depend on the context of specific learning situations, who the learners are, and the nature of the content to be learnt.

In order to give a fair picture of current TEL, the researcher considers it is important to explore the work of Crook and Sutherland (2017) concerning theoretical frameworks leading to the specialisation and diversification of the basic approaches. In this regard, it can be observed that these authors distinguish between projections associated with cognitivism, projections associated with social constructivism, and those that not only come from the elementary perspectives but are also based on individual differences. Relevant examples of these three projections are discussed next.

Concerning cognitive related projections, Crook and Sutherland (2017) refer to *Cognitive Load Theory*, *Dual Coding Theory* and *ACT-R*. Firstly, *Cognitive Load Theory*, is centred on working memory within the limits of storage space and processing speed to determine the best designs for teaching and learning (and is therefore, highly influential among designers of multimedia learning materials). This theory acknowledges that, in a typical learning situation, three sources of cognitive load can be identified. As these authors explain, two of these sources are subject to influence through designed instructional materials or routines. Second, *Dual Coding Theory* by Paivio focuses on the formats of the material to be processed and the organisation that such representations demand. This theory, which has been identified as the “architecture” of cognition, considers how verbal processing differs from the non-verbal one along with the

implications for presenting, in the best way, multimodal materials for learning. Thirdly, *ACT-R*, an evolving account of dual coding by Anderson and colleagues, distinguishes between declarative memory (the factual knowledge) and procedural memory (the way of acting on the knowledge). This account considers a computer language based on this cognitive model which provide the basis for instructional design by teaching addressing the cognitive actions of the learners (including their errors and misunderstandings). This latter design led to the creation of computer tutors previously referred by Mayes and de Freitas (2013) in their discussion of the cognitive approach and its connection with TEL.

Pertaining to the social constructionist-related projections, Crook and Sutherland (2017) refer to *conversation theory*, *contingent teaching*, *communities of practice*, and *connectivism*. First, conversation theory by Pask, uses a language exchange to explore and reconcile varying perspectives on a given domain; here, learners teach their learning to fresh novices so that a “teachback” effect is produced. These authors highlight the works of Laurillard (2002), where the ideal learning situation comes from media rich simulation leading to a tutorial conversation (articulated in a diagram of social exchange). Second, *contingent teaching*, grounded in conversational management of tutorial conversation, pays attention to both the differences in understanding which occur in an interaction and the strategic feedback response to monitored learners’ actions. Interestingly, these authors acknowledge that both the metaphor of “scaffolding”, characterising these latter exchanges and the model of feedback applied to the design of TEL environments originated in this projection. Third, corresponding to the third issue of the situative approach that Mayes and de Freitas discuss, *communities of practice* by Lave and Wenger, highlights that learning results from the participation in organised groups of individuals who pursue the same goals. Significantly, back to Mayes and de Freitas’ (2013) idea that communication have made to converge opposing trends (concerning the use of technology) in TEL, this latter account influences the design and implementation of communication systems with the intention of protecting and cultivating the experience of the membership. Fourth, *connectivism*, the position recently inspiring the previously mentioned infrastructures, defines learning as emerging from networks of connected nodes. This understanding represents a framework for the widely known Massive Open Online Courses (henceforth MOOCs).

In terms of projections acknowledging individual differences, Crook and Sutherland (2017) identify two main types of theorising on how learners prefer to learn: multiple intelligences and learning styles. First, as part of the multiple intelligences by Gardner (1993), individual intelligences are described in connection with seven different representational systems (such as

language, music, or space). Secondly, in terms of the learning styles, many theories focus on the variations in learning style (even of the significance of these variations remain questioned). In connection with the influence of these two types of theorising, the authors considered that TEL developers create learning systems either harmonising with or challenging to these individual preferences to learn.

TELEs, introduced in relation to SRL at the beginning of this chapter, are made possible by technological advancements in the context of TEL. This leads to a detailed examination of TELEs and how well they can support SRL, a crucial assumption in the theoretical framework for this research.

2.7.1 TELEs and their potential to support SRL

According to Alexiou and Paraskeva, research shows that SRL can be a “solution for accomplishing high achievements, advancing performance, managing life aspirations and adopting a healthy and fulfilling life” (Alexiou and Paraskeva,2020:122). As these authors also point out, despite the impact mentioned above, higher education students have not developed or have not been supported in developing SRL, which is a critical competency for the successful 21st century learner. Based on this perspective, Alexiou and Paraskeva state that “research should explore the potential of designing effective interventions that encourage the use of SRL strategies through technology-enhanced learning environments (TELEs)” (Alexiou and Paraskeva, 2020:122)

Given the previous claim, a precise definition and thorough investigation of the term TELE are required. One contemporary definition of TELE is provided by Persico and Steffens, who describe it as “any real, virtual or hybrid environment where technology plays a role in making learning possible” (Persico and Steffens, 2017: 116). According to these authors, such environments “may provide learners with rich opportunities to used digital technologies to interact with, to configure and to control their learning environments, to communicate with other learners, and to receive quick feedback from all the actors involved”. (Ibid). Evidently, TELEs have the potential to support SRL, which has been shown with empirical evidence over the years (Carneiro et al., 2005; Steffens, 2006; Beishuizen et al., 2007).

However, for the potential of TELEs to be reached, the most significant factor is not the technological resources, but the way in which they are used in conjunction with other factors, including those related to learners and teachers. In this reference, a piece of classic literature on the intersection of SRL and Educational Technology points out that “this type of learning

environment in SRL [namely a TELE] depends greatly on how SRL strategies are used by learners (e.g. How learners adapt, plan actions, ask for help and monitor their own learning process in a specific learning environment)". (Simão et al., 2008:10). Some years after this claim and *about a decade before the completion of this thesis*, Hong and Ditzler accurately foresaw a clear reconceptualization of curriculum and instruction that would result from student learning and knowledge creation, made possible by the availability of Internet tools. In this context, these authors warn:

It is time that the reality of technology advancement that is influencing learning and creative processes be a factor for how teaching and learning should be viewed and organized. Any educational agencies that have not responded to this trend should take action before they fall further behind and become irrelevant. (Hong and Ditzler, 2013:31).

More than two decades after this claim, the above challenge has not yet been met as, according to Broadbent and colleagues, "educators move their instructional practices in and out of digital learning environments, without consideration of how the digital learning environments impact student's ability to self-regulate" (Broadbent et al., 2020:38). More specifically, they observe that in the transition resulting from this technology advancement is common that educators do not take into account whether:

(1) students know how to self-regulate online, (2) students know how to adapt their self-regulation needs in online and face-to-face learning environments, (3) strategies applied in face-to-face learning contexts work equally as well in online environments, and (4) transferring traditional teaching design and material to the online learning environment will result in the same learning outcomes for students (Ibid).

To address these current issues, Broadbent and colleagues (2020) propose that educators take a proactive approach by making sure that digital learning environments, educational communications, and educational technologies "foster and enhance SRL".

Related to the idea of assuring that technology 'foster and enhance SRL', after an analysis of classic literature, Bartolomé and Steffens (2011) identify three learner-focused criteria that TELEs should cover in order to support/facilitate SRL:

1) Learners should be encouraged to develop planning skills and time management skills. Here, the capacity of technology for presenting information in different modes and the available options for interaction are emphasised.

2) Learners should be given feedback (from teachers and peers) for them to monitor their learning progress. In this case, the attention is addressed to the capacity of technology to record the activities developed by the learners and

3) Learners need to be provided with criteria to evaluate their learning outcomes (also with peer support). In this reference, the need of an evaluation space, the evaluation criteria themselves, and means of communication are emphasised.

Bartolomé and Steffens (2011) also discuss to which extent ePs, Blogs, Office Online and Wikis, Virtual Environments, Personal Learning Environments, and Web 2.0 meet the previously outlined three criteria.

Adding to the above criteria, In the context of TELEPEERS, a European project aimed at evaluating the potential support TELEs provide to develop SRL by analysing the desirable characteristics of TELES to support SRL, Delfino and Persico (2011:66) report a set of four types of features. These features include 1) general features that support all phases of SRL, 2) features that support planning, 3) features that support task execution and activity monitoring, and 4) features that support self-assessment.

The researcher decided to consider the abovementioned criteria and the set of features in order to assess any TELE to be used in this research because they fully correspond with the pedagogies behind the proposed training model (see [2.4.2 Merging the SRL models and SRL strategies by Zimmerman and Pintrich as the basis of the training model embedding SRL and technology for fostering language learning](#), [2.6.2 Connecting TBLT to the proposed training model](#) and [2.8 The merging of technology in the proposed training model for language learning](#)).

2.7.2 Insights from research on TELEs and SRL

As part of a review of fifty-five empirical studies, Bernacki and colleagues (2011) attempted to find out the theoretical basis for understanding how SRL could possibly relate to TELEs and the types of TELEs that have been considered to study these relations. In view of the focus of this research, the researcher considers that the conclusions from this seminal study are worth to be reviewed.

In terms of the theoretical basis for understanding the connections between TELEs and SRL, three main issues appeared to be significant. The first issue, identified as relevance (Bernacki et al., 2011:2,3), refers to the presumption that the TELEs that foster SRL are those that focus on

demanding tasks requesting the application of strategies where learners, on their own, overcome processing limitations. The second issue, known as parsimony (Bernacki et al., 2011:3,4), points out that due to the many different theories explaining SRL, also resulting in many models and definitions, the development of this arena and effective forms of intervention are limited (so that they propose a consensus definition which characterises SRL as metacognitive, strategic, adaptive, engaging, and self-initiating). The third issue, known as utility (Bernacki et.al. 2011:4,5) corresponds to the Opportunity-Propensity framework, which is based on the premise that learners could be more successful in a domain if they 1) get genuine opportunities to enhance their skills and 2) are willing and able to take advantage of these conditions. Clearly, these three issues address the attention to important points to consider in the design and implementation of the current research.

Concerning the types of TELEs that have been used to study the relations between TELEs and SRL, three types of TELEs were identified: Didactic, facilitative, and Computer-Based Learning Environments (Henceforth CBLEs). Firstly, didactic TELEs correspond to those learning environments designed to teach how to self-regulate (i.e. pre-task training, prompting and scaffolding SRL). Secondly, facilitative TELES represent those that provide tools without prompting their use. Third, CBLEs refer to those TELEs simply representing computerised content with no enhancement. According to the previously described classification, the study outlined in this thesis is a didactic TELE.

Regarding the approach of the TELE-based interventions to assist and promote SRL, more recently, Broadbent and colleagues (2020), classified TELES based on how digital technology is used to deliver instruction. Accordingly, interventions can be: 1) direct, 2) embedded, and 3) developed through non-SRL tools. These three approaches are described below.

Firstly, in direct interventions, the instruction is typically delivered before or in parallel to course instruction. SRL direct instruction technologies can be exemplified with online training sessions developed before the course itself that focus on improving aspects of SRL in the context of the three stages of Zimmerman's model (discussed in [2.4.1.1.1 The Cyclical Phases of SRL by Zimmerman](#)). As the authors under review explain, this type of intervention, can be challenging due to the extra time students must spend in addition to the course instruction. Thus, when designing the course this study load should be viewed as an additional workload for them.

Secondly, in embedded interventions, digital technologies are integrated into the online environment as students complete learning tasks. Examples of SRL embedded instruction

technologies backed by strong empirical support are nStudy (formerly gStudy) and Intelligent Tutoring Systems (ITS). The first tool, namely, nStudy is a web-based application which in the context of an online learning environment, provides students with a combination of cognitive tools for learning and study a particular subject using a variety of multimedia resources. This application aids learners to apply principles to assist learning while collecting trace data on their learning experiences. Then, the collected trace data provides feedback to the learners so that they can learn and adapt their future behaviour. In connection this latter mechanism, Broadbent and colleagues observe that nStudy “does not adaptively scaffold the students’ learning, and all assessments to determine metacognitive behaviour are post-hoc”. (Broadbent et al., 2020:43). The second tool, namely, ITS, combine tutoring functions and a multi-dimensional student model (updated according to students’ current psychological states) while promoting SRL for future learning situations. One example of ITS is MetaTutor, that scaffolds SRL to enhance academic achievement in the context of science. This tool providing feedback on performance by means of training before learning and adaptive scaffolding during learning. More effective learning strategies can be implemented in place of ineffective ones by using this feedback. Despite these advantages, Broadbent and colleagues admit that as it currently happens with all scaffolding systems “knowing when and how to fade is difficult and not achieved yet with MetaTutor” (Broadbent et al., 2020:43).

Thirdly, in interventions developed through non-SRL tools, digital technologies accessible to the general public or the educational sector support and develop SRL. Blogs, podcasts and social media, and wikis, illustrate this cost-effective alternative. According to Broadbent and colleagues, [w]hen purposefully incorporated in course design, these tools are particularly adept at encouraging collaboration, help-seeking and peer learning, as well as goal setting, task strategies and self-monitoring, but less able to support the process of self-evaluation and time management” (Broadbent et al., 2020:44). In addition, these authors explain that” [m]ore research is needed to understand how these tools and resources can be designed within these environments in subtle (i.e. design features) or in less subtle (i.e. metacognitive prompts, overt feedback for SRL) ways to scaffold and/or support SRL” (Ibid.)

As can be observed, the three approaches have advantages and disadvantages to support learning and promote students learn to learn. Thus, as Broadbent and colleagues conclude that “educators should not assume that learning online occurs in the same way it does in traditional settings, and they need to choose the technologies that both suit their pedagogical purpose and are appropriate for the medium” (Broadbent et al., 2020:49). Having this in mind, the third approach,

that is, interventions developed through non-SRL tools, has been followed in the present research.

The application of TEL to language education has led to the development of CALL. Next, a brief review of key recent development of this field contextualises current online course design with an influence on this study.

2.7.2.1 CALL theories of online learning that frame current online course design

CALL, more recently known as “Technology Enhanced-Language Learning” (henceforth TELL) focuses on the use of technology as an assistive tool “to enhance the teaching and learning of a second language (L2), which can thus be seen as extension lines of research on second language acquisition” (Chang and Hung, 2019:01).

According to Akayoğlu (2019), since its emergence in the late 1970s, CALL has borrowed or adapted theories from other disciplines, for example, SLA (as indicated in the above quote), Linguistics, Psychology, and Education. This borrowing or adoption has corresponded to the dominant theories at the time. For instance, Behaviouristic CALL, which was based on prevalent behaviourist theories of learning in the 1970s, and Communicative CALL, which originated with the Communicative Language Teaching approach that appeared in the 1980s. To see an overall picture of the theoretical frameworks used in CALL studies and foresee its direction, Akayoğlu (2019), used meta-analytic research to identify the theories used over two decades (1997-2018) in four prestigious Social Sciences Citation Index (SSCI) Indexed journals: *British Journal of Educational Technology*, *System*, *Computer Assisted Language Learning*, and *Language Learning and Technology*. As a result, this author found Social Constructivism, Sociocultural Theory, and Interactionist Theory as “three essential theories, which are quite influential in designing [CALL] research studies; and this result, is consistent with the previous state-of-art articles (Kern, 2006; Chapelle, 2005; Hubbard and Levy, 2016)” (Akayoğlu, 2019:113).

2.7.2.1.2 The latest developments of CALL

From an historical perspective, Chun (2019) outlines the development of CALL in four phases: Structural CALL (1970S-1980s), Communicative CALL (1980s-1990s), Integrative CALL (2000s) and Ecological CALL (2010s-). This author presents a very insightful synthesis and comparison of these four stages in terms of technology, English teaching paradigm, view of language, and principal objective. The most recent stages —Integrative CALL and Ecological CALL—, are discussed next.

In an overall comparison of Integrative CALL and Ecological CALL, key differences are identified. This is clearer when it comes to technology and the view of language. As Chun (2019) explains, Integrative CALL is technologically characterised by multimedia, while in Ecological CALL mobile and wearable devices are the dominant tools. Then again, Chun (2019) states that, concerning the view of language, Integrative CALL assumes that language is developed in social interaction (social cognitive); however, Ecological CALL, considers the language as symbolic and focuses on intercultural competence.

Against this background, the following two sections explore Integrative CALL and Ecological CALL. Considering the above-cited findings of Akayoğlu (2019) on the “three essential theories” for designing CALL research studies, Integrative CALL is illustrated using assumptions linked to CALL design principles deriving from one recent exemplary study rooted in social constructivism, and Ecological CALL is illustrated with CALL design principles based on one recent exemplary study rooted in Sociocultural Theory.

2.7.2.1.2.1 Integrative CALL

According to Gruba (2004), “Integrative CALL seeks to make full use of networked computers as a means to engage learners in meaningful, large-scale collaborative activities” (Gruba, 2004:629). This author also observes that agency is the main goal of this stage of CALL. In addition, Hafner and Miller (2021) note that “in [I]ntegrative CALL, the technology is used to provide access to authentic interactions with members of relevant discourse communities” (Hafner and Miller 2021:14).

Taking social constructivism (action-oriented approach) as a basis, Loizidou and Savlovska (2023), describe a study based on asynchronous, synchronous, and quasi synchronous online exchanges via the Moodle learning platform during an academic semester between French tutors and French graduate and postgraduate learners in three European Universities. The aim of this study is “to provide[a] better understanding of interaction between tutors and learners and the degree of learner flexibility in the outcome” (Loizidou and Savlovska, 2023:310). The study which focuses on task design in telecollaboration projects, “can contribute to [...] better task design to foster peer-to-peer interactions between the learners and their tutors”. (Loizidou and Savlovska, 2023: 327). Thus, the study findings imply six assumptions that can be associated with course principles:

- 1) The design of a pedagogical scenario (that is, the presentation of the task/set of tasks and activities to the learner) that propose a *mutual relationship where both partners exchange information and opinion* result in more interaction between them.
- 2) The use of realistic and feasible situations that learners face as the topic of a pedagogical scenario, strengthen the relationships between them and stimulate peer-to-peer exchanges.
- 3) The plausibility of a pedagogical scenario is associated with authenticity. For instance, considering that “the learners in this telecollaboration project were studying French, language and literature, a pedagogical scenario focused on language could be plausible for them [...]” (Loizidou and Savlovska, 2023: 326).
- 4) *Decision making* pedagogical scenarios are more suitable for interaction and allow students flexibility and freedom, which represent two desirable features in these tasks.
- 5) Cognitive complexity is a positive factor in more symmetrical scenarios of exchange between learners and tutors (i.e. when they have the same status). This sophistication is present, for example, in *decision-making* and *information/opinion exchange*, where “learners are forced to implement negotiation strategies in order to complete the pedagogical scenario” (Loizidou and Savlovska, 2023: 325).
- 6) Learners’ cognitive and emotional engagement is associated with better interaction among them.

2.7.2.1.2 Ecological CALL

As recently stated by Peterson and Jabbari (2024) “researchers have conducted a range of studies that have explored the complex semiotic ecologies created by using various contemporary digital technologies in CALL” (Peterson and Jabbari,2024:03). This appears to be associated with Ecological CALL, which, as explained above, represents the current stage of development of this field. In what seems a justification of the type of studies mentioned by Peterson and Jabbari, Hafner and Miller state that “it is necessary to consider the technological environments that instructors can design to support learning outcomes as part of a wider ‘ecology’ that includes everything from institutional elements, to teacher and learner orientations, to technological affordances as implemented in instructional designs” (Hafner and Miller 2021:14).

According to Hafner and Miller (2021), three environmental factors and two concepts have been considered when conceptualising CALL activities from an ecological perspective. On the one hand, the factors include: the learner (from passive to active co-constructor), the teacher (from no role

to facilitator or monitor), and the technology (as tutors, tools, and stimulus). On the other hand, the concepts are the locus of control (to be shared by teachers and students depending on the activities) and the institutional support provided (i.e. material and human resources for technology-enhanced learning).

In addition, Hafner and Miller (2021) suggest the “normalisation” or natural use of technology, by considering it as an integral part of: 1) the learning environment to facilitate teaching and learning and 2) the communication so that it forms a natural part of learning goals. In connection with this perspective, Chapelle proposes “to take into account the issues that arise in the real world of language learning, where language contact, mobility, and electronic communication are a normal part of the language learning processes that need to be described, explained, and improved upon”. (Chapelle, 2019:591).

In line with Sociocultural Theory, Hafner and Miller describe a study based on a General Education (GE) English for science course at a Hong Kong university that aims to “provide students with the necessary communicative competence to operate effectively in a range of scientific contexts” (Hafner and Miller 2021:16). The design of this course illustrates three key principles for integrating technology in second/foreign language courses. These principles follow:

- 1) The learning design should start with pedagogical inquiries about learners’ needs so that technological tools match the course design and support both language learning and digital literacies needs. In this respect, Hafner and Miller highlight the use of Chun and colleagues’ (2016) heuristic design questions: “What goals do I have for my students?” “What resources are available and how can they be used?” and “How is the students’ learning with technology evaluated?”
- 2) Designers should find how to support student use of technology (e.g. through reading, writing, and video workshops, critical skills such as searching, locating, and evaluating Internet sources or meaningfully combining multiple modes in a video) while considering that sometimes it is still necessary to address basic technical elements.
- 3) Technology should be normalised, that is, technology should be seen a normal aspect of the learning environment so that course designers can determine which uses of it require support in connection with a rationale and guidelines to use it.

In the context of recent CALL theories of online learning presented above, the following section explains why and how through one approach to technology called Integrative Learning Technologies (ILT), this element was integrated into the proposed training model.

2.8 The merging of technology in the proposed training model for language learning

The fields of SRL and Learning Technologies—which the researcher conceives as highly related and, in many ways, supportive of each other—have always attracted his attention both as a learner and as a teacher; this is so, mainly because he believes that Learning Technologies have an incredible potential to enhance the process of SRL. As already discussed in this chapter, learning technologies have been in continuous development and, at the same time, have become accessible to more and more learners. Nevertheless, policies and authorities at tertiary education and previous levels in our system usually acknowledge the importance of guiding learners to learn to use and master learning technologies in order to foster SRL, regarded as a key competency for lifelong learning (European Council, 2006); at the same time, it is commonly assumed that these learners can easily manage the learning technologies and have developed their SRL on their own because of their early and/or frequent contact with technology and technological innovations. Unfortunately, at least at the Mexican university where this research is contextualised this understanding is far from reality.

The previously described situation along with a deep review of relevant literature on the fields of SRL and Learning Technologies led the researcher to take a closer look at them and find out the connections among them. In turn, this exercise shed light on key related theoretical, conceptual and methodological backgrounds, including but not limited to: 1) the cycles and strategies from the model outlined in this chapter in association with TELEs and their affordances to progressively put learners “in charge of their learning” (Persico and Steffens, 2017:116), and the ILT, which integrate the latter affordances along with other technological and pedagogical features in order to “design, develop, deliver and manage online and distributed learning” (Kitsantas and Dabbagh, 2010:21).

The theoretical framework presented through this chapter along with successive implementation experiences, informed the design and implementation of a four-stage research design aimed at exploring the embedding of SRL and ILT for fostering language learning.

2.8.1 The five pedagogical categories of Integrative Learning Technologies by Kitsantas and Dabbagh

Having considered TEL as an approach in which technology supports the qualitative development of learning and consistent with the proposed training model as well as the current insights from research linking TELEs and SRL and the technological enhancement in language learning CALL online learning theories embrace, the researcher found that Learning Technologies (henceforth LT) and, particularly, the integrative ones, should be an essential element in the course needed to design in order to develop this research. Accordingly, this section, which represents the general background knowledge to understand key choices made in the course design, focuses on the potential of ILT not only to support but also to promote SRL and motivation in technology-rich learning environments.

For this study, the researcher selected the definition and categorisation of ILT made by Kitsantas and Dabbagh (2010). He did so, considering that the understanding that these authors developed of ILT and its categorisation took place in connection with the social cognitive perspective of SRL he had also chosen. Such an understanding fully corresponds with the concept of eLearning and TEL he discussed at the beginning of this chapter.

Kitsantas and Dabbagh define ILT as a dynamic collection made of Web tools, software applications, and mobile technologies which integrate both *technological* and *pedagogical* features and affordances of the Internet and the World Wide Web to “facilitate the design, development, delivery, and management of online and distributed learning” (Kitsantas and Dabbagh, 2010:21), (see the definition of online and distributed learning in the eLearning section). To make this integration possible, particularly the one connecting Web 2.0 and social software along with more authentic assessment (including for instance, peer review, ePs and grading rubrics), Kitsantas and Dabbagh (2010:23) propose that Content Management Systems (henceforth CMS) or Learning Management Systems (henceforth LMS) are key “enterprise technologies” which promote active and collaborative learning for a number of Internet and web-based activities.

Following the classification by Dabbagh and Bannan-Ritland (2005), Kitsantas and Dabbagh (2010) distinguish five pedagogical categories of ILT which include:

- 1) Collaborative and communication tools,
- 2) Content creation and delivery tools,

3) Administrative tools,

4) Learning tools, and

5) Assessment tools.

These types of web tools to be defined next, are obviously subject to be embedded in any CMS or LMS.

The first category, that is, collaborative and communication tools, include asynchronous and synchronous communication tools, social networking tools (or social media), and group tools. These tools can be exemplified by discussion forums, short message service (henceforth SMS), community networking (such as Facebook or MySpace) and Group work tools or workspaces (such as Google Docs). In connection with the subtypes mentioned above, I see that collaborative and communication tools can make possible an immediate or delayed communication and/or exchange of information between one-to-one, one-to-many or many-to-many.

The second category, that is, content creation and delivery tools, cover both those that allow instructors the creation, delivery, and management of web-based content and learning and those that allow learners to contribute resources and submit assignments and journals. As Kitsantas and Dabbagh (2010) explain, this category is useful for learners, who can use these types of tools to show evidence of their understanding of discipline-specific principles via the creation of content that results in knowledge synthesis and the design of complex interactive course projects. LMS tools (such as templates for uploading course documents, repositories for content sharing, tagging, and reuse, and learner portfolios), web publishing and resource sharing tools (including HTML editors, audio and video editors to develop podcasts and webcasts, wikis and Google Docs) and instructional design tools (such as tools that allow instructors to create reusable learning objects shared via a central learning object repository or to communicate learning goals and course objectives to students and connect them to assignments and assess measures.

The third category, that is, administrative tools, considers tools to a) manage learner information (such as tracking the learner's navigation pattern and the frequency of access to course materials), b) manage other users (including adding teaching assistants and providing guest access), and c) manage course content and activities (such as creating a calendar, generating individual and group work areas and managing the appearance of the course). Clear examples of these tools can be calendar tools, discussion management tools, course management tools and learner enrolment and registration tools. In reference to these tools, it is worth to say that even if they are of a very

mechanical nature and they appear not to be as important as the other four categories, as are discussed in the following section, administrative tools can be associated to key SRL strategies such as time management or self-efficacy so they should not be underestimated by any means.

The fourth category, that is, learning tools, refers to those tools used by learners to create Personal Learning Experiences (henceforth PLE) by the online manipulation of content in order to meaningfully process and organise it (as opposed to those tools learners use to post end-products). There are three types of learning tools: a) content collection/aggregation tools which facilitate individual compilation or aggregation of materials and resources, b) exploratory tools, to enable contextualised search tools, help tools, and resource sharing tools; and c) personalised tools that allow the development of a personalised course glossary/indexing scheme. Good examples of learning tools are bookmarking tools, such as Delicious to save bookmarks to a public website, Facebook to create a special interest group and Rich Site Summary (henceforth RSS) feeds to customise readers so that they receive preselected information. Concerning these tools, I have to say that by achieving personalisation learning tools tackles one of the biggest aspirations of the use of learning technologies ever considered.

The fifth category, that is, assessment tools, ranges from tools for creating traditional tests to those for developing more authentic performance-based assessments (such as ePs). Test generation tools, survey design tools, online marking tools, and online gradebook exemplifies traditional assessment tools. On the other hand, portfolios, progress tools, monitoring tools, and self-assessment tools correspond to examples of authentic assessment tools. In terms of this final category, I consider worth to mention that the sophistication of LMS assessment features expand the possibilities in connection with the aspects Kitsantas and Dabbagh (2010) cite such as test types, multimedia customisation, randomisation, timing, types of assessment, grading schemes, grading reports, among others.

2.8.2 The embedding of Integrative Learning Technologies

As Kitsantas (2013) contends, learning technologies have proven to support SRL processes, which usually results in an improved learning. Accordingly, this section discusses how current learning technologies can aid the three phrases of the model adopted in this research, that is, the social cognitive perspective.

As part of the first phase (*Forethought*), Kitsantas (2013) refers to the possibility of using administrative tools such as course calendars, course planning and scheduling tools to create an

online goal setting template in connection with the course objectives and requirements. In fact, Kitsantas (2013) also explains that these tools can allow learners to achieve their proximal and distal goals. In addition, this author (Ibid.) explains that, at this stage, learner self-efficacy can be boosted by, for instance, providing links of videoclips that illustrate the ways in which other learners have overcome obstacles toward the achievement of their academic goals.

In reference to the second phase (*Performance*), Kitsantas (2013) addresses to the value of using Web publishing tools (that the researcher clearly identifies as “learning tools” in terms of the classification by Kitsantas and Dabbagh (2010) discussed in the previous section). These tools can be used for underlining, highlighting, and clustering learning content implied in the task specific strategies to be implemented at this stage. Kitsantas (2013), focuses on how learning technologies can play a role in organisational strategies, time management strategies, self-observation, and monitoring.

In terms of organisational strategies, Kitsantas explains that online bookmarking allows learners to access their bookmarks anywhere; similarly, this author explains that the use of tags offers learners the possibility of organising, categorising, and classifying information in new ways. Concerning time management strategies, this author explains that, in order to help learners with managing and planning their assignments, instructors can take advantage of the LMS course syllabus feature and the personal electronic calendar. Relating to self-observation, Kitsantas highlights that self-assessment tools can help learners monitor their understanding. Among these tools, personalised calendars and personal task journals help learners track learning progress periodically. In a similar vein, portfolios and online gradebooks are seen as valuable tools to assist learners in monitoring their learning.

In the third phase (*Self-reflection*), Kitsantas (2013) points out that using blogs to capture chronological reflections can lead to self-monitor and self-evaluate learner progress; similarly, the use of blogs permits learner collaboration and knowledge sharing. Interestingly, this author highlights the use of blogs as e-portfolios; for this purpose, learners can be instructed to reflect on the processes they undergo to learn, what and how they have learnt and how their learning can be increased. As a result, learners are encouraged to think about their role and try more effective learning strategies. In addition, this author (Ibid.) cites research suggesting that expert college instructors fostering learner self-regulation in online and distributed modes of learning, have observed that both content creation and delivery tools and administrative tools could facilitate learner self-monitoring and self-evaluation.

Chapter 3: Methodology

3.1 Introduction

This chapter discusses and explains the research methods and instruments, data collection methods, and analysis method followed in the research design of the study in response to the research aim and questions. For this purpose, the chapter opens with a justification of the research design in connection with the research paradigm followed. This justification precedes an overview of the research design. The overview serves as a background for presenting the main study in detail including its context, participants, the course sequence, learning modality, research methods and instruments, data collection methods, data analysis method, ethics, and the role of the researcher. A small follow-up study is then justified and outlined.

3.2 Research paradigm

In the current study, the researcher used the research methods that he found most appropriate to answer the research questions. For this reason, this study is considered to follow an interpretative framework based on pragmatism. This framework focuses on “the outcomes of the research -the actions, situations and consequences of inquiry- rather than antecedent conditions” [...] (Creswell and Poth, 2016:26). In connection with pragmatism, this study mainly adopts a qualitative approach in order to better understand the data more deeply. In agreement with Creswell, it is considered that the qualitative approach seeks to value 'the voices of participants' the 'specific words used by participants' and the importance of knowing 'the setting or context of the research situation' (Creswell, cited by Todd, 2018, online). Given that this research is an *exploratory study* where very little is known about the phenomenon under investigation (in this case, the possible scaffolding provided from the integration of SRL and ILT) it was considered that the *exploratory nature of qualitative research* highlighted by Dörnyei would be of great help. As he states, in situations like this, “the detailed study of a few cases is particularly appropriate because it does not rely on previous literature or prior empirical findings”. (Dörnyei, 2007:39). However, this study also pursues the strengths of quantitative research, in particular the systematicity, rigour, focus, and tight control that, according to Dörnyei, “involv[es] precise measurement and produc[es] reliable and replicable data that is generalizable to other contexts”

(Dörnyei, 2007:34). Therefore, this study is based on a mixed-methods research paradigm. According to Ivankova and Greer (2015), mixed-methods research generally combines different methods in order to offer a better picture of the problem. However, specifically in the field of applied linguistics where this research sits, mixed methods “potentially provides a more multidimensional and accurate view of the processes of learning a language as well as social, cultural and political factors that influence the development of communicative competence as individuals cross boundaries, real and virtual” (Ivankova and Greer, 2015:60). This is exactly what the researcher attempted to do to find out about the phenomenon outlined by the research aim: “Exploring the integration of Self-Regulated Learning and Integrative Learning Technologies into a training model for fostering language learning”. Accordingly, the enhancement of interpretative validity deriving from mixed methods as an advantage of obtaining this multidimensional perspective of the phenomenon under study is identified by Schraw (2010) who explains that “using multiple measures and methods should enhance the interpretative validity of conclusions by combining and synthesizing multiple sources of data and allowing researchers to examine the concurrent validity (i.e. real time relationships) among different measures” (Schraw, 2010:264).

3.2.1 An overview of the research paradigm

In connection with the above research paradigm, the research design of this study is action-research. Given that action-research has a number of definitions, for the purposes of this study, this term should be understood as “a type of research conducted by practitioners in their own classrooms to trial innovation in teaching practice to improve learning and teaching practices or to solve problems” (Rose et al., 2020:269). In this case, as the research aim states, the innovation considered to be trailed is the training model that embeds SRL and ILT and, with the support of this model, what is attempted to improve is language learning (intended to be *scaffolded*).

This action research-based research design was developed through “carefully planned cycles of planning, implementation, observation, and reflection for further planning” (Rose et al., 2020:09). These iterative processes allowed the proposed training model to be amended and re-implemented on a solid foundation based on a combination of research, theory, and practice. Accordingly, four consecutive cycles were developed: 1) exploratory study (2016), 2) pre-study (2017), 3) main study (2017), and 4) follow-up (small scale) study (2021) (see [Table 2 Four-cycle action-research in this learning design](#)). Next, each of these phases are described along with the main lessons learnt from them.

The exploratory study was aimed to better define the scope of the research. The course participants in this cycle were 19 CEFR B2 student-teachers who took part in CALL II, a mandatory TELL-methodology course in the BA in ELT at a public university in northern Mexico. The course was delivered in blended learning through face-to-face sessions and Moodle. In this cycle, the researcher was also the designer and facilitator of the course. The main lesson from this initial phase was that the training model had to be grounded in a sound pedagogical theory to be effective. In addition, it was considered that being technology one central element in the study, CALL course contents being delivered through this element might not be the most ideal to implement this research.

The pre-study intended to formulate the final design of the main study. In this cycle, the course participants, with a language learning background consisting exclusively of traditional face-to-face courses with a textbook, were 22 CEFR A2 students at a BA in Mechanical Engineering at a public university in western Mexico. This was a non-mandatory course of general English, delivered in blended-learning modality through face-to-face sessions and two online spaces: the Oxford Learn Platform (LMS) and the website Weebly. In this stage, the researcher was the course designer but not the facilitator. Having developed a strong pedagogical model at this point, the researcher intended to use this phase as the main study. However, the learners became demotivated when, after the initial week they did not learn English but *about* online tools and SRL strategies. This situation and the non-compulsory nature of the course led to most of the learners eventually dropping out of the course. This demonstrated the need to limit this type of training while embedding the online tools and SRL strategies into the course and demonstrating the purpose of using these affordances to support language learning.

An in-depth description of the main study is provided in the following section.

The follow-up study (small scale) was aimed to testing the impact of implementing the changes applied to the training model following the results the main study and its implications. In this last cycle, the participants were 15 CEFR B1 student-teachers at an online mandatory general English course. Six of these learners participated in the research. The researcher also acted as course designer and facilitator in this phase. This final cycle presumably resulted significantly better than the main study in terms of implementation and outcomes.

Table 2 Four-cycle action-research in this learning design

Research Cycle	Purpose	Participants and Context	Year of implementation	Main ILT technologies used and selection
Exploratory study	<i>To better define the scope of the research</i>	CEFR B2 student-teachers at Computer-Assisted Language Learning (CALL), a mandatory course at a university in northern Mexico.	2016	Moodle and Mahara/Edublog used as the course's ePortfolio (assigned randomly to students). Tools were selected only by the researcher-designer
Pre-study	<i>To formulate the design of the main study</i>	CEFR A2 learners at a BA in Mechanical Engineering, a non-mandatory English course at a university in western Mexico.	2017	Not carried out
Main study	<i>To test a proposed training model embedding SRL and ILT for fostering language learning (targeted at B1-)</i>	CEFR A2 learners at a BA in Nursing, a mandatory English course at a university in northern Mexico.	2017	Oxford Learn LMS Weebly as an ePortfolio The PowToon video maker as content creator tool Tools selected only by the researcher-designer.
Follow-up study (small scale)	<i>To test the impact of the implementation of the changes made to the training model in the main study.</i>	CEFR B1 student-teachers English, a mandatory English course at a university in northern Mexico	2021	Oxford Learn LMS Google sites as an ePortfolio. Tools selected according to a students' survey and following the group consensus

3.3 Main study

Following all the lessons learnt from the previous two cycles, the main study aimed to test a proposed training model embedding SRL and ILT for fostering language learning (targeted at General English B1-). This main cycle is described below in terms of context, participants, course sequence, learning modality, research methods and instruments, data collection methods, data analysis method, ethics, and the role of the researcher.

3.3.1 Context

The main study was conducted at the school of Nursing of a public university in northern Mexico. At this school, learners should demonstrate to have a CEFR B1 level as a pre-requisite for completing the profession (BA in Nursing). To this end, these learners are offered with unexpensive opportunities to learn and/or certificate their levels of English through a university cross-sectional programme. In connection with these opportunities, they can take English courses according to their level of English at their own school. Such a level is usually the starting point to be taught in face-to-face courses based on a coursebook. A group of 13 CEFR A2 learners registered for one of these courses running from September to November 2017. This class was taught by a colleague of the researcher who had been typically teaching past English courses at the same school. As he was very skilful at technology he gladly accepted to teach under an online modality. The researcher gave this colleague a brief induction for him to understand the course philosophy, its contents, tools, resources and expected outcomes.

3.3.2 Participants

In the context of the above-described class, these students' learning experience had always been based on traditional face-to-face teaching with a coursebook. Following a convenient sampling, six of these learners (1 male and 5 females) aged 20 to 22 years volunteered to participate. The gender imbalance reflects the fact that there were only two males in the class (see [Chapter 4: Findings](#) for the individual analysis of these participants' samples of evidence in the context of this research).

3.3.3 Course sequence

In light of the Technology-Mediated TBLT methodology for material selection (González-Lloret, 2017) and the DIALANG assessment's determination of participants' overall level (CEFR A2) (see [3.3.6.1 Research instruments](#)), the pre-designed online course "Oxford Online Skills Program A2 Academic Bundle" delivered through the Platform Oxford Learn (available at <https://lms.oxfordlearn.com>) was selected. In this context, the following sections describe the original structure of this online course, the modifications made in it to develop task-based lessons under the proposed model and the features of the LMS used to deliver them online. This description illustrates how the content of this pre-designed online course was adapted and merged with the successive three stages of the proposed training model which, in connection with the use of ILT (see [2.8 The merging of technology in the proposed training model for](#)

[language learning](#)) on a process eP on Weebly (a free website builder), served as a basis for conducting this research.

3.3.3.1 The original structure of the selected pre-designed online course

In its original design, the online course, is divided into three main modules of aligned contents to develop the four communicative skills in English. Consequently, each module follows a fixed structure ranging from receptive skills (where reading is followed by listening) to productive skills (where speaking is followed by writing).

This pre-designed online course is originally developed under a sequence of three sections, namely *Engage-Explore-Task-Reflect* that follows a learning pattern. The objective and content of *Engage* and *Reflect* are consistent in terms of the four communicative skills: motivating the learners to learn (*Engage*) and reflecting on their own learning (*Reflect*). In contrast, even if in all cases *Explore* prepares for the task(s) ahead, due to the nature of the skills (receptive or productive) some differences in content are found if comparing the way in which they are approached. For example, concerning Reading and Listening, *Explore* is aimed at familiarising learners with key language and vocabulary from the upcoming text or to introduce the learners to the concepts in it. Two types of *Task* sections are then included: the first require learners to read or listen for the main idea while the second one, which is more intensive, require them to read or listen for details. However, concerning Writing and Speaking, two *Explore* activities are included: the first is focused on structure, language, and purpose of the model text, and the second one is focused on its functional language or vocabulary. Then, as part of the *Task* section, learners create a final product based on all the previous sections.

3.3.3.2 The changes made in the online course to develop technology-mediated task-based lessons within the proposed model

The use of the abovementioned learning pattern, that is, *Engage-Explore-Task-Reflect*, corresponds in many ways with the stages of the proposed training model for language learning, and by extension, with the TBLT learning model integrated in it (Ellis, 2003), (see [Table 1 A visual comparison of the Nunan, Ellis, and Willis frameworks](#)). Considering that “a comprehensive set of recommendations [for technology-mediated language learning tasks] has not been developed” (Chapelle, 2019:577), this learning pattern is the main reason behind the researcher's decision to use this pre-designed online course as the main basis for implementing the training model under consideration. For instance, the fact that *Engage* aims to motivate learners to learn, and *Explore*

aims to prepare them for upcoming task, suggests clear connections with Forethought/pre-task. Similarly, considering that the *Task(s)* section(s) refer(s) to the practice of skills and the implementation of several strategies, this indicates a link to Performance/main task. Likewise, since *Reflect* aims to get learners to think critically about their own learning, it could be associated with Self-reflection/post-task.

Having the previously described original structure of the course, it should be noted that within this sequence of online content, important changes and additions were made to fully integrate the proposed training model into the course, resulting in complete task-based lessons called “Learning Units” that focus on one of the four communicative skills and are based on pre-selected themes/topics that represent “the choice of thematic content” (Ellis, 2003:218). These modifications consisted in adding new sections based on SRL strategies and eliminating one of the pre-designed sections. The additions were: 1) *Set your goal* (on “goal setting”) preceding *Engage*, at the very beginning of the Learning Unit; 2) *Organise yourself to work in this learning Unit* (on “strategic planning/time management”) following *Engage* and preceding *Explore* section(s); 3) *Monitor your progress* (on “self-monitoring”) following the *task(s)* section(s), and 4) *Apply your learning* (on “task strategies”) following “self-monitoring” section. The eliminated section was on *Reflect* (that, as explained in [3.3.4 The course delivery](#), was in reality “hidden”), because it was only based on communicative skills contents, which was substituted with *My own reflection* (on “self-evaluation”) completed after *Feedback comments from peers and teacher* (on “help-seeking/giving”), both as part of a process eP on Weebly. As a result, since *Feedback comments from peers and teacher* and *My own reflection* were implemented through a process eP, the structure of the Learning Units under the proposed model included only the first stage (Forethought/pre-task) in full, and most of the second stage (Performance/main task). Accordingly, the Forethought/pre-task included *Set your goal*, *Engage*, *Organise yourself to work in this learning Unit*, *Explore*, and *Task* while Performance/main task included the two remaining sections in the Learning Unit, namely, *Monitor you progress*, and *Apply your learning*.) (An example of these Learning Unit can be found in **Appendix III**).

3.3.3.3 The practical implementation of SRL strategies in the context of a task-based lesson

As shown above, all the sections that were added to the pre-designed original content of the online course to develop the task-based lesson refer to specific SRL strategies in the context of the three stages of the proposed training model for language learning. The titles of these sections represent the researcher’s attempt to “translate” the strategies into simple, practical terms that learners

could easily understand. This section describes the procedures associated with each of these strategies, that is, how they were designed to intersect a task-based lesson or “Learning Unit”.

First, in relation to Forethought/pre-task, *Set your goal* and *Organise yourself to work in this Learning Unit* are included. *Set your goal*, which refers to “goal setting”, presents a dose of interrelated CEFR can dos in each Learning Unit for learners to individually create a Specific, Measurable, Achievable, Realistic and Time-bound (henceforth SMART) goal statement. *Organise yourself to work in this Learning Unit* which refers to “strategic planning/time management” requests learners to develop a plan for allocating time to complete the activities that will lead them to the achievement of the SMART goal above. For this purpose, they are provided with a pre-filled planning form template in a Microsoft Word document.

Second, regarding Performance/main task, *Monitor your progress*, *Apply your learning*, and *Feedback from peers and teacher* are integrated. To implement *Monitor your progress*, which refers to “self-monitoring”, the learners must, after self-observing the root cause of their own learning difficulties with the preceding sections and implied skills/linguistic systems (*Engage, Explore* and *Task(s)*), use the online forum to post comments about these problems. In response to the comments posted, the teacher replies by providing feedback comments with suggestions of online resources on the difficulties learners had identified. *Apply your learning*, which refers to the use of “cognitive and affective strategies” to complete a task, requests learners to create a rubric-based multimedia presentation using PowToon, (a free online video maker) to demonstrate the achievement of their initial personal goal (stated in the *Set your goal* section) by means of implementing these self-regulatory processes; the rubrics used for this purpose, simplified after previous experiences in implementing the cycles of this research, focus on specific time periods, use of multimedia, and language content). *Feedback from peers and teacher*, which refers to “seeking and giving help from/to others”, is implemented through feedback comments from/to classmates and teacher comments on the multimedia presentation they had created in the *Apply your learning* section; these comments, to be written in a process eP, are based on the rubrics for completing this task, and focus on strengths, weaknesses, and suggestions for improvement (**See Appendix IV**).

Third, regarding Self-reflection/post-task, *My own reflection* is included. This section, which refers to “self-evaluation”, is based on a series of guiding questions for learners to individually produce a written reflection on the progress made throughout the Learning Unit and to outline alternatives to improve the work done. In response to this short text that is published in a process eP, the teacher provides closing feedback comments.

Based on the above SRL strategies, each Learning Unit results in several learning samples. These are based on 1) the initial SMART goal, 2) the plan, 3) the screenshots of completed online activities based on the suggestions of online resources done in response to learners' problematic identified sections and/or skills, 4) the multimedia presentation, 5) the feedback comments (both given and received), and 6) the personal reflection. These products were requested to be published as work evidence in a process eP on Weebly, following the definition and use described below.

3.3.3.4 The use of a process ePortfolio

The fifth category, that is, assessment tools, ranges from tools for creating traditional tests to those for developing more authentic performance-based assessments (such as ePs). Test generation tools, survey design tools, online marking tools, and online gradebook exemplifies traditional assessment tools. On the other hand, portfolios, progress tools, monitoring tools, and self-assessment tools correspond to examples of authentic assessment tools. In terms of this final category, I consider worth to mention that the sophistication of LMS assessment features expand the possibilities in connection with the aspects Kitsantas and Dabbagh (2010) cite such as test types, multimedia customisation, randomisation, timing, types of assessment, grading schemes, grading reports, among others.

The process ePortfolio used to publish the abovementioned products resulting from each Learning Unit falls into the fifth pedagogical category of ILT by Kitsantas and Dabbagh (2010) (see [2.8.1 The five pedagogical categories of Integrative Learning Technologies by Kitsantas and Dabbagh](#)). This assessment tool is understood according to Abrami and Barret, 2005's groundbreaking definition of process (or developmental) eP: "a purposeful collection of student work that tells the story of a student's effort, progress and/or achievement in one or more areas" (Abrami and Barret, 2005:3). In this context, in this research, the process eP is used in agreement with Tur and colleagues, who state that, in this type of eP, formative assessment through feedback and rubrics, "can empower students for self-regulated learning". (Tur et al., 2019:20).

3.3.4 The course delivery

The course was delivered through the online Learning Management System (LMS) called "Oxford Learn" (available at the platform website <http://lms.oxfordlearn.com>) that re-uses web multimedia resources including images, audio, video, text and animation, by means of a systematic set of modules with data which is aligned, tagged, and stored to allow easy access and modification or re-

tagging (Aldaj and Berri, 2017). Thus, this LMS represents an authoring tool to generate e-learning course material after the following five main features (as described at <http://lms.oxfordlearn.com>):

1. Customising the material by hiding, reordering, rearranging, previewing, and assigning extra activities.
2. Tracking and monitoring progress with Gradebook and User Progress tools.
3. Creating additional activities with the Test tool or the Dropbox in response to specific needs.
4. Communicating with groups of learners or individuals by sending them feedback via the Dropbox, messages, or chat online and by discussing and surveying.
5. Supporting individualised learning by assigning specific activities to particular learners.

Beyond incorporating a Learning Content Management System (henceforth LCMS) that most online learning management systems (henceforth LMSs) include, the reduced costs, and the fact that it is course in its own right (instead of only extra-practice around a course book), the arguments in favour of “Oxford Learn” over other assessed LMSs to use in this research lie in the fact that it is highly responsive to Naidu’s (2006) three features that can characterise contemporary LMSs: First, this LMS offers wide opportunities to manage learning; second, it has an outstanding level of user interactivity; and third, it shows a high ability to track learning activities.

The above LMS features were useful in creating and adding the sections on the strategies to the already provided sections, hiding the original *Reflect* section and, ultimately, re-ordering all the sections following the task-based lessons within the three stages of the proposed training model for language learning.

In connection with the experience derived from the previous cycles of research, it was considered the need of facilitating a “smother transition” from a teacher-centred paradigm to a learner-centred one and fostering an awareness of SRL. Thus, after providing the learners with a rationale for knowing their current level of English and working with SRL, the implementation started with a two-day introduction aimed at getting learners ready to develop the course learning tasks. As part of this initial stage, worked with specially developed learning objects) on how to 1) set goals, 2) give feedback, and 3) conduct self-assessment which remained permanently available in the Oxford Learn Platform (LMS), for further reference (these resources are shown in **Appendix V**). At this point, the LMS platform was also used for learners to access and complete two online instruments: the DIALANG diagnostic assessment, also used for research purposes and a brief

needs analysis survey (see [3.3.6.1 Research instruments](#)). The rationale for including these two instruments was based on technology-mediated TBLT methodology, following González-Lloret (2014).

3.3.5 Learning modality

Due to the course' core classes times and professional practices (at local hospitals), this English course had to be developed in a single scheduled block of 2.5 hours per week in the computer lab of the school of Nursing mentioned above, for them to work on the activities of the Learning Units in the Oxford Platform (creating SMART goals, planning, doing the sections *Engage*, *Explore* and *Task*, posting in an online forum about the problems associated with these three sections in the forum, completing online activities based on suggested resources in connection with their identified difficulties, creating their PowToon videos, giving and receiving feedback, and writing final reflections) and the Weebly ePs (where they published products from the above steps). Students also devoted varying amounts of time to work independently at home to complete the Learning Units. Although it could be assumed that the learning modality was blended (mixed) because students and the teachers were synchronously at the same spaces, only limited face-to-face interaction took place as the teacher used to give feedback and support through the Oxford Learn Platform (LMS) and each student used to work independently on his/her own computer. For this reason, the researcher considered that the learning modality followed was, in fact, online, more specifically "online collaborative learning", understood as "a common method used by institutions of higher education; it involves using asynchronous, synchronous, or a combination of the two, forms of communication to bring a group of students and teacher together" (Harasim, 2006:63). This online course lasted two months and half, from mid-October to late December 2017.

3.3.6 Research methods

In this mixed-methods research, one type of research was prioritised over the other (Rose et. al, 2020). In this case, due to the features of this study (i.e. exploratory), qualitative methods subordinated quantitative methods. This view is explained in the following subsection.

3.3.6.1 Research instruments

Two qualitative instruments and three quantitative instruments were considered for the research. The qualitative instruments were a semi-structured interview (conducted with the six study participants after concluding the online course) and the eP (developed during the online course). The quantitative instruments, (applied both before and after the course) were the Diagnostic Language Assessment System (© 2006-2015 Lancaster University), better known as DIALANG (free online diagnostic assessment of language (Brancaslion, 2009)), the Motivated Strategies for Learning (MSLQ) (A paper based-self report that measures both motivation and learning (Pintrich, et al., 1991), and the OLVSES (Online Learning Value and Self-Efficacy Scale) (Artino & McCoach, 2008) (applied only after the course). The following paragraphs give details of these instruments and/or the rationale for using them (the details of the eP are omitted here given the background already provided about it in [3.3.3.4 The use of a process ePortfolio](#)).

The DIALANG is an online diagnostic system aimed at assessing a person's language abilities in line with the Common European Framework of Reference (CEFR) which examines reading, writing, listening, grammar, and vocabulary. This instrument was selected since it offers immediate results that are aligned to the CEFR, adopted by the Mexican Ministry of Education (SEP, after its Spanish Acronym) as the national framework for teaching, learning, and assessment. Furthermore, this diagnostic system is based on different combinations of items and offers results per area which can be easily compared in search of increased learning.

The MSLQ is a paper-based self-report questionnaire that measures both motivation and learning, two SRL aspects corresponding to its two sections. Accordingly, the motivation section (six scales) is divided into 1) learners' goals and value beliefs for a course, 2) learners' beliefs about their skill to succeed in a course and 3) learners' anxiety about tests in a course. Similarly, the learning strategies section (nine scales) is divided into 1) cognitive strategies, 2) metacognitive strategies and 3) learner management of different resources. The selection of this instrument, intended to be applied before and after the intervention, responds to several reasons: First and foremost, the MSLQ corresponds to the social cognitive perspective of SRL used for this research. In this reference, Pintrich (2004) notes some overlap between the components of his social cognitive model of SRL and the scales measured by the MSLQ; in a similar vein, the adopted taxonomy of learning strategies, that is, cognitive, metacognitive, and resource-oriented SRL strategies is also clearly reflected in the MSLQ. In addition, as acknowledged by Pintrich himself (1991:3), the self-report questionnaire being discussed is targeted at higher education learners, where this research is conducted. Likewise, as Winne and Perry (2000) say, the MSLQ is one of the two self-report

inventories, that have an accompanying manual, so that it can be easily used by individual learners in a course.

The use of a survey like the OLVSES reflects the idea that “the constructs [related to SRL] reside within the individual and are relatively stable, and they de-emphasize contextual and temporal variability” (Patrick and Middleton, 2002:27).

The use of a semi-structured interview is based on the idea that “interviews enable researchers to take a grounded, inductive approach to understanding student’ thoughts and behaviours, rather than imposing their theoretical perspectives on pre-established categories on what students say” (Patrick and Middleton, 2002:28). The interview tapescripts in full can be found in **Appendix II**.

The data collected using these tools are presented in the following table in relation to the research questions.

Table 3 Data collected

Research Questions	Research Instruments	Data collected
1. What is the impact of a training model embedding SRL and the use of technology for fostering language learning?	Semi-structured interview	6 Semi-structured interview audio recordings (3.9 hours) 48 extracts
	Course’s ePortfolio	16 personal learning objectives, 14 planning form templates, 14 PowToon videos, 5 online forums entries, 2 peer feedback comments, 1 teacher feedback comment, and 24 Learning Units’ final reflection entries.
	MSLQ	13 questionnaires
	OLVSES	13 surveys
2.Which other factors inhibit or facilitate the effectiveness of the	Semi-structured interview	6 Semi-structured interview audio recordings (3.9 hours) 48 extracts

model (e.g. personal, internal, and external factors)?	Course's ePortfolio	16 personal learning objectives, 14 planning form templates, 14 PowToon videos, 5 online forums entries, 2 peer feedback comments, 1 teacher feedback comment, and 24 Learning Units' final reflection entries.
	MSLQ	13 questionnaires
	OLVSES	13 surveys
3.What are the main aspects to be taken into account in a revised training model for SRL?	Semi-structured interview	6 Semi-structured interview audio recordings (3.9 hours) 48 extracts
	Course's ePortfolio	16 personal learning objectives, 14 planning form templates, 14 PowToon videos, 5 online forums entries, 2 peer feedback comments, 1 teacher feedback comment, and 24 Learning Units' final reflection entries.
	MSLQ	13 questionnaires
	OLVSES	13 surveys

3.3.6.2 Triangulation of data collection methods

Methodological triangulation and in particular “triangulation of data collection methods” (Rose et al, 2020:244) was implemented because of two main reasons: 1) To gain a better understanding of the phenomenon under consideration (i.e. embedding of SRL and ILT for scaffolding language learning) and 2) to support the validation of the analysed data. In this regard, the evidence from the eP, that is, SMART Goal statements, completed planning form templates, forum posts, peer feedback comments, and final reflection entries were cross verified with the results from the semi-structured interview. The results of the MSLQ were cross verified with the results of the interview and the analysis of the SMART goal statements. Equally, the results of the OLVSES were

cross verified with different extracts of evidence from the ePs. Thus, although triangulation tended to be applied between qualitative data, it also applied between qualitative and quantitative data. In all cases, however, qualitative methods subordinated the quantitative ones.

3.3.6.3 Research ethics

In terms of research ethics, it should be noted that before, during, and after implementation, this stage of the research attached to “respect for persons”, “yielding optimal benefits while minimising harm” and “justice”. (De Costa et al., 2019: 122). These common core principles were reflected in submission 23846, which the researcher submitted via Ethics and Research Governance Online II (ERGO II). This submission was reviewed and approved by the Faculty Research Ethics Committee (FREC) of the University of Southampton. The research participants, the course facilitator, and the authorities of the School of Nursing where the main study took place, also granted the necessary permissions to conduct the study.

Participants signed informed consent forms to participate in the study, understanding that their participation in the research posed no risk and that they could withdraw at any time without effect on their course grades. The identity of these volunteers was protected using fictitious names in the study, the associated evidence, and all the references to them made in this thesis.

3.3.6.4 The role of the researcher

As explain above, in this study, the researcher designed the online course, but he did not teach it. Therefore, his only contact with the course participants was during the semi-structured interview that he conducted on a face-to-face basis once they concluded the course. However, both at the semi-structured interview and during the interpretation of the data collected, he attempted to maintain objectivity by avoiding his own assumptions and perspective of the phenomenon under study. In addition, in the context of an intended reflexivity/critical reflection, the researcher took a “fluid” position aimed at “capturing the viewpoint of the person who actually lived the experience (emic) and understanding from the perspective of an ‘objective’ outsider (etic)”. (Berger, 2015:231).

3.3.6.5 Data analysis

The outcomes of the data analysis reported in the following chapter, resulted from an analysis based on a “template organizing style”. As its name indicates in this coding method “the analysis

is guided by a basic codebook or template that is taken to the data as part of the process of identifying meaningful units in the text” (Crabtree and Miller, 2022: 236). Given the central role of SRL strategies in the proposed training model for language learning, the researcher decided to create this code manual with these strategies as categories (that is, goal setting, time management, self-monitoring, task strategies, help seeking/giving and self-evaluation. This list facilitated the process of coding and while conducting it, new codes emerged to provide a more complete picture. The role of technology as an enhancement/barrier to develop the training model and the positive/negative features of its implementation (associated to learner motivation) were among the most representative new codes.

The data analysis process was supported by the N*Vivo software (version 1.6.1), “a qualitative research tool for classifying, sorting and arranging data in order to analyse them for patterns and to identify themes” (Vandergrift, 2015: 239).

3.3.6.6 A framework for dealing with findings

The researcher realised the cause of many of the problems of implementing the course design in the main study was in one way or the other related to the motivation to learn online. Thus, after an in-depth review of the available literature in this area, he found that Kim and Frick’s theoretical framework of factors affecting learner motivation in self-directed e-learning (2011) offered a solid theoretical basis to explain this type of difficulties and improve the course design. Therefore, the researcher decided to use the framework that is described below as the primary foundation for organising and analysing the main results of this research.

As Kim and Frick (2011) explain, their framework is based on reviews of previous research on factors that influence learner motivation in computer-based instruction and distance education. Following Song (2000)’s categorisation, they divide these factors into three: Internal, external, and personal. These three categories of factors are described next.

Kim and Frick, define internal factors as “features of the course itself that can influence the learner’s motivation” (Kim and Frick, 2011:2). These authors identify eleven internal factors that influence learner’s motivation in online settings: these are 1) learner *attention* (task engagement), 2) learner perceived *relevance* of content and leaning activities, 3) learner *confidence* and self-efficacy, and 4) learner *satisfaction* with learning, 5) cognitive overload, 6) learner perceived difficulty of course learning tasks, 7) convenience and flexibility of online learning, 8) learner

control, 9) flow and playfulness (related to learner confidence and self-efficacy), 10) online social interactions, and 11) technology problems.

In the context of these eleven factors above, it is important to note that, according to Kim and Frick (2011) the first four of them, namely *attention* (task engagement), perceived *relevance* of content and learning activities, *confidence/self-efficacy*, and learner *satisfaction*, are directly related to the ARCS Model of motivational design originally proposed by Keller (1983). This acronym stands for *Attention, Relevance, Confidence* and *Satisfaction*. These components of effective motivational design of instruction were originally conceived for face-to-face settings, however, following Keller and Suzuki (2004) it is stated that the ARCS model “can be applied to e-learning settings as well” (Kim and Frick, 2011:3). In fact, this influential model continues to be applied to online instructional design settings. According to Song and Kao who recently published an article based on different adaptations of this model “[a]mong many theories and models of learner motivation, Keller’s ARCS model stands out with its focus on instructional design [...]” (Song and Kao, 2023:168).

For Kim and Frick, external factors correspond to “aspects of the learning environment that can influence the learner’s motivation”. (Kim and Frick, 2011:2). According to these authors, in online learning, two external aspects play a role in motivating the learner. These are 1) learner support and 2) the overall climate of the learner’s instructional and organisational setting.

Kim and Frick identify personal factors as “motivational influences caused by the learner”. (Kim and Frick, 2011:2). These authors identify two personal factors or aspects that originated in the learner which influence learner motivation in online settings. These are 1) learning styles and 2) learner media preferences.

3.4 Follow up study (small scale)

As explained before, the follow-up study was especially included in the research design for testing the impact of the implementation of the changes made to the training model for language learning in the main study. This final cycle of research developed in 2021, was also authorised by

Table 4 Summary of similarities and differences between main study and follow-up studies in terms of the stages of the MiTeSRL

SRL Strategy	Main study (Evidence from all strategies was published in an individual ePortfolio on <u>Weebly</u>)	Follow-up study (Evidence from all strategies was published in an individual ePortfolio on <u>Google Sites</u>)
	No Stage 0	Stage 0
	LANGUAGE LEVEL DIAGNOSTIC	LANGUAGE LEVEL DIAGNOSTIC
	SRL STRATEGIES TRAINING	SRL STRATEGIES TRAINING
		DIAGNOSTICS, SELECTION OF, AND TRAINING IN ILT
STAGE 1: FORETHOUGHT PLANNING THE LEARNING ACTIONS		
Goal setting	SMART objectives created individually	SMART objectives initially created in pairs, then individually
Strategic Planning (Time management)	Planning form template in a Word document table	Google Calendar
STAGE 2: PERFORMANCE EXECUTION OR ACT OF LEARNING		
Self-monitoring	Online forum (published for posting on Oxford Learn VLE)	Online forum (published for posting on Oxford Learn VLE)
Task Strategies	Generic task to show evidence of learning in video created with PowToon	A variety of tasks and tools in connection with focused communicative skills to show evidence of learning.
Help seeking/ giving	Feedback from peers and teacher	Feedback from peers and teacher
STAGE 3: SELF-REFLECTION EVALUATION OF THE LEARNING ACTIONS		
Self-evaluation	Self-reflection	Self-reflection

the FREC of the University of Southampton (Submission 64501). This intervention followed the same course design and delivery than the main study. However, this time the participants were students of a BA in ELT at the next English level (CEFR B1).

This section presents a comparison and contrast of the main study and the follow-up study (summarised in [Table 4 Summary of similarities and differences between main study and follow-up studies in terms of the stages of the MiTeSRL](#)) as the basis for instrumenting various changes in the stages of the training Model for Integrating Technology and Self-Regulated Learning (MiTeSRL). This refined model which stem from the research implications arising from the main implementation of the proposed training model (2017), is introduced at the end of the Discussion Chapter (see [Table 9 Model for Integrating Technology and Self-Regulated Learning \(MiTeSRL\)](#)).

Both online scaffolding activities for fostering SRL strategies under the Stage 1 (Forethought) had changes. In goal setting, the SMART objectives were created individually during the main implementation. However, upon discovering the challenges involved in creating SMART goal statements (see [5.2.2.1 Learner support](#)), in the follow-up study this task was approached differently: Initially, these statements were created in pairs and then, once the learners developed the required skills, these objectives were done independently. Concerning time management, Google Calendar replaced the planning form template, after concluding that this latter resource was impractical for some learners in the main study. In addition, the results of the survey of the follow-up study participants showed that most of them were familiar with aforementioned Google shareable tool.

In terms of the SRL strategies, Stage 2 (Performance) had the most significant changes of the whole re-implementation of the Model. These modifications are explained next.

Regarding the first SRL strategy of Performance, that is, self-monitoring, the original tool (discussion forum at Oxford Learn VLE) was retained. However, the results of the main study showed that even when the learning needs of the participants were considered when selecting the materials to deal with improvement areas, the suggested resources were not at the proactive level these learners needed. Accordingly, in the follow-up study, a variety of these types of materials were provided on the online forums. Likewise, in response to another finding of the main study, the selection of these proactive resources also considered the learners' approaches to different learning tasks (learning styles) (see [5.2.3.1 Learning styles](#)). In addition, since it was found that in the main study the infrequency and delay of feedback comments from the teacher

were a major cause of participant demotivation, special care was taken to ensure frequent and immediate feedback comments to follow-up study participants (see [5.2.1.6 Online social interactions](#)).

About the second strategy at the second stage, that is, task strategies, main study learners were requested to create a generic task to show evidence of their learning at every Learning Unit. However, the research findings showed that this task along with unfamiliarity with the online tool (PowToon video maker) led learners to cognitive overload resulting in a lack of motivation to learn (see [5.2.1.5 Cognitive overload](#)). As a result, during the follow-up study, different Web 2.0 tools and tasks were considered to show evidence of learning in connection with the central communicative skill(s) of a particular Learning Unit (see an example of this later type of task at [5.3.3 Reducing cognitive overload](#)).

Regarding the SRL strategies at the third stage (Self-reflection) that is, help seeking/giving and Self-evaluation, it should be noted that, considering the findings from the main study, no changes were made to the online scaffolding activities. However, as it happened for the rest of the Stages, based on the findings, it was surprisingly proved that learners were unfamiliar with the three online tools used (particularly with PowToon). For this reason, it was decided to survey follow-up study participants on the Web 2.0 tools they know. In addition, according to the steps taken to strengthen online/Internet self-efficacy in response to another insight from the main study (see [5.3.2 Strengthening of computer/Internet self-efficacy](#)), the decision on the tools to use with the follow-up study participants derived from the group consensus. As explained above, Google sites was the selected tool, substituting in this way Weebly as the individual ePortfolio technology for learners to publish all the evidence from the different stages of the Model.

Chapter 4: Findings

4.1 Introduction

This chapter presents the findings from the main study. For this purpose, qualitative evidence from the eP produced by each individual across the Learning Units of the course is compared within itself. This evidence includes personal learning objectives, planning form templates, PowToon videos, online forums entries, teacher and peer feedback comments, and Learning Units' final reflection entries. Afterwards, this information is contrasted with the same individual's answers in the interview and, finally, the specific findings resulting from it are compared among those from the different individuals. Following the report of qualitative findings, the chapter presents quantitative results collected before and after the intervention. These latter data focus on 1) progress made in language proficiency (assessed with the diagnostic test DIALANG) and 2) changes in SRL strategies and motivation (measured with the MSLQ and the OLVSES). These two types of outcomes are also triangulated with the results from the interview.

4.2 Participants

The six participants in this main stage of the research were Alma, Carla, Iliana, Jorge, Laura, and Melisa¹. As indicated in the previous chapter, these course learners enrolled in the research based on convenient sampling (see [3.3.2 Participants](#)).

4.3 Qualitative results

4.3.1 Goal Setting

As described in the Methodology chapter, in the first step of the forethought cycle, participants set personal goals for each Learning Unit and published them in their eP as required in the *Set your Objective section* of Oxford Learn (see Methodology chapter). The current section presents the analysis of how participants' ability to create SMART goals evolved through the three Learning

¹ The names have been changed to protect participants' personal data.

Units of the course. For this purpose, these goals are explored participant by participant and then a cross-case analysis of the six participants is presented.

After individual cases, the cross-case analysis will show similarities and differences among participants. In terms of similarities, inability to follow SMART goal criteria, awareness of not achieving goals, and the repetition of them through Learning Units will be detailed. As for the differences, the focus will be on the goals failure' multifactorial attribution, opposing reactions to the goal setting request, and the misunderstanding of their scope.

4.3.1.1 Iliana

Iliana's first goal indicates that she had been able to identify several areas in which she has observed her own weaknesses and makes a good connection among them (see **Appendix I, Goal 1**). She also shows that she needs to be able to relate any new knowledge with previously acquired knowledge.

In the second unit, she seems to build on the needs identified in unit 1 while she starts to describe her intentions in more detail and adds writing and listening to the list of contents (see **Appendix I, Goal 2**)

In the third unit (six weeks after the start of the course), Iliana continues with much the same objectives as in the previous two units. At this point, it is worth noting that she refers again to writing and listening and adds "oral expression" to the selection of contents she wants to learn or review. She also keeps her idea of "reinforcing" her previous learning and, in this way, shows her awareness of the need to recycle (see **Appendix I, Goal 3**).

An examination of these three objectives shows that they:

- 1) do not to comply with the SMART goal criteria requested on the online course (see Methodology Chapter for details) and
- 2) reflect repeated contents.

In terms of the failure of Iliana's objectives to respond to the SMART goal criteria requested, the most missing criterion is "Realistic"; in fact, several objectives in their own right (and sometimes quite specific) are included in each of her "personal objectives". For instance, in her Learning Unit's 2 Personal objective, the following five objectives are observed:

- 1) "to extend my vocabulary",

- 2) “to reinforce the knowledge acquired in previous units” [...],
- 3) ‘to improve oral language’,
- 4) ‘to improve in written language’ and
- 5) ‘to listen clearly in a conversation or audio’.

As for the repeated content identified in Iliana’s goals, all of them reflect her overall intention to approach:

- 1) conversations,
- 2) vocabulary, and
- 3) previous learning.

In terms of conversations, her objective for Learning Unit 1 refers to “start simple conversations [...]”; her objective for Learning Unit 2 mentions ‘starting simple conversations where she could give her opinion clearly and in detail...’; and the one in Learning Unit 3 talks about “starting simple conversations on different daily life topics”.

Concerning vocabulary, a direct or indirect reference is always included: Learning Unit 1’s objective expresses Iliana’s interest in being able to “learn and easily remember verbs, words, and common sentences to talk about daily life’s frequent activities”; and the objectives for Learning Units 2 and 3 reflect her intention to ‘expand her vocabulary’.

As for previous learning, the objective for Learning Unit 1 expresses the learner’s goal of ‘reinforcing “knowledge” acquired previously to be able to match “new concepts”’; Learning Unit 2’s objective talks about her attempt to “reinforce” what was learnt in previous Learning Units; and the objective for Learning Unit 3 again makes clear Iliana’s idea of “going on with reinforcing knowledge” from the previous Learning Unit.

Iliana’s answers for the interview reveal that, by the end of the online course (when the interview took place), she was highly aware of the previously discussed obstacles and advancements seen in the ePs. This is observed in the following interview extract:

INTERVIEW EXTRACT 1

ILIANA: *Yo casi siempre trataba de enfocarme en los mismos aspectos de vocabulario, de lenguaje y de escuchar y hablar, pero siento que hacía objetivos muy largos y, al final, no los cumplía del todo, [...]*

1. I almost always was trying to focus on the same aspects of
2. vocabulary, language, and listening/speaking
3. but I feel that I used to make very long objectives and, in the end,
4. I did not manage to fully accomplish them, [...]

Here, lines 1 and 2 confirm that Iliana's observed common contents to focus were entirely intentional even if she was achieving past goals; similarly, lines 3 and 4 corroborate that she realised that the course objectives she used to write were unrealistic and, in the end, unachievable.

In addition, by means of a supplementary, spontaneous comment during the interview, Iliana recognised goal setting as the most useful strategy promoted through the course and, when being asked for why she valued goal setting in this way, she explained the following:

INTERVIEW EXTRACT 2

ILIANA: *Ya teniendo un objetivo y sabiendo qué era lo que yo buscaba, era mucho más fácil no perderme en otras cosas. Saber que eso era lo más importante para mí, para mi aprendizaje, me hacía ponerle más énfasis, o a detenerte un poquito más en una lección, [...] Aparte, al hacer mi objetivo, también podía tener en cuenta mis deficiencias.*

1. Already having an objective and knowing what I was looking for, it was so much
2. easier not to lose myself in other things.
3. Knowing that this was the most important thing for me, for my learning
4. it made me put more emphasis, or stop a little longer in a lesson, [...]
5. Besides, in making my goal, I could also take into account my weaknesses.

This interview extract shows that, within her own course experience, Iliana draws attention to three key reasons to develop goal setting. First, in lines 1 and 2, Iliana refers to the fact that being aware of a personal objective keeps the learner focused on what he/she wants to achieve.

Second, in lines 3 and 4, she denotes that having an objective helps the learner to direct his/her own learning efforts. Thirdly, in line 5, she indicates that setting objectives may give him/her the opportunity to work on his/her own weaknesses.

4.3.1.2 Jorge

A review of Jorge's two goals shows that 1) none of them fulfil the SMART goal criteria asked for on the online course and 2) the objective for Learning Unit 2 appears not to be entirely original (see **Appendix I, Goals 4 and 5**).

Concerning the apparent disconnection of Jorge's objectives with the SMART goal criteria requested, evidently the most absent criteria are "Realistic" and "Achievable"; actually, each of his "personal objectives" contain several general goals. For instance, his personal objective for Learning Unit 1 describes two goals (see **Appendix I, Goal 4**); and the one for Learning Unit 2 covers three goals, one per bulleted point (see **Appendix I, Goal 5**).

As for the presumed partial originality of Learning Unit 2's objective, evidence shows that Jorge only authored the last bulleted point of his "objective" ("Learn about investigation of a topic I am interested in"). This was detected after an examination of the Oxford Learn Platform (LMS) showed that the first and second bulleted points of this objective were textually copied from the list of skills provided at the beginning of the online course. (As explained in the Methodology Chapter, this list and the Learning Unit's focus, were intended for the learner to create his/her own personal objective on what he/she wanted to know to do or improve in a particular Learning Unit)

Jorge's responses to the interview show that, by the end of the online course (when he was interviewed), he did not manage to see any of the previously mentioned problems observed in his eP. This is reflected in the following interview extract:

INTERVIEW EXTRACT 3

JORGE: Realmente, los mayores objetivos que yo me planteé fueron básicos y sencillos y pues sí los logré en su mayoría. Los que no pude lograr fueron principalmente por falta de tiempo.

1. Actually, the main objectives that I set for myself were basic and simple,
2. and I did achieve them for the most part.
3. The ones I couldn't achieve were mainly due to lack of time.

In this extract, lines 1 and 2 suggest that Jorge believed he had set reasonable personal objectives which were largely achieved. In contrast, the evidence from his eP on Weebly visibly contradict this understanding because, as explained above, an examination of his personal objectives exposed that, Jorge's objectives were neither SMART nor entirely original.

4.1.1.3 Laura

Laura's initial "objective" is not on the Learning Unit but on the entire course (see **Appendix I, Goal 6**). In fact, it describes six general goals where she shows her awareness of getting good grades, mastering the course contents, recycling her learning, remembering basic lexis, reviewing pronunciation, and managing the time she uses to develop key course activities.

For the second Learning Unit, Laura realized that her objective should focus on the Learning Unit, so she refers to its contents on listening sub-skills (see **Appendix I, Goal 7**). In contrast with her goal for Learning Unit 1, this is much more precise (it even includes one example to clarify her goal on vocabulary) but still covering too many learning points. Then, Laura's goal for the third Learning Unit, follows the style of Learning Unit 2, this time with a focus on speaking sub-skills (see **Appendix I, Goal 8**). However, she comes back to include more general descriptions such as those in her objective for Learning Unit 1. Notably, here, she also provides her own rationale to focus on oral skills.

An analysis of Laura's three goals indicates that 1) she assumed that her first personal objective referred to the entire course instead of the Learning Unit 1, 2) none of her goals comply with the requested SMART goal criteria and that 3) they approach repeated contents.

On the learner's assumption that her first goal referred to the whole course, it is observed that it opens by explaining her overall expectation of passing the online English course with a grade higher than 8 and, beyond this, mastering both course material and topics and "reinforcing" her learning.

About the failure to meet the SMART goal criteria, each of her "goals" contain several independent objectives. For example, Laura's goal for Unit 2 aims to "reinforce understanding when listening to speak", "identify and learn unknown words", "practice the language", "know how to express ideas when starting a conversation" and "identify, know and learn vocabulary...". Similarly, Laura's goal for Unit 3 focuses on "to listen, to understand, to comprehend", "to

facilitate speaking and understanding when listening”, “to improve the knowledge and acquisition of vocabulary” and on “an improvement in starting a conversation”.

On the recurrence of content identified in the goals, it can be observed that Laura concentrates on:

- 1) consolidating learning,
- 2) her ability to participate in conversations and
- 3) vocabulary aspects.

As to consolidating learning, she expresses her intention to ‘reinforce what she has learnt so far’ (Unit 1) and to ‘reinforce the knowledge acquired so far’ (Unit 3).

About her ability to participate in conversations, she intends to “know how to express ideas when starting a conversation” (Unit 2) and plans “an improvement in starting a conversation” (Unit 3).

Concerning vocabulary aspects, she aims at “remembering the basic words (verbs, numbers, places, etc.) without any difficulty (Unit 1), “identifying, knowing and learning vocabulary regarding the main activities and occupations in people” (Unit 2) and “improv[ing] the knowledge and acquisition of vocabulary” (Unit 3).

As could be anticipated, Laura did not manage to accomplish any of these non-SMART objectives due to their extent. Accordingly, by the end of the course, in the interview, she acknowledged this difficulty but provided different reasons for it, as the following extract shows:

INTERVIEW EXTRACT 4

LAURA: Establecer los objetivos era en parte tedioso y en parte uno no le echaba ganas. Podría decirlo... se va uno a lo más fácil. Entonces, pues no se cumplieron.

1. Setting goals was partly tedious and partly you just didn't feel like it.
2. I could say ... one goes to the easiest.
3. So, well, they weren't fulfilled.

Here, lines 1 and 2 suggest that boredom and a lack of motivation coming from the request on setting goals along with an attempt to avoid any complications were the reasons for not achieving the objectives she had originally set.

4.3.1.4 Carla

Carla's first personal "goal" contains five bulleted points for describing the same number of general objectives on the entire course, not on the first Learning Unit (see **Appendix 1, Goal 9**). Here, the learning and use of verbs, which is not a key content of this learning level, is the focus of two of her objectives. Then, her second "goal", containing again five general objectives, continues with her focus on learning and using verbs, this time in three of the five bulleted points (see **Appendix 1, Goal 10**).

A review of these two goals shows that:

- 1) the learner assumed that her first personal objective should focus not only on the Learning Unit 1 but also on the entire online English course,
- 2) None of her objectives cover the SMART goal criteria and
- 3) they focus on the learning and use of verbs, usually requesting a language level below this course's.

About the learner's misunderstanding that her first personal objective must refer not only to the Learning Unit 1 but also to the entire online English course, it is observed that she opens it with her expectation of doing "well" in this semester's English course.

On the incapability to meet the SMART goal criteria, clearly each of Carla's "goal", in reality, comprises several general objectives. For example, Unit 1's goal covers the following five bulleted points: "[...] Do well this semester in the English Course", "[...] learn verbs", "[...] learn to write and use these verbs", "[...] read, write, and listen to and understand events in an article individually" and "[...] review the topics".

Concerning the focus on repeated contents, Carla's goals coincide in learning and using verbs, which represent a basic learning point that is covered in initial levels of language learning: For instance, her "goal" in Unit 1 includes: "I want to learn verbs" and "I want to learn to write and

use these verbs correctly”. Likewise, Unit 2 reads “To learn new verbs”, “To read, listen and understand these verbs” and “To know how to put verbs in sentences or texts correctly”.

Carla’s responses to the interview (conducted at the end of the online course) reveals that she was aware of her difficulties to create the type of goals requested and considered to have improved them after her teacher’s feedback. Similarly, this learner’s responses show a possible reason why she included a focus on verbs in the two previously discussed objectives:

INTERVIEW EXTRACT 5

CARLA: *[E]n la primera unidad todos andábamos destanteados porque no sabíamos ni qué [poner en los objetivos], y [...] entonces [el maestro] nos dijo: ‘no, los objetivos tienen que ser...’- porque nosotros estábamos poniendo otras cosas, [...] En el principio de los objetivos pusimos algo que no era acorde [a lo esperado], así que nos explicó :‘Pues, va a ser sobre el plan, de poner qué es lo que quieren lograr, aprender sobre los verbos, aprender a entender la idea de un texto, a diferenciar los gráficos’ y todas esas cosas’. Era conforme la Unidad [...]*

1. [I]n the first unit, we were unsettled because we didn't even know
2. what [to include in the objectives] and then
3. [the teacher] told us: ‘no, the objectives have to be... ’
4. because we were putting other things,
5. [...] At the beginning of the objectives we put something
6. that was not in accordance [with the expected], so he explained to us:
7. ‘It will be about the plan, to put what you want to achieve,
8. to learn about the verbs,
9. to learn to understand the idea of a text,
10. to differentiate the graphics' and all those things’.
11. It was according to the Unit. [...]

In this interview extract, Carla explains that in the initial unit, she did not know what to include in her objectives (lines 1 and 2 and 4 to 6) and how the teacher clarified the type of contents that should be included (lines 3 and 7 to 10) so that she managed to understand that the contents of the objectives were “according to the Unit” (line 11). Here, the lack of understanding on what to include in each Learning Unit’s evidently matches with the fact that, as described above, in her first goal, Carla wrongly approached both the Learning Unit and the entire course. Even if she cleared the

misinterpretation, as reflected when comparing the two personal goals, Carla remained unaware of the fact that her objectives were not SMART. In addition, back to the teacher's clarification she describes (lines 3 and 7 to 10), it seems that, as the teacher made a reference to the learning of verbs (line 8) to exemplify the type of contents to include, Carla decided to make verbs an important aspect of her two objectives, even when they were not key contents of the Learning Unit (and language level) she was studying.

4.3.1.5 Melisa

At the beginning of her first personal objective, Melisa managed to understand very well the type of personal objectives requested for the Learning Units. However, her reference to "any simple text" and the final intention to 'be able to complete her tasks' makes the goal not fully precise (see **Appendix 1, Goal 11**)

In her goal for the second Learning Unit, Melisa demonstrates higher precision. (see **Appendix 1, Goal 12**). Then, in her goal for Learning Unit 3, she misses the level of precision reached in her previous goal, when she does not specify the exact websites and the aspects of them, she plans to talk about (see **Appendix 1, Goal 13**).

An analysis of these goals reveals that:

- 1) All three largely meet the SMART goal criteria and
- 2) The ones for Learning Units 2 and 3 focus exactly on the same content.

On the substantial fulfilment of the SMART goal criteria, Learning Unit 2's objective describes Melisa's highly clear and concrete intention (criterion of Specificity) while objectives for Learning Unit 1 and 3 are not as specific. For example, Learning Unit 1's objective expresses this learner's intention to 'know how to find and gather the information available in any simple text *to be able to complete her tasks*' but it is unclear the type of tasks she intended to develop. Likewise, Learning Unit's 3 objective describes this learner's purpose of 'talking about websites she knows and does not know' looks somehow general as no further reason and/or context is provided. Nevertheless, the three personal objectives seem to be at the right level of complexity for this learner (criterion of Achievability) and they address significant contents of the Learning Units (criterion of Relevance).

About the exact repetition of content approached in the goals for Learning Units 2 and 3, it is observed that in both objectives Melisa expresses her intention to “talk about websites”: First, in the objective for Learning Unit 2, she adds that she attempts to “manage to describe them”. Then, in the objective for Learning Unit 3, she clarifies that she intends to approach those websites ‘she knows and does not know’, which implies making descriptions as she had explicitly indicated in the previous Learning Unit.

Melisa’s responses to the interview (at the end of the online course) appear to provide insights on why her objectives for Learning Units 2 and 3 were not very different: she was not at all motivated to create her own objectives as she explained:

INTERVIEW EXTRACT 6

MELISA: *Me faltó ponerle un poco más de interés [al establecimiento de objetivos]. Ni a mí ni a varias compañeras nos pareció interesante o muy necesario, tener que establecer objetivos personales. Por ejemplo, nos parece más sencillo en los cursos normales si hay tantos objetivos de cierta unidad, pues simplemente tomamos o enfocarnos en lo que a cada quien le interesa o el que más queremos lograr. [...] Es más cómodo que ya estén establecidos y simplemente tomar lo que queremos a tener que establecerlos.*

1. I lacked putting a little more interest [in goal setting].
2. Neither I nor some of my classmates thought it was interesting or very necessary
3. having to set personal goals.
4. For example, it seems easier to us in normal courses
5. if there are so many objectives of a certain unit,
6. we simply take or focus on the one each of us is interested in
7. or focus on what we want to achieve the most. [...]
8. It is more comfortable that they are already established
9. and simply take what we want rather than having to establish them.

Here, Melisa first expresses her lack of interest in setting personal goals for the Learning Units as part of the online course requirements (lines 1 to 3). She then argues that she prefers to focus on a selection of pre-determined goals, as was the case in previous face-

to-face English courses she had attended (which she felt was more convenient) (lines 4 to 9). Given this view, it is understandable that she was unconvinced of the importance of this latter process when creating her goals and saw it as an unnecessary request. So, while she may have understood how to create SMART goals, her lack of interest resulted in very similar goals being created for Learning Units 2 and 3.

4.3.1.6 Alma

Alma's objective for Learning Unit 1 shows that she intends to focus on receptive reading and listening sub-skills and vocabulary in general (see **Appendix I, Goal 14**). However, in her objective for the second Learning Unit, Alma expresses her interest in productive sub-skills (this time only of speaking). In addition, she again refers to one receptive sub-skill (of listening) and vocabulary, which is now very specific (verbs to describe opinions) (see **Appendix I, Goal 15**). Then, in her personal objective for the third Learning Unit, Alma again focuses on productive sub-skills of speaking. In contrast with the previous Learning Units, here, her sub-skills descriptions are very precise (see **Appendix I, Goal 16**)

A review of these three objectives shows that:

- 1) None of them reflects the SMART goal criteria and
- 2) the ones for Learning Units 1 and 2 cover common content.

On the failure to fulfill the SMART goal criteria, it is observed that each of Alma's "objectives", actually contain three or four goals. For instance, the objective for Learning Unit 1 can be divided into the following three:

- 1) "to understand the whole text",
- 2) "to understand the main idea of each conversation to be able to understand everything that is spoken in a specific conversation" and
- 3) "learning about new vocabulary" [...].

Concerning the common content covered in Alma's personal goals for Learning Units 1 and 2, a fragment of the one for Learning Unit 1 reads "To understand the main idea of each conversation [...]" and a fragment of the objective for Learning Unit 2 expresses "To understand the main topic of a conversation or discussion". Therefore, "comprehending the overall point of a conversation" represents the shared content.

Due to the extent of the previously discussed non-SMART objectives, it could be anticipated that Alma could not accomplish any of them. She acknowledged this when she was interviewed, at the end of the online course. The same interview fragment also explains the reason why she included common content in her objectives for Learning Units 1 and 2. She said:

INTERVIEW EXTRACT 7

ALMA: Sí, yo creo que sí los pude establecer [los objetivos de cada unidad], pero no los cumplí al 100%, como me hubiera gustado.

1. Yes, I think I was able to establish [the objectives of each unit],
2. but I did not fulfill them 100%, as I would have liked.

In this interview extract, Alma explains that she managed to set her objectives for the Learning Units (line 1) but recognises that she was not able to achieve these goals (line 2). Alma's incapability to reach the objective she had set also suggests that when she realised that one aspect of her goal for Learning Unit 1 ("comprehending the overall point of a conversation") was not accomplished, she might have decided to include it again in her objective for the next Learning Unit. This could explain why she included common content in her goals for Learning Units 1 and 2. (see **Appendix I, Goals 14 and 15**).

4.3.1.7 A comparison and contrast of participants' reactions to goal setting

An analysis of the participants' reactions to the implementation of goal setting highlights five similarities and seven differences. This section identifies, describes, and explains these outcomes.

The similarities among participant follow:

- 1) Alma, Carla, Iliana, Jorge, and Laura were unable to create personal objectives in accordance with the SMART goal criteria.
- 2) Alma, Jorge, Laura, and Melisa used to include several general objectives which resulted in other difficulties (hard to measure, unachievable, among others);
- 3) Alma, Jorge, Iliana, and Laura were aware of not achieving all these goals.
- 4) Alma, Carla, Iliana, Laura, and Melisa referred to the same content in two or three of their personal objectives;
- 5) Alma, Carla, Iliana, and Laura used the term "reinforce" to express their desired intentions in one or more of their personal objectives.

Here, similarities 1 and 2 show three points: first, the initial preparation to develop SMART objectives within learning objects was ineffective; secondly, even if (as Extract 5 shows), learners received some general teacher's feedback, they did not receive any teacher's *individual* feedback and support on the creation of their personal goals; thirdly, learners were originally enthusiastic and ambitious in setting them; however, this enthusiasm and ambition was not sustained throughout the course. Likewise, similarity 3 shows that most of these learners had an objective perception of poor achievement of the goals they set, while no one understood that poor performance was partially because these goals were unrealistic (for which they did not receive adequate support). In addition, similarity 4 suggests that they were aware of their learning weaknesses and determined to re-take unachieved goals from past Learning Units. Finally, similarity 5 reveals that even if they seemed to be influenced by a behaviouristic, old fashioned teaching style when using the word "reinforce", they also seemed to be aware of the role of recycling in successful language learning. Apart from the learners' common interest to reconsider past unaccomplished intentions (suggested from similarity 4), this fact also appears to have encouraged them to repeat contents throughout their personal goals.

The differences between the participants are:

- 1) Those learners aware of their incapacity to achieve their goals (Alma, Jorge, Iliana, and Laura) attributed their failure to different factors;
- 2) All the participants displayed a variety of reactions (ranging from very positive to very negative) toward the online course's demand of setting personal objectives for each Learning Unit;
- 3) Carla and Laura initially misunderstood what to include in their personal learning objectives;
- 4) Iliana exhibited a deliberate plan to focus on the same content throughout the Learning Units;
- 5) Jorge was the only learner who did not repeat course contents in his personal objectives;
- 6) Melisa was the single learner whose personal objectives partially fulfilled the SMART goal criteria; and
- 7) Alma demonstrated a significant improvement in the creation of personal objectives in connection with these criteria.

In the case of the learners who realised their inability to reach all their goals, failure was attributed to factors such as lengthy objectives (i.e. Iliana, Extract 1), lack of time (.i.e Jorge, Extract 3), and boredom and lack of motivation (i.e. Laura, Extract 4) to accomplish them. These differences suggest once again that the learners needed more support on the creation of effective personal objectives (in terms of goal achievability, which could have prevented failure to accomplish them).

As for the variety of learner reactions toward the requested setting of personal objectives for the Learning Units, two illustrative, opposing reactions can be highlighted. On the one hand, Melisa was indifferent to the process of establishing personal goals and argued her preference for what she deemed as a more “comfortable” option: selecting pre-established of her interest, as she had done in previous face-to-face English courses she enrolled in (Extract 6). On the other hand, Iliana based on her own experience with the online course to acknowledge goal setting as the most useful strategy of it and conceded key benefits of implementing this self-regulatory process such as keeping her focused on what she wanted to achieve, helping her direct her own efforts, and working on her own weaknesses (Extract 2). These opposing reactions reveal that the instructional strategy did not match with Melisa’s learning style but matched with Iliana’s. The match or mismatch between the instructional strategy and the individual learning style resulted in a positive or negative impact on each learner’s motivation.

Concerning Laura’s and Carla’s initial assumption that their personal learning objectives should focus on the entire online course, it was observed that, after a teacher’s general explanation, both participants managed to understand that the focus of their personal objectives must only be the contents of each Learning Unit (see Laura’s Personal Objective for Unit 1 in **Appendix I Goal 6**, and Carla’s Personal Objective for Unit 1, in **Appendix I Goal 9**, and Extract 5)

On the point that Iliana purposefully planned to focus on the same contents throughout the course’s Learning Units (no matter if she was achieving her goals or not), she seemed to have a more consistent view of her own learning needs in connection with the online course. As explained earlier, like most of her classmates, she was aware of not achieving her goals; however, she was also aware of the need of focusing and refocusing on very specific language learning contents in order to really master them as, in her own words, she was “always trying to approach the same contents”; such contents were “vocabulary, language [possibly in reference to grammatical points] and listening/speaking” (Extract 1, line 2). This fact also appears to harmonize

with Iliana's optimistic perspective on the value of goal setting discussed in the previous paragraph.

Regarding the fact that Jorge did not repeat the course content in the personal goals he had set, it is believed that he did not do so because, unlike all his classmates, he was less aware that he had not achieved those goals, and wrongly assumed that he had accomplished most of them (Extract 3). This understanding is also corroborated by evidence from Jorge's own eP, which shows no evidence of these achievements.

On Melisa's goals unique partial fulfilment of the SMART goal criteria, the fact that her goals proved to be Specific, Achievable and Relevant indicates her higher level of learning autonomy and ability to learn independently. In addition, the gradually observed positive changes in her three Learning Unit objectives suggest that her ability to set goals was enhanced by self-assessment skills not observed in her classmates.

4.3.2 Strategic planning (time management)

Still under the Forethought Cycle, within the goal participants had set in the previous part (*Set your objective*) the section *Organise yourself to work in this Learning Unit* of the Oxford Learn Platform (LMS) focuses on the learners' plan to develop their learning. Therefore, participants were requested to complete and publish 2-page Microsoft Word document tables with planning form templates in their ePs. These templates were pre-filled with the following columns:

- 1) "Section and activities it includes",
- 2) "basic resources for completing it",
- 6) "delivery deadline" and
- 7) "other resources I could need";

However, participants were expected to complete the following columns:

- 3) "place [to complete each section and activities],
- 4) estimated completion time, and
- 5) date I plan to complete it (see Methodology).

The current section looks at these aspects to find out how each participant managed time (including estimated periods and deadlines) and space to develop the course activities along the three course Learning Units. A cross-case analysis of the six participants is then presented.

The cross-case analysis will reveal commonalities and differences between the participants. The similarities will account for changes in the time allotted to activities, reductions in programmed anticipation for work ahead of requested deadlines, recognition of the benefits of planning, and a mismatch in planning space usage (university vs. home). Differences will include a self-initiated change to the provided planning form template, a full balance in the planning of space usage, and an apparent prior exercising of strategic planning.

4.3.2.1 Iliana

An analysis of Iliana's planning form templates allows to identify:

- 1) a balance between the spaces and,
- 2) changes in the length of planned periods of time.

Concerning the planned settings, the planning form templates for Learning Units 1 and 3 show a balance between tasks planned for the computer's room at university and tasks planned for home. Nevertheless, such balance is not identified in the form template for Learning Unit 2 where all the activities are planned for the computer's room at university. This variation can be understood by considering the following extract from the interview with Iliana:

INTERVIEW EXTRACT 8

ILIANA: [...] Fue buena estrategia que nos dejaran trabajo para hacer en casa; en cursos anteriores [de inglés] no: después de las clases presenciales en la escuela ya no teníamos trabajo para la casa; entonces, en este nuevo curso [de inglés], a fuerzas teníamos que hacer muchas actividades en casa y eso ayudó a que le diéramos más importancia al inglés y lo practicáramos más.

1. It was a good strategy that they assigned us work to do at home.
2. In previous [English] courses, it wasn't so: after face-to-face classes at school
3. we no longer had work for home.
4. So, in this new [English] course, we had to do many activities at home,

5. and that helped us to give more importance to English and practise it more.

This extract argues how Iliana was not used to having independent English work at home and that, after doing so on the online course, she optimistically acknowledged overall benefits in her language learning. Considering this view, the variation in the planned settings can be explained in this way: although in Learning Unit 1 she followed the example provided in the template to complete the personal work programme, which included activities both for the computer's room at university and home; she returned to previous habits for Learning Unit 2 and she planned only for the computer's room at university. However, by Learning Unit 3, possibly after realising the usefulness of doing activities in the two environments, she decided to plan for a balance of activities in both.

With respect to the changes in the planned periods of time, the form template for Learning Unit 1 shows that the tasks were arranged to be developed in short sessions (going from 15 minutes to 1 hour); however, the planning form templates for Learning Units 2 and 3 reveal that the tasks in them were planned to take place in extended periods (ranging from 30 minutes to 2 hours). This adjustment appears to respond to a fact that Iliana herself explained in the following interview extract:

INTERVIEW EXTRACT 9

ILIANA: Creo que sí logré desarrollar los planes, aunque al principio asignaba muy poco tiempo en algunas actividades; ya después sabía, por ejemplo, que una actividad en lugar de media hora me podía a tomar hasta tres horas. Así que, al final tenía bien establecido cuánto tiempo me iba a tardar en cada actividad. Entonces, ya teniendo el tiempo bien definido era más fácil seguir las actividades que había programado.

1. I think I did manage to develop the plans, although at the beginning I assigned
2. very little time in some activities.
3. I already knew later that, for instance, an activity instead of half an hour
4. could take me up to three hours.
5. So, in the end, I had well established how long
6. I would take in each activity.
7. Then, having the time well defined, it was easier to follow the activities I had scheduled.

Here, Iliana seems to reflect that it was the experiences of conducting the planned work that gave her a better sense of the amount of time she really needed to devote to the different steps of the course design sequence. This understanding appears to be the reason why she increased the time she had originally planned for the tasks.

4.3.2.2 Jorge

Jorge did not publish in his eP any completed planning form templates. Nevertheless, the following interview extract uncovers his view on strategic planning:

INTERVIEW EXTRACT 10

JORGE: Logré principalmente mantener en orden mis sesiones de estudio y definir mis propios horarios. Lo único que no logré fue apegarme a ellos. Cuando, por ejemplo, yo ponía que sólo iba a trabajar una hora, algunas veces trabajaba menos o trabajaba más dependiendo de la situación.

1. I mainly managed to keep in order my study sessions and define my own timetables.
2. The only thing I couldn't do was sticking to them.
3. When, for example, I said I was only going to work for one hour,
4. sometimes I worked less or worked more depending on the situation.

Here, on the one hand, Jorge recognises that this strategy resulted beneficial for him to better organise his learning. On the other hand, he acknowledges that he failed to accomplish his original plans and ended up being flexible on the amounts of time he had initially considered for the activities.

In addition, during the interview, Jorge considered time management as the most useful strategy in the course. When he was questioned on the reasons for this view, he explained that:

INTERVIEW EXTRACT 11

JORGE: Para mí es más sencillo acomodar mis horarios y saber cuándo trabajar y cuándo puedo tener tiempo para otras materias en general, y si, por ejemplo, desde un principio establecía un horario, aprovechaba mejor el tiempo y le dedicaba más al trabajo de inglés. Así que, para mí, lo más útil e importante fue establecer mis propios horarios.

1. It's easier for me to accommodate my timetables and know when to work
2. and when I can have time for other subjects in general,

3. and if, for example, from the beginning I established a schedule,
4. I made better use of the time and devoted more to English work.
5. So, for me, the most useful and important thing was to set my own hours.

Within this fragment, it appears to be clear that the highest value he assigned to strategic planning comes from the fact that, as explained in lines 3 to 5, he proved that establishing and following a timetable resulted in optimising the use of time and making more room for the tasks he was interested in. In addition, the fact that he used present simple tense only in lines 1 and 2 and that, by them, he referred to his use of time in terms of 'accommodating timetables' and 'knowing' when to do/change certain tasks, may suggest that even before the online course he was somehow used to exercise this strategy.

4.3.2.3 Laura

Laura's three planning form templates show that she:

- 1) adjusted the periods of time assigned for the activities and
- 2) tended to plan to complete them ahead of the deadlines requested by the teacher.

On the adjustment of the periods of time, possibly because of her experiences with the execution of the plans, Laura increased and/or reduced the amount of time devoted to different activities. For example, she reduced the amount of time planned for the sections *Engage* and *Explore* from 1 hour in Learning Unit 1 to 30 minutes in Learning Unit 2 and then, increased it to 1.5 hours in Learning Unit 3. Similarly, she extended the time for the section *Apply your learning* from 2 hours in Learning Unit 1 to 2 to 3 hours in Learning Unit 2 and then raised it to 3 hours in Learning Unit 3. Likewise, she reduced the amount of time for the section *Evaluate and improve your learning*, from 1 hour in Learning Unit 1 to 30 minutes in Learning Unit 2; however, in Learning Unit 3 she returned to 1 hour the period assigned to this section.

About Laura's tendency to plan to complete the activities before requested deadlines, it is observed that, through the three planning form templates, she set up activities to be completed either earlier on the same deadline date or the day before that. For example, in the first Learning Unit, the deadline for completing *Evaluate and improve your learning results* is Friday 20th of October and she planned to carry out this section on the same day in the morning. Similarly, in Learning Unit 2, the programmed deadline for the section *Apply your learning* is Friday 10th of

October in the morning, and she planned to finish it on Thursday 9th in the afternoon. Equally, in Learning Unit 3 the deadline for the sections *Engage* and *Explore* is Thursday 23rd of November at night and she planned to do them on the same day in the morning.

When interviewing Laura on the implementation of this strategy at the end of the course, she did not talk about her reasons behind the previous insights, but she acknowledged strategic planning as one of her main learning gains from the online course and explained how it worked for her in the following extract:

EXTRACT 12

LAURA: Solíamos poner una hora determinada e incluso un lugar para una actividad. Yo estaba como "ay, ya va a llegar la hora y todavía tengo que hacer esto o aquello", así que tenía que acomodarme para hacer el trabajo pendiente y eso me hizo desarrollar mi planificación.

1. We used to set a certain time and even a place for an activity.
2. I was like "oh, the time is coming, and I still have to do this or that",
3. so, I had to manage to do the pending work,
4. that made me develop my planning.

Here, Laura explains how filling in the planning form template with the dates (and places) she expected to complete the activities (line 1) helped her to anticipate all the programmed work (line 2) and organised herself to meet these deadlines and, as she acknowledged, exercise her strategic planning skill (lines 3 and 4).

4.3.2.4 Carla

Carla only published two planning form templates and they only showed the first page of the tables (this was possibly due to personal difficulties with the use of technology. Despite this incomplete evidence, a review of it allows to see that she made changes on 1) planned dates for completion, 2) the amount of time allocated for the different activities and 3) the content of two pre-completed table columns; however, she did not modify the places to develop her work throughout the Learning Units.

As for the planned dates for completion, in Learning Unit 1 Carla proposed to do this at least three days ahead of the deadline. For example, she planned to complete the "Define your learning objective" section on the 19th of October in the morning and the requested deadline was the 22nd of October at 11.00 pm. Equally, she intended to complete the sections "Engage-Explore" and

tasks 1 and 2 by then when the deadline for completing these sections was again on the 22nd of October at 11 pm. Conversely, in Learning Unit 2, she planned to complete the activities earlier on the same deadline date. For instance, she intended to complete the “Define your learning objective” section on the 9th of November in the morning and the deadline was on the same date at 11.30 pm.

On the amount of time allocated for the different activities, Carla tended to make it more precise. For example, in Learning Unit 1, the section “Define your learning objective” was thought to be developed in 10 to 20 minutes; however, in Learning Unit 2, she assigned 15 minutes to complete the same section. Likewise, in Unit 1, she assigned from one to two hours to the section “Apply your learning”; in contrast, in the second learning unit, she assigned 60 minutes for it.

Concerning the changes made on the content of pre-completed table columns, Carla modified “Basic resources” to do the sections, and the “other resources I could need” both in reference to the “Apply your learning” section which suggests that she was trying to adapt the planning form template and/or make it more practical to her needs. In terms of the “basic resources”, she modified the table column from “Software for doing a multimedia presentation” (in Learning Unit 1) to simply “PowToon” (in Learning Unit 2), that is, the name of the software requested to make the videos. About the “other resources I could need”, she discarded the “tutorial on how to use the multimedia programme” and the “tutorial on what elements to include in the multimedia presentation” (from Learning Unit 1) to only include “Images and animations” (in Learning Unit 2).

The unchanged places to complete the different sections, suggests that Carla’s intended to balance the time she has planned to complete her work at university and at home. This is shown in Learning Unit 1, after noticing that she assigned the “English Class” (in a reference to the Computer Room at university) as the common place to do the two first sets of activities, that is, “Define your learning goal” plus the “Engage-Explore-Task 1-Task 2”, computing an average of 110 minutes. However, she allocated “Home” for completing the section “Apply your learning”, which totals an average of 120 minutes.

The changes in deadlines seen in Carla’s planning form template described above, appear to have a rationale if considering the following extract from her interview:

INTERVIEW EXTRACT 13

CARLA: Pues sí me faltó en cuanto a los planes porque uno ponía fecha límite [...] o donde lo ibas a hacer o así, entonces a veces lo ponías tú y pues en realidad no lo hacías a veces en el tiempo que era, [...] a veces nomás no acabábamos, entonces hay algunas cosas que sí organizabas y ya sabías qué ibas a hacer en qué tiempo y

todo, ¿verdad? pero a veces no lograbas realmente cumplir lo que ponías ahí, más que nada era cuestión de [manejo del], tiempo, porque al final sí realizábamos todo lo del plan.

1. Well, I did lack in terms of plans because one set a deadline
2. [...] or where you were going to do it or so, so sometimes you put it
3. and well, sometimes you didn't actually do it at the time it was, [...]
4. Sometimes we just didn't finish,
5. so there are some things that you did organize
6. and you already knew what you were going to do in what time and everything, right?
7. but sometimes you couldn't really fulfill what you put there,
8. more than anything it was a matter of time [management],
9. because in the end, we did everything in the plan.

In this extract, Carla acknowledges her difficulties to meet the deadlines she had established (lines 1 to 4), explains how the strategic planning was helpful in organising the what and when (lines 5 and 6), emphasises her inability to complete what she had planned in the time allocated for that (line 7), and concludes that if the plan was finally completed, then the real problem was strategic planning (lines 8 and 9). This self-identified problem explains the changes in the planned dates for completion: Apparently, she shortened the time between the delivery deadline and the date she planned to complete the sections because the planned amounts of time were, in the end, insufficient to carry out the programmed activities. This point also suggests that Carla was in a trial-error process for calculating (and usually extending) the time she needed to invest in each type of activity with an impact on the length of the sessions she was programming.

4.3.2.5 Melisa

An analysis of Melisa's three planning form templates shows that she: 1) did not balance the use of spaces in her strategic planning, 2) eliminated the column "Date I plan to do it" and 3) adjusted the periods of time allocated for the activities.

On Melisa's unbalanced plan to use of spaces, it is observed that she arranged to develop her work exclusively at the University's English Lab. The only exception was in Learning Unit 1, where she planned to do "Monitor your progress" and "Evaluate and improve your learning results" at the school's library. These plans show she did not meet the expectations of a balance in the plans

to use spaces at university and home. This fact suggests that she was not used to do English homework in past English courses.

About Melisa's elimination of the column "date I plan to complete it", it is worth to mention that it occurred from Learning Unit 2 on, and that she renamed the deadline column with this same title ("date I plan to complete it"). In this way, she was apparently saying "The requested deadline is now *my* deadline".

Regarding Melisa's adjustment of the periods of time allocated for the activities, it seems difficult to identify a tendency among the Learning Units. For example, the section "Set your learning objective" was planned for 8 minutes in Learning Unit 1, but for 10 minutes in both Learning Units 2 and 3. Similarly, the sections Engage-Explore-Task 1 and Task 2 were planned to last from 30 to 40 minutes in Learning Unit 1, 30 minutes in Learning Unit 2, and 45 minutes in Learning Unit 3; Equally, the section "Evaluate and improve your learning results" was planned to take 15 minutes in Learning Unit 1, 30 minutes in Learning Unit 2, and 20 minutes in Learning Unit 3. The lack of a trend in the length of time suggests that Melisa was in a stage of trial-error to define the most appropriate time periods for each session.

The fact that Melisa eliminated the column "date I plan to complete" and renamed the deadline column with the same title sheds light on why planning her work on the online English course was evidently unfruitful for her. During the interview, she said:

INTERVIEW EXTRACT 14

MELISA: *Como soy una persona que no organiza sus cosas [la sección Organise yourself to work in this Learning Unit], no me pareció muy útil en verdad. Hay cosas en las que sí me gusta planear y decir 'esto se va a hacer así y así' pero no para todo. Entonces, la actividad de planear lo que haríamos en inglés tiene una finalidad pero a mí no que me pareció útil [...]. Me faltó pues ponerle un poco más de atención por lo mismo de que no me organicé en mis cosas personales; creo que intentar ser organizado es más difícil cuando uno en lo personal no está acostumbrado.*

1. Since I'm a person who doesn't organize her stuff,
2. [the section *Organize yourself to work in this learning unit*] was not very useful to me.
3. There are things in which I do like to plan and say
4. "this is going to be done like this and like that" but not for everything.
5. So the activity of planning what we would do in English has a purpose but not that I found useful. [...]
6. So I needed to pay a little more attention to it

7. because of the fact that I did not organize myself in my personal things;
8. I think that trying to be organized is more difficult when you are personally not used to it.

Here, Melissa admits she is a disorganised person and explains how this led her not to take advantage of planning the course activities (lines 1 and 2). In addition, she acknowledges that while she was used to make plans in some aspects of her life and even knowing that there was a rationale for planning work in the English course, in the end, the strategy was not practical for her (lines 3 to 5). Similarly, she recognised that she did not give strategic planning the importance it deserved and concluded that all the attempts to become organised are harder for any person who is not accustomed to it (lines 6 to 8).

The comparison of these frank and thoughtful comments to the previous analysis of how Melisa used the planning form templates, (i.e. deleting and renaming columns), shows that she did not see strategic planning as more than a mere course request. As a result, despite confirmation of some previous experience of practicing this strategy, she was unable to transfer it from the online English course to other areas of her academic and/or personal life.

4.3.2.6 Alma

A review of Alma's three planning form templates shows: 1) a disproportion in planning the requested use of spaces, 2) adjustments in the periods of time allocated for the activities, and 3) changes in the programmed anticipation to complete the activities ahead of the deadlines requested by the teacher.

The disproportion in planning the requested use of spaces is clear when observing that Alma almost always planned to develop her work at home. Here, it should be highlighted that in Learning Unit 1 she assigned all the activities to home. Then, in Learning Unit 2, Alma allocated all the activities for home except the sequence "Engage-Explore-Task 1-Task 2" and "Applying your learning" which she planned to complete at the School's Library. Finally, in Learning Unit 3, she again planned all the activities for home excluding the section "Define your learning objective" that she assigned to the English Lab. This imbalance might look negative but is it is positive, even desirable, that she planned to do most of her work at home, as it indicates a degree of independence.

The adjustments in the times scheduled for the activities remained almost unchanged in Learning Units 1 and 2 but notably varied in Learning Unit 3. Initially, in Learning Units 1 and 2, the only modification Alma made was in “Applying your learning” with a significant increase in the allocated time (from 25 minutes in Learning Unit 1 to 3 hours in Learning Unit 2). Then, in Learning Unit 3, except for “Applying your learning” which was set to 3 hours, she increased the periods of time assigned to all the activities: For instance, she doubled the time allocated for “Define your learning objective” (from 10 to 20 minutes). Similarly, she triplicated the time for “Monitor your progress” (it augmented from 20 minutes to 1 hour). These variations suggest that Alma was able to rapidly identify how time consuming was “Applying your learning” (where she was expected to create a video presentation to show evidence of her learning throughout a given Learning Unit and she was not familiar neither with the content to include not with the technological tool to create it, see next section). In contrast, she found it very difficult to distinguish how much time she had to spend on each of the other activities, so she developed a trial-error process for calculating (and usually extending) the periods she had initially considered.

A trend to plan to develop the activities ahead of the requested deadlines showed longer anticipation in the first Learning Units. For example, in Learning Unit 1, “Define your learning objective” had the 27th of October at night as deadline and she planned to complete the activity on the 25th in the afternoon (that is, more than two days before). Then, in Learning Unit 2, the same section was requested by the 10th of November in the morning, and she planned to finish it on the ninth in the morning (that is, one day before). Finally, in Learning Unit 3, this section had the 23rd of November as deadline, and she scheduled it on the same day in the morning. Similarly, in Learning Unit 2, “Apply your learning” was expected by the 27th of October at night and Alma planned to complete on the 25th (that is, two days in advance). Equally, In Learning Unit 2, the section was requested by the 11th of November at night, and she intended to complete it by the 10th also at night (that is, one day before). Lastly, in the case of Learning Unit 3, the deadline for the same section was on the 25th of November and she planned to finish it by the 24th (one day before). The previous trend in connection with the reasons behind the adjustments in the periods assigned to the activities (they were longer than she initially considered) suggests that for Alma, planning the expected completion dates in Learning Units 1 and 2 helped her become more realistic and therefore more precise in her arrangements for Learning Unit 3.

Alma’s comments in the interview reveal both positive and negative aspects of her experience with strategic planning and explain the previous points, specifically those on the adjustments in

the periods of time allocated for the activities, and the changes in the programmed anticipation to complete them ahead of the requested deadlines. These impressions follow:

INTERVIEW EXTRACT 15

ALMA: Logré establecer los tiempos y lugares para trabajar y organizar todo lo que tenía que hacer en la unidad y ponerla como prioridad [...] Aunque [la planeación] te ayuda para saber qué tienes que hacer y organizarte con el tiempo y los lugares donde vas a trabajar, siento que no fue útil porque la mayoría de las veces yo no pude cumplir con lo que inicialmente establecía, aparte creo que no se relaciona tan directamente con aprender inglés.

1. I managed to establish the times and places to work
2. and organize everything I had to do in a unit and make it a priority [...]
3. Although [strategic planning] helps you know what you have to do
4. and organize yourself with the time and places where you are going to work,
5. I feel that it was not useful because most of the time I could not comply
6. with what was initially established,
7. apart from that I think it is not so directly related to learning English.

Here, on the one hand, Alma concedes that she could prioritise the what, where and when of her work (lines 1 and 2; restated in lines 3 and 4). On the other hand, she argues that her original plans were often not executed to justify her idea that strategic planning did not work for her (lines 5 and 6). In addition, she attempts to strengthen this negative perception by explaining that she did not see how strategic planning and English were connected (line 7). These views confirm that, intending to deal with her inability to accurately determine the real periods of time she needed to complete the activities, she followed a trial-error process. As a result, she extended these initial periods which logically had an impact on reducing the anticipation of her own plans to develop the activities. Notably, she started to develop a more precise understanding of the requested periods of time by the start of Learning Unit 3.

4.3.2.7 A comparison and contrast of participants' reactions to strategic planning

A review of the six participants' response to the exercising of strategic planning focuses on four similarities and three differences. This section identifies, describes, and explains these results.

As part of the similarities, it is clear that:

- 1) All the participants made changes in the periods of time allocated for the activities;

2) Laura, Carla, and Alma reduced the programmed anticipation to complete the activities ahead of the requested deadlines;

3) Jorge, Laura, Carla, and Alma recognised the benefits of planning their coursework;

and 4) Melisa's and Alma's planning form templates exhibited a disproportion in planning the use of spaces.

In connection with the changes all participants made in the periods of time initially allocated for the activities, two main trends are observed: One of them, Iliana, increased the periods of time and the rest of them (Alma, Carla, Jorge, Laura, and Melisa), either increased or reduced the time after the experience with a given activity. Even this latter trend depicts a more thoughtful decision from a time management's point of view, the fact that all six participants applied this type of changes in their strategic planning demonstrate a natural ability to apply trial and error processes so they can calculate and set the real time periods they need for each type of activity in the cycles.

The reduction of programmed anticipation to complete the activities ahead of the requested deadlines noticed in Laura, Carla, and Alma (that usually went from 2 or 3 days in Learning Unit 1 to 1 day or earlier on the same day in Learning Unit 3), appears to be associated with the fact that they tended to increase the time allocated for activities that proved to be highly time consuming. The best example of this is, undoubtedly, "Apply your learning" where, for instance, Laura and Alma started programming 1 hour (in Learning Unit 1) and ended up assigning 3 hours (in Learning Unit 3). The increase of time devoted to the activities logically resulted in making expected completion dates nearer to requested deadlines (respectively shown in columns 5 and 6 of the planning form template). However, it seems that, in comparison with classmates, the three learners under consideration became more aware of their strategic planning and the significance of putting it down on paper.

Various benefits of using strategic planning were highlighted in the interviews by Jorge, Laura, Carla, and Alma. First, Jorge, for whom strategic planning was also the best strategy of the online course, explained that, for him, strategic planning resulted in *organising* his learning, *optimising the use of time*, and *focusing attention* on the most interesting tasks. Secondly, Laura highlighted that, strategic planning helped her *anticipate work and meet programmed deadlines*. Thirdly, both Carla and Alma coincided in how strategic planning was helpful in *organising the what and when* of their work but only Alma included *the where*. Therefore, these participants acknowledge the importance of carefully structuring their study time to complete the online course activities.

The planning form templates by Melissa and Alma showed a disproportion in planning the use of spaces: In the case of Melisa, it was observed that she planned to do her work at university (English Lab and School's Library). Conversely, except for one activity in the third Learning Unit, Alma allocated to do all her work at home. Melissa's views suggest that in past, traditional English courses she was not used to work outside the School (as her classmate Iliana recognised in Interview Extract 8). In contrast, Alma demonstrated the opposite, which suggests a certain level of independence.

In terms of the differences, it was found that:

- 1) Carla and Melissa took the initiative to modify the planning form template,
- 2) Iliana and Carla were the only ones who planned a full balance in the use of spaces; and
- 3) only Jorge and Melisa appeared to have exercised strategic planning before the online course under study. These three divergences are described next.

The modifications made by Carla and Melisa, even if very different, appear to respond to practical reasons. For example, in one of the cases, Carla changed the content of the column "basic resources" from "Software for doing multimedia presentations" (in Learning Unit 1) to "PowToon" (in Learning Unit 2), which is, in fact, the software requested to make the videos. Regarding Melisa's modifications, it was observed that she eliminated the column "Date I plan to complete it" and use its content ("Date I plan to complete it") to rename the deadline column and leave unchanged the dates in it. This fact suggests that after realising that completion deadlines were already provided and that, in the end, they were the ones she ought to meet, she deemed it not necessary to determine and register her own completion dates. The self-initiated implementation of these changes in the structure of planning form templates suggests that it was not entirely practical.

The participants who planned a balance between the work at university and the work at home were Iliana and Carla. Regarding Iliana, the fact that this balance was found in Learning Units 1 and 3 (the first and the last one) along with her own comments, suggests that after experiencing with combined work in the two environments in Unit 1, she came back to her past habit of working only at school in Unit 2 (as she was requested to do in past English courses). However, perhaps after comparing her learning outcomes in these two Learning Units, she possibly understood the value of combining work at university and home so that she planned again this balance for Learning Unit 3. In the case of Carla, it seems that she arrived at this understanding

much earlier than Iliana because the former used to assign almost the same amount of time for activities to be developed at school as for activities to be done at home. For instance, in Learning Unit 1 she assigned 110 minutes to activities at school and 120 to activities at home.

Jorge and Melisa were the only ones who appeared to have exercised strategic planning before this online course. This can be concluded based on fragments from their interviews (extracts 11 and 14, respectively) that show some familiarity with strategic planning in areas of their life beyond academic work.

4.3.3 Task Strategies

This section presents the results of analysing the screenshots from individual videos to identify: 1) the types of cognitive and/or affective (motivational) self-regulated strategies that learners *spontaneously* used as “tools” to create these samples of learning, and 2) the extent to which the achievement of their goals for the Learning Units was demonstrated (Kitsantas and Dabbagh, 2010) (The author’s italics). For this purpose, the data of the six cases are presented participant by participant and then a cross-case analysis is characterized.

As for the individual cases, each subsection will report the identification and exemplification of specific strategies for the regulation of academic cognition (cognitive strategies) and the academic motivation (effective strategies) based on video presentation screenshots (Wolters, et.al, 2005). Then, the end of each subsection presents a triangulation of the previous analyses with the participant’s interview fragments, leading to important insights into the individual experience of creating the videos through PowToon, an online software. In the cases of Iliana, Laura and Alma, the reported analysis will also include the identification of common organisational patterns in the creation of their samples of learning.

Regarding the cross -case analysis, the concluding section reports the findings on the cognitive and affective strategies participants spontaneously implemented to develop the content of their videos and their experiences of using PowToon to create these samples of learning.

4.3.3.1 Iliana

Iliana created and published the three requested videos. As will be illustrated, an analysis of them allows to conclude that she used two types of **cognitive strategies: rehearsal, and elaboration.**

4.3.3.1.1 Rehearsal strategies

In terms of **rehearsal strategies**, all of Iliana's PowToon videos included a selection of lexical and grammatical items that can be inferred are learnt through **clustering**.

Concerning vocabulary, in the video presentation Learning Unit 1, transition 9, the following list of English words (from the Learning Unit's readings) along with their Spanish equivalences is shown: "unwanted=*no deseado*", "landfill=*vertedero*", "pollute=*contaminar*", "throw away=*tirar a la basura*", and "trade=*comercio*".

As for grammatical items, via Learning Unit 1, transitions 10 to 12, she grouped comparatives in terms of positive ("more than", "the most", and "the same as") and negative ("the least", "less than", and "less"); also, she accompanied this grouping with 1) the image of a tick (✓) on the transition with positive comparatives and 2) a cartoon character with a sad face expression on the transition with the negative comparatives.

4.3.3.1.2 Elaboration strategies

Concerning **elaboration** strategies, the PowToon videos also provided evidence of meaningful examples of use of words/phrases she learned. For instance, in the video presentation for Learning Unit 3, transition twelve, (in connection with her own goal and the Learning Unit's content) she included "because" and "so" as part of what in the previous transition she called "words or phrases to give reasons or results"; then, in transition 14, she includes the following examples of use:

"The online courses are very good *because* they allow you to learn anywhere, at any time"

and

"It is important to look at the website calendar *so* you can see the deadlines coming up"
(the author's italics).

These two original language examples reflect her own views on some aspects of the online course. This was confirmed in the case of the second one, where she points to the usefulness of looking at deadlines on a website calendar, since in her interview she claimed to value strategic planning (see Interview Extract 8)

4.3.3.1.3 Identification of a common organisational pattern in Iliana's videos

Iliana's three videos (featuring colourful cartoon characters and images, speech bubbles, text, and background music) follow the next common patterns:

- 1) A Unit cover,
- 2) A list of language skills to develop,
- 3) A personal objective,
- 4) A brief list of what she called "learning materials" (that remained the same in all the cases),
- 5) A very brief report of what she considered she learnt in terms of language such as words and/or phrases (with Spanish translations), and
- 6) Examples of use in context (such as sentences and paragraphs)

The use of the common organizational pattern mentioned above indicates Iliana's ability to control and regulate her cognition, that is, the use of metacognitive strategies, another type of cognitive strategy.

Following this original pattern, the videos only show a minor demonstration of the achievement of Iliana's personal goals: Even if the contents match with these latter objectives, the former appear to be quite simple and short. For instance, in connection with Iliana's personal objective for Learning Unit 2, the short exchange between a man and a woman in some way includes the two speakers' opinions since the woman 'wants to study languages like Spanish and Italian as well as the history of Rome', and the man 'would like to expand his company and reach many countries'; however, the conversation is quite simple, so it is not possible to say that opinions are "provided clearly and/or in detail" as envisioned in Iliana's initial objective. Likewise, contrary to what Iliana initially expressed in her objective, "reasons and results regarding her point of views, activities and tastes" are not provided.

In the interview, Iliana herself identified the reasons for the previously discussed difficulties in her attempt to demonstrate her learning through the videos. She explained:

INTERVIEW EXTRACT 16

ILIANA: En ese aspecto [de crear la evidencia del aprendizaje para la Unidad] fue en el que creo que batallé más porque al momento de hacer el [video con] PowToon no

sabía cómo expresar que sí había aprendido ni qué poner y eso me quitaba muchísimo tiempo, el cual pude haber aprovechado en otra cosa. Siento que eso fue posiblemente lo más deficiente que hice en todo el curso porque, aunque hubiera aprendido algo más o menos complejo, en el video ponía cosas muy sencillas o que tal vez no tenían tanto que ver con las lecciones.

1. It was in that aspect [of creating evidence of learning for the Unit] that
2. I think I struggled the most because at the time of doing the [video with] PowToon,
3. I didn't know how to express that I had learnt or what to include, and that
4. took me a lot of time, which I could have used in something else.
5. I feel that it was possibly the most deficient thing that I did in the whole course
6. because, even if I had learnt something more or less complex,
7. in the video I used to put very simple things
8. or maybe they didn't have so much to do with the lessons.

In this fragment, Iliana first explains that showing evidence of her learning via the PowToon videos was a main problem for her due to two main reasons (expressed in lines 2 to 4): 1) Not finding the way to communicate her learning gains or what to include about them and 2) the large amount of time she would spend in creating these samples of learning. Next, (in lines 6 to 8), she acknowledges that her learning experience (complex) used not to correspond to the type of contents she included in the videos (commonly simple or unrelated). These identified difficulties are the basis for Iliana to claim that they resulted 'the most deficient thing she did in the whole course' (line 5). While these comments convey Iliana's negative experience in creating the videos, they also demonstrate an extraordinary self-awareness on the specific challenges she faced during this process.

4.3.3.2 Jorge

Jorge produced and published two PowToon videos corresponding to Learning Units 1 and 2 where video presentation 1 lasted 3 minutes and 33 seconds but video presentation 2 covered only 2 minutes and 5 seconds. As will be shown, an analysis of this evidence reveals that he **implemented positive self-talk and situational interest enhancement**, two types of **affective strategies**.

4.3.3.2.1 Positive self-talk

As for **positive self-talk**, the PowToon video presentation Jorge created for Learning Unit 1 contains a short-written story where he describes his own work experience to reach his *goals* for the Learning Unit through the tasks in the Oxford Learn Platform (LMS) (contradicting to the task request of *one goal*). As he reports, initially, he did not know how to accomplish his objectives; however, as he also explains, after checking and completing the exercises, which “simplicity” he became aware at that time (as seen on video presentation 1, transition 11), he understood how they “were related to the previous [exercises] to make the subject completely understandable” (as explained in video presentation 1, transition 12); then, after what he identifies as “a whole morning of hard work and effort” (video presentation 1, transition 13), he said (in video presentation 1, transition 15) that to his own surprise, “he could really fulfil” all the personal *objectives* he had set.

4.3.3.2.2 Situational interest enhancement

Concerning **situational interest enhancement**, Jorge’s video presentation for Learning Unit 2 comprises a short report of his personal objectives which, considering the Halloween day coming by the time he created this video presentation, he attempted to make enjoyable. For this purpose, the video presentation of this report is run in a template with cartoon characters, scenes, and background music on the Halloween holiday which opens in transition 1 with the message “Welcome creatures of the creation”; in addition, in transition 3 he introduced himself as “*El Conde Jorge*” meaning “The Count Jorge” and “The Lord of the Shadows” while showing a vampire character (all in a clear reference to the famous legend of Count Dracula); similarly, the video presentation closes with the message “Happy Halloween from Jorge...” in video presentation 2, transition 12.

When looking at the extent to which Jorge reached his personal objectives through the previously discussed videos, there is a discrepancy between what he reports and what is demonstrated through his videos. In connection with this understanding, both interactive audio-visuals detail Jorge’s personal objectives, (as seen in video presentation 1, transition 5 and video presentation 2, transitions 7 to 9), and he reported to have successfully achieved them (in video presentation 1, transition 15, and video presentation 2, transition 10). In contrast, the content of Jorge’s videos does not correspond to these reports as they do not show any proof of his achievements (i.e. conversations, written/oral products, among others).

Jorge's views on how much evidence of his learning he provided through the videos along with his overall experience with the video maker in use (PowToon) are observed in the following interview fragment:

INTERVIEW EXTRACT 17

JORGE: Sí pude ejemplificar de la mejor manera las actividades, el problema, al inicio, fue aprender a utilizar PowToon porque era algo tedioso; pero sí me pareció bastante útil porque me permitía hacer una exposición muy llamativa sin tener que estar hablando y era a la vez un video para demostrar que sí entendí sobre la unidad en general.

1. I was able to exemplify the activities in the best way.
2. the problem, at the beginning, was learning to use PowToon because
3. it was somewhat tedious; but I did find it very useful because
4. it allowed to do a very striking presentation without having to talk,
5. and it also allowed me to demonstrate that I did understand about the Unit in general.

Here (in line 1), Jorge begins his comment by explaining how he managed to effectively illustrate his work through the videos. Then (in lines 3 to 5) he realized that even if learning how to use PowToon was boring, after that experience he identified this video maker's usefulness for:

- 1) creating great "voiceless presentations" (possibly using the available multimedia elements to combine with the learner's voice and enhance the content to be presented) and
- 2) providing evidence of learning gains from the Learning Units.

A comparison of Jorge's comments in the videos with the previous interview extract shows that his views fully correspond. However, the abovementioned discrepancy is maintained because his videos do not show any content that proves what he claims to have achieved (i.e. conversations, written/oral products, among others). This fact indicates that Jorge misunderstood how to provide evidence of his learning.

4.3.3.3 Laura

Laura created the requested videos, each below the 3-minute requirement in length (video presentation 1 was 3 minutes and 38 seconds, video presentation 2 was 2 minutes and 23

seconds, and video presentation 3 was 2 minutes and 46 seconds). A review of this evidence shows that she implemented both **cognitive** and **affective strategies**, which are described next.

4.3.3.3.1 Cognitive strategies

Among the **cognitive strategies**, **rehearsal** and **elaboration** are identified in Laura's work. First, in connection with **rehearsal strategies**, transitions 7 to 9 of video presentation 1 include two types of clustering: verbs on everyday activities (*know, buy, drink, eat, and speak*) and adjectives to describe food (*sweet, crunchy, mushy, greasy, and creamy*). Secondly, in terms of **elaboration**, she used questioning to illustrate key contents she was learning; for instance, to exemplify the use of quantifiers with *how much* and *how many*, she included the following question-answer sets in transitions 10 to 12 from video presentation 1:

"How many hamburgers do you eat in a week? 2 to 3",

"How many glasses of milk do you drink at breakfast? At breakfast I drink a glass of milk", "How much fries potato do you like? I like [them] a lot. They are delicious".

Similarly, to illustrate "how to invite someone out" she included the following question-answer sets in transitions 17 to 19 also from video presentation 1:

"Would you like to go to a movie? Yes, but I would prefer not to see a horror movie",

"Would you rather have Italian or French food? I would rather have Italian food",

What would you like to do tonight? I think I would [like] to go to that new club" (the author's italics).

4.3.3.3.2 Affective strategies

Performance/extrinsic self-talk, **relevance enhancement** and **situational interest enhancement** are the three types of **affective strategies** found in Laura's evidence. Concerning **performance/extrinsic self-talk** (Wolters, 1998), in the video presentation for Learning Unit 1, she explains that her personal objective for the entire course is *"to approve with a considerable good grade (greater than 8) by the end of the semester" (transition 4)*; then, (in transition 5), a brief conversation in speech bubbles reads:

Speaker 1: Congratulations, you got a 9!

Speaker 2: Really?

Speaker 1: Yes

Afterwards, (in transition 6), the only text presented is: *"The 9 was achieved"*.

In this manner, even if, by the time of creating her first video presentation, Laura could not have known that her overall course grade will be "greater than 8" (as expressed in her objective), through this dialogue, she denotes a self-convincement and a self-reminder of the importance of getting a good grade in this online course.

In terms of **relevance enhancement**, transition 9 of Learning Unit 3 displays Laura's 34-word definition of *Nursing* (intending to illustrate her capacity to "read in English", as the heading indicates). The fact that she chose to define her own career (nursing) apparently portrays her intention to relate the content of the presentation to it so that the material look more useful to her.

On **situational interest enhancement**, a review of the three presentations shows how Laura made them enjoyable by turning them into short stories and/or short conversations. For instance, the video presentation for Learning Unit 1 that displays Laura's avatar (a cartoon character with characteristics physically like hers) opens by saying *"Hi! this time we will see..."* (transition 1, Learning Unit 1) and then presents Laura's personal objective; similarly, contents are always presented with conversations, for example, transition 7 shows the following conversation in speech bubbles:

Teacher: Someone who can tell me five verbs,

Student: Me teacher! Know, buy, drink, eat and speak.

And transition 8, that show pictures of different types of food, reads:

Teacher: Now, tell me the adjectives of the following foods.

Student: Sweet, crunchy, mushy, greasy, creamy.

Furthermore, the video presentation for Learning Unit 2 starts with *"Hello, how are you? On this occasion we will see..."* and then shows the title and objective to be covered. Similarly, after a short conversation, the video presentation for Learning Unit 3 closes with *"This would be all about the unit. See you next time!"*

4.3.3.3 Identification of a common organisational pattern in Laura's videos

In all three Learning Units, Laura's videos stick to the following organisational pattern:

- 1) a presentation of her personal objective followed by
- 2) a narrator-guided introduction to the topics included in this goal, and
- 3) the samples Laura included intending to demonstrate her achievements under the indicated topics.

The fact that Laura used the abovementioned common organizational pattern denotes her ability to control and regulate her cognition, that is, the use of metacognitive strategies.

Laura's videos for the Learning Units show the achievement of her personal goals for two out of three sessions. With this in mind, each of these samples of learning will now be examined in terms of steps 2 and 3 of the abovementioned pattern.

Consistent with Laura's personal objective for Learning Unit 1 (see her personal learning objective on **Appendix I, Goal 6**) her video presentation 1 included the following topics:

- 1) Everyday life action verbs,
- 2) Adjectives for food and
- 3) Quantifiers with *how much* and *how many* and
- 4) Inviting someone out.

As samples of everyday action verbs, *know*, *buy*, *drink*, *eat* and *speak* were presented. The selected adjectives for food were *sweet*, *crunchy*, *mushy*, *greasy*, and *creamy*. And, to exemplify quantifiers with *how much* and *how many*, the following question-answer set was introduced:

"How many hamburgers do you eat in a week? 2 to 3",

"How many glasses of milk do you drink at breakfast? At breakfast I drink a glass of milk",

"How much fries potato do you like? I like [them] a lot. They are delicious" (transitions 10 to 12).

"How to invite someone out" was illustrated with the following question-answer sets:

“Would you like to go to a movie? Yes, but I would prefer not to see a horror movie”,

“Would you rather have Italian or French food? I would rather have Italian food”,

“What would you like to do tonight? I think I would [like] to go to that new club” (transitions 10 to 12) (the author’s italics).

Even if the last question-answer set of quantifiers contains a spelling/grammatical mistake and is functionally incorrect, all the language samples provided appear to be representative and relevant to the topics covered in the video presentation for this first learning unit.

In agreement with Laura’s personal objective for Learning Unit 3 (see it on **Appendix I, Goal 8**), her video presentation 3 covered:

- 1) Listening comprehension,
- 2) Reading comprehension and
- 3) conversations, that she called “Exchange of words”.

The samples she created to illustrate each aspect are presented next.

On Listening comprehension, the following short text on VLEs was the sample:

“I want to show you a Virtual Learning Environment or VLE. Universities use VLEs to help students study out of class and to share their ideas. They are important because they are used very often in Higher Education” (transition 8, Video presentation 3).

About Reading comprehension, the next definition was included:

“Nursing is the science or discipline that is responsible for the study of the real or potential responses of the person, family or community both healthy and sick in the biological, psychological, social or spiritual aspect” (transition 9, video presentation 3)

Concerning conversations, the following short dialogue in speech bubbles was provided:

Speaker 1: Hi!

Speaker 2: Hello! Maria? Wow!! How have you been?

Speaker 1: Yes, very well, and you?

Speaker 2: Well, also. And what have you done?

Speaker 1: I study Medicine [...]. What do you do?

This evidence from video presentation 3, allows to conclude that in terms of Listening and Reading comprehension (topics 1 and 2), the samples of *written production* included do not prove her learning of listening or reading comprehension due to the linguistic nature of the latter skills. (Here, possibly, a few samples of the completion of exercises on the use of these two skills could have been a good option to show evidence of the type of learning under consideration). In contrast, in the case of conversations (topic 3), neither the topic nor the indicated personal objective was associated with a particular type of communicative skill, so it can be considered that, through the dialogue above, Laura effectively showed (written) evidence of an “exchange of words”.

Laura’s personal goal for Learning Unit 2 (see it on **Appendix I, Goal 7**) can be summarised in three subgoals:

- 1) improving listening comprehension,
- 2) opening a spoken conversation and
- 3) learning vocabulary on common occupations.

Nevertheless, her video presentation only focuses on the latter subgoal. (A full analysis of Laura’s personal learning objectives for the Learning Units is provided in [4.1.1.3](#)). For this purpose, on transitions 9, 10 and 11, correspondingly, she includes three topics:

- 1) “work”,
- 2) “students” and
- 3) “different activities”.

Consistent with the abovementioned subgoal and topics 1 and 3, transition eleven shows pictures of some occupations (*singer, football player, secretary*, among others) but obviously the pictures themselves do not prove she mastered this lexis. Regardless of this, in transition 12, Laura explains that she “learned new words and how to set up simple sentences for a small conversation”. As a result, it can be concluded that her video presentation for this second Learning Unit failed to show evidence of her learning gains.

As stated in the previous analysis of Laura’s three videos, she successfully demonstrated her learning gains in two out of three samples of learning. As she explained in her interview, through

this process, she found it difficult to cover the requested length of the video and perceived a repetition of activities. In her comment below, she identifies the effects of these two issues:

INTERVIEW EXTRACT 18

LAURA: *[El video] tenía [que cubrir] muchísimo tiempo, entonces no hallábamos ni qué poner. [...] Yo retomaba un poco de todo lo que vi, pero incluí demasiado en cuestión de los temas y objetivos. Creo que fue un poco repetitivo y eso fue un factor que me hizo no estar motivada para hacer esa actividad, me hubiera gustado hacer un pequeño examen sobre la unidad al final, un texto, alguna narración con nosotros mismos, o algo por el estilo.*

1. [The video] had [to cover] a lot of time, so we couldn't even find what to put on it. [...]
2. I took up a bit of everything I saw,
3. but I included too much in terms of themes and objectives.
4. I think it was a bit repetitive,
5. and that was a factor that made me not be motivated to do that activity,
6. I would have liked to do a little exam on the unit at the end,
7. a text, some narration with ourselves, or something like that.

Here (in line 1) Laura explains how she struggled to fill the requested time of each video presentation (3 minutes) with content. She also expresses (in lines 2 and 3) how she tried to include relevant samples of learning from the Learning Unit under consideration but recognises she used to provide excessive information on themes and objectives (that is possibly a result of her problem to find what content to include in the video presentation). In addition, because in the video presentation, she included exactly the same objectives she had written in her eP at the beginning of the Learning Unit and/or because at every Learning Unit she was doing a multimedia sample of learning and with the same video maker tool (*PowToon*), (in lines 4 and 5) she deemed it “repetitive” and, a factor of demotivation for her. She concludes her comments (in lines 6 and 7) with suggestions of appealing tasks to do instead of the videos. From this, it can be concluded that she only created the videos only because it was an online course request which, resulted not engaging to her.

4.3.3.4 Carla

Carla created and published videos on Learning Units 1 and 2: the first over the minimum time required (3 minutes and 3 seconds) and the second somewhat below that standard (2 minutes and 53 seconds). An analysis of this evidence suggests that, as explained next, Carla only used **situational interest enhancement**, a type of **affective strategy**.

Situational interest enhancement is observed in two elements of the videos that Carla made entertaining:

- 1) the images and
- 2) the format of the text.

Carla made the videos enjoyable by including, from beginning to end, colourful images of famous cartoons in connection with the text provided in each transition. For example, in video presentation one, transition 5 she shows Homer and Bart Simpson (from the cartoon *The Simpsons*) watching TV while presenting the text "I invite you to watch this video about my English course". Similarly, transition 14 from the same video presents a Minion character (from the animated movie *The Minions*) while explaining that 'she is very happy that this class [the online English course] exceeded her expectations'. In addition, video presentation 2, transition 7 introduces the Learning Units' objective "[To] read opinions about universities" at the time of presenting Bon Sponge (from the cartoon of the same name) reading a book.

Carla also made the format of the text pleasant by turning it into a story. For instance, in video presentation 1, right after starting the presentation of the objectives for the Learning Unit, a character representing her interrupts to introduce herself (transition 4) and invite the audience to 'watch the video about her learning course' (transition 5). Equally, this video presentation closes with the expression "the end" as if the video presentation was an old film. Likewise, video presentation 2 opens with the following comment "Hello partners, we are in Unit 2, I'm Carla, again" (transitions 1 to 3); eventually, the presentation comes to an end with the phrase "That's all folks!" originated and popularised in *The Looney Tunes*, a classical series of animated short films (transition 5).

Carla was seemingly unable to demonstrate that she achieved her learning objectives through the two videos under consideration. In fact, for their most part, both samples of learning only focus on describing her objectives for the Learning Units: In the case of video presentation 1, the description of them takes 10 out of 15 transitions. Similarly, in video presentation 2, that

description takes 11 out of 15 transitions. After spending most of the time presenting these objectives, Carla used the remaining transitions to offer some random, general comments on her perceptions on the work developed through the Learning Units. For instance, in video presentation 1, she included comments such as: *“we were very surprised by everything we have learned in this course”* (transition 12), *“the teacher has been very attentive in all our doubts and helps us a lot”* (transition 13). Likewise, in video presentation 2, her impressions were: *“To fulfil the objectives of this Unit, a series of activities were carried out”* (transitions 12 and 13), *“listen to audios, read, relate words, select the appropriate verb for the sentence, and write down my opinions”* (transition 14).

Even if the abovementioned comments are authentic and show a good level of English proficiency, In neither case do they show any evidence that Carla's objectives for the learning sessions, which focused on, for example, the learning and use of specific verbs, were achieved (Learning Units 1 and 2), understanding written articles (Learning Unit 1), and/or understanding spoken opinions on studies and university careers (Learning Unit 2) (for a detailed analysis of Carla's objectives see [4.3.1.4](#)). Thus, far from demonstrating precise learning gains around these goals, the transitions of both videos only portray a very general report of work.

Carla's comments from the interview reveal why she used the affective strategy under consideration and suggest what prevented her from creating the type of requested videos:

INTERVIEW EXTRACT 19

CARLA: *Al inicio, batallé mucho para hacerlo [el video]; [...] La primera vez que lo hice me tardé como cuatro horas, después fue disminuyendo el tiempo y ya le fui agarrando más la onda y ya se me hizo más fácil y fue aún más porque uno tenía la libertad de poner lo que quería: Su punto de vista, las imágenes que quería [...] Yo le hallaba el lado divertido, de hecho fue lo que más entretenido se me hizo. Ahí realmente podías mostrar más habilidades y pues igual podías decir sobre toda la unidad y lo que tú quisieras acerca de ella.*

1. At the beginning, I struggled a lot to make it [the video]; [...]
2. The first time I did it, it took me about four hours,
3. then the time decreased, I began to understand better, and it became easier for me
4. it was even more so because one had the freedom to put what you wanted:
5. your point of view, the images you wanted [...]
6. I found the funny side of it,
7. in fact, for me it was the most entertaining thing in the course.
8. There you really could show more skills and you could still say about the whole unit,
9. and what you wanted about it.

Here, in lines 1 to 3, Carla first explain how time consuming and difficult creating videos was in the beginning and how, through practice, it became an easy task for her. Then, in lines 4 to 5, she values the fact that she had the freedom to include what she wanted in the videos (i.e., point of view, images, among others) and how this freedom made the audiovisual samples of learning look still easier. Afterwards, in lines 6 to 7, she explains how she realised that creating the videos could potentially be an amusing task to complete which, eventually turned into the most entertaining in the course. Finally, in lines 8 to 9, she acknowledges what for her were three advantages of making videos:

- 1) better demonstrating the skills she was proficient in,
- 2) covering all the Learning Unit's contents the learner wanted and
- 3) focusing on the ones the learner wanted to.

From the previous comments, it can be concluded that Carla:

1) Did an extraordinary effort to learn how to create videos (possibly despite lack of digital skills and/or unfamiliarity with the PowToon Video Maker) that apparently distracted her from focusing on the qualitative aspects of the task (i.e. content aspects to cover according to rubrics), and

2) assumed that she had complete freedom to create these samples of learning while ignoring at all instructions and specific rubrics, (Instructions were provided on the Oxford platform (see **Appendix III** for an example of the instructions given) and rubrics were provided via email (see **Appendix IV** for knowing of the generic rubrics used)).

This latter conclusion in turn suggests that, in connection with the cycles of the training model for language learning, she did not receive timely feedback on her videos.

4.3.3.5 Melisa

Melisa produced and published only the video presentation corresponding to Learning Unit 2 (with a length of 3 minutes and 2 seconds.) A review of this evidence shows that, as discussed next, she used **situational interest enhancement**, a type of **affective strategy**.

Situational interest enhancement is reflected in the fact that, for creating her video presentation, Melisa chose to use PowToon's Mission Impossible Homework Template (available at <https://www.PowToon.com/video-template/mission-impossible>). This template displays background music and high-tech effects from *Mission: Impossible*, a famous series of American action spy films that, according to Durrand (2018) started in 1998 and by 2018, (one year after this research was implemented) had six films: *Mission: Impossible 2* (2000), *Mission: Impossible 3* (2006), *Mission Impossible: Ghost Protocol* (2011), *Mission Impossible: Rogue Nation* (2015) and *Mission Impossible: Fallout* (2018). Thus, the template on this series was possibly well-known, and even motivating for Melisa who was aged 20 at the time of conducting this research.

Following the aforementioned template, Melisa's video presentation, pretending a request of biometrical verification technology to be accessed to, opens with the following message: "*Welcome double-0-student, execute retinal scan*" (transition 1), "*Access granted*" (transition 2). Next, under the heading "*Today's mission*", in clear reference to the series of films under consideration, while referring to the video presentation work, transition 3 shows the picture of a male character who reads "*Good morning student, your mission for today is to contact this man, also known as "the teacher". He will bring you the new task*". Then, under the same heading (Today's mission), transition 4 reads "*the objective in this unit is to do a video in this platform, to explain your objective in the: Unit 2: L1 Education*". Afterwards, the following two transitions (5 and 6) describe very

general objectives of the Learning Unit (*“learn new things” and “talk about education”*), very general requirements of the video (*“originality” and “creativity”*), and a deadline date for finishing the “project” corresponding with the planning template form for the Learning Unit under consideration (for a detailed description of Melisa’s strategic planning see 4.3.2.5). Next, transition 7, back to the idea of comparing work to do in the Learning Unit with the “mission” to be accomplished, reads *“Good luck student. The world counts on you!”*. Then, the following two transitions (8 to 10) present Melisa’s comments on her own learning process through the Learning Unit (to be explored in the next paragraph). Later, consistent with the abovementioned template, in transition 11, Melisa wrote: *“I think that my first objective was a full success, and the mission was completed”* (the author’s italics). Finally, following the high-tech effects of the template, the last transition makes the following clarification: *“This message will not self-destruct due to our zero-tolerance policy”*.

Contrary to what Melissa expressed in transition 11, the evidence she created with this video presentation is unable to prove that she accomplished her learning objectives. An analysis of this sample of learning shows that it only focused on two main points which can be summarised as follows:

1) the very general objectives of doing the video presentation, that is, *“learn[ing] new things” and “talk[ing] about education”* (transition 5) and

2) Melisa’s impressions on her own learning process through the Learning Unit such as:

“I liked so much this unit because it was easier [...]”, “[the content that] was difficult for me [...] [included, for example]” (transition 8), *“the words that I didn’t know before making the tasks”* and *“the confusion about the objectives that aren’t similar to contents of the unit”* (transitions 9),

Most of the previous comments are very insightful in terms of reporting the type of difficulties Melisa faced when working with the Learning Unit under consideration (i.e. a lack of vocabulary, problems to distinguish between Learning Unit’s contents and Learning Unit’s objectives). However, these impressions are far from showing evidence of or even relating to her learning gains on the objective she had set at the beginning. (Melisa’s original goal for Learning Unit 2 is provided in **Appendix I, Goal 12**)

Melissa’s remarks at the interview help understand the origin of her difficulties for creating the type of video presentation requested and how aware she was of her own incapability to producing it:

INTERVIEW EXTRACT 20

MELISA: *Siento que [en la video presentación], me faltó enfocarme más en los contenidos de inglés que aprendí, pero al principio del curso, no sabía cómo utilizar PowToon y tuve que aprender... Más que difícil, eso fue tedioso.*

1. I feel that [in the video presentation], I lacked more focus on the English content that I learned
2. but at the beginning of the course, I did not know how to use PowToon, and I had to learn...
3. More than difficult, it was tedious.

In this fragment, Melisa acknowledges that more language learning contents were needed in her video presentation. Then, she relates this lack with her inability to use the video presentation tool (PowToon) and explains how she had to learn to use it, which resulted a monotonous task that possibly prevented her from creating and publishing a sample of learning that could have better responded to the instructions and criteria provided. Not considering these guidelines possibly led her to misunderstand that the goal of the Learning Unit was only 'to do a video [...] to explain your objectives in the Unit 2', as explained in transition 4 (while, in reality, she was requested to demonstrate that she *achieved* those objectives). Beyond these limitations, the fragment also reveals that Melisa realised that she did not meet the video presentation requirements, and how her lack of knowledge about using the video maker tool and her subsequent efforts to learn to use it during the online course negatively affected her own performance, possibly impeding her to create and publish the samples of learning she missed (videos 1 and 3).

At this point, it seems contradictory that Melisa was aware of 1) Adding more language content to her samples of learning and meeting all the video presentation requirements and 2) saying that they were only focused on "explaining" her objectives for the Learning Unit. The key to understanding this apparent inconsistency seems to be sources of information and the collection dates: the statement was found on the sample of learning made *during the online course* (Melisa, Video presentation 2 transition 4) and the awareness raising was noticed during the interview, *after completing the online course* (Melisa Interview Extract). Hence, it can be concluded that during the course, she was unaware that the videos requirements were beyond explaining her goals for the Learning Unit. However, apparently by the end of the course, Melisa managed to raise awareness of the importance of including more language content on her samples of learning and meeting all the video presentation requirements. In connection with the cycles of the training

model for language learning. This conclusion indicates she did not receive timely feedback on her samples of learning.

4.3.3.6 Alma

Alma created and published 3 videos with a length notably below the online course's request (sample of learning 1= 2 minutes and 2 seconds, sample of learning 2 = 1 minute and 30 seconds, and sample of learning 3= 1 minute and 27 seconds). As discussed below, an analysis of this evidence reveals that she employed two types of **affective strategies**: **Situational interest enhancement** and **positive self-talk**.

In terms of **situational interest enhancement**, Alma developed all three videos in the form of first-person, colourful, short stories that make them enjoyable. For example, the first of them opens with this learner's avatar (a cartoon character physically like her) saying: *"Hi guys, this time I [will] talk about the progress [I made] in this unit"* (transition 1). Then, after introducing the title of the Learning Unit and conducting a progress review, she closes this sample of learning with the following comment: *"This is all for this time, thanks for watching me"* (transition 13). Following a similar pattern, the second video presentation again opens with the same avatar who says: *"Hello, in this little video I'm going to give a brief review about the objectives that I propose in this unit and if they were fulfilled or not"* (transitions 2 and 3). Then, after conducting this assessment, she finishes by saying *"Well, this is all for this time, I hope to see you again, come later to know about my personal progress" [...]* (transition 8). Furthermore, the video presentation for Learning Unit 3, which as seen in the planning form template was developed by late November 2017, displays colourful Christmas themes (Santa Claus, bells, reindeers, Christmas trees, among others). This peculiar sample of learning starts with the title of the Learning Unit and a Merry Christmas wish (*"Merry Christmas everyone!"*) (transitions 1 and 2) and moves on to Alma's comment resembling those in the previous samples of learning: *"I come to talk one last time [about] my objectives in this unit"* (transition 3). Then, after enumerating these goals along with an overall assessment on the extent she was reaching them, Alma closes with *"And this is all for now"*. And this was followed with her two seasonal wishes: *"I hope you enjoy your Christmas and have a Happy New Year!"* (transition 9) and *"Wishing you an awesomely Merry Christmas and a Happy New Year!"* (transition 10).

Concerning **positive self-talk**, through all three Learning Units, Alma's specific and general comments (made always in third singular person) suggest that, in most of the cases, her internal dialogues tended toward positivity. For example, to assess her understanding of vocabulary in

video presentation 1, she says: “I researched new words using the dictionary to understand them, so I’m very happy (transition 8) (the author’s italics). Subsequently, (un transition 9), she admits that she faces some technical problems to access the activities in Oxford Learn and then comes back to positiveness when saying “but my teacher help[ed] me, now I can conduct the activities in this [PowToon] video (transition 10). Then, she closes with a global optimistic idea of her work in the (first) Learning Unit’s video presentation by the following explanation: “[...] I partially fulfilled the objectives [of this Learning Unit] so I am satisfied with the result”. (Transition 11) (The author’s italics). A similar perception of positivity again at the level of a Learning Unit is seen when at the end of the video presentation 3 she concludes: “For my good luck I successfully completed all of my activities AND THIS MAKE ME SO HAPPY” (transition 8), (the learner’s capitals)

4.3.3.6.1 Identification of a common organisational pattern in Alma’s videos

In all three videos, Alma seems to follow a common organisational pattern based on the following successive points:

- 1) a self-introduction,
- 2) a twofold purpose for the video presentation (including a brief presentation of objectives for the Learning Unit and her own perception of the extent to what she had achieved these goals) and
- 3) her own farewell.

Alma's ability to control and regulate her cognition, that is, her use of metacognitive strategies (another type of cognitive strategy) is evidenced by the implementation of the abovementioned common organizational pattern.

Following this pattern and beyond the shortness of her videos (on an average of 1.53 minute), Alma effectively synthesized her objectives and identified her own strengths and weaknesses in learning English contents. For example, in Learning Unit 1, after introducing her objective on understanding the main ideas of a text or conversation, she admits that this goal was ‘not fulfilled at all because she did not understand the full text’ (transition 6). Similarly, in Learning Unit 2, regarding her objective on improving her oral expression, she admitted: “I need to be honest; I still need to practice [...]” (transition 5). Then, after referring to pronunciation as one of her goals on the same Learning Unit, she explained: “[...] My pronunciation is better, but it is necessary to continue practicing” (transition 6).

Despite the previously described advances, Alma failed to effectively demonstrate that she had achieved her goals. However, through her comments at the interview, she showed her level of awareness of the latter difficulty and its actual cause. She explains:

INTERVIEW EXTRACT 21

ALMA: En esa parte [es decir, la de crear el video en PowToon], sí batallé un poco porque no sabía cómo estructurar la presentación para que mostrara lo que aprendí y durara tres minutos, como decían las indicaciones [...]. Probablemente el video debió haber sido más corto o simplemente podríamos haber hecho algo más práctico como un ensayo o algo así. [...] Independientemente de que no se cumpliera al 100%, el video fue lo más útil [del curso] porque de alguna forma me hacía plasmar lo que había aprendido y sentía que había logrado algo, a diferencia de otras actividades en donde no se veían resultados tan inmediatos ni implicaban mayor esfuerzo.

1. In that part [that is, creating the video on PowToon], I did struggle a bit
2. because I didn't know how to structure the presentation so that it showed what I learned
3. and could last three minutes, as the instructions said [...].
4. Probably the video should have been shorter, or we could have just done something more practical
5. like an essay or something like that. [...]
6. Regardless of the fact that it was not 100% fulfilled,
7. the video was the most useful of the course
8. because in some way it made me capture what I had learned and I felt that I had achieved something,
9. unlike other activities where I could not see such immediate results and did not involve much effort

Here, Alma starts by admitting that the creation of the video presentation was not a very easy task (line 1). According to her, the reasons for these difficulties are her lack of understanding:

1) how the video presentation should be developed so that it could reflect what she had really learnt (line 2) and

2) what to include to cover the three minutes indicated in the rubrics (line 3).

Then, to solve these problems, Alma suggests reducing the length of the video or creating “more practical” tasks (lines 4 and 5).

Afterwards, (in lines 6 and 7), she admits that even if the work with the video was not fully developed as expected, in the end, it was the most useful activity in the entire course.

Finally, (in lines 8 and 9), she gives two main reasons that support her constructive thinking about creating these samples when she says it helped her to

- 1) picture what she had learned and
- 2) obtain a sense of achievement not derived from other activities on the online course.

These views reflect that even if Alma was not provided with enough scaffolding to create the videos, she demonstrated an outstanding self-awareness of her own performance as a learner. This self-awareness along with her fresh experience of using the video maker (PowToon) for the purpose of creating the videos seem to explain why she had a crystal-clear idea of the potential of this online software.

4.3.4 A comparison and contrast of participants' strategies and experiences in creating videos

An analysis of the six participants' performance show similarities and differences in terms of:

- 1) the types of task strategies they spontaneously exercised to create the content of their videos and
- 2) their experiences with the use of the PowToon online software for creating these samples of learning.

These issues are examined next.

4.3.4.1 Similarities and differences in the types of task strategies participants used to create their videos

The types of tools the learners exercised in the process of creating their videos (task strategies) is summarised in [Table 5 Task strategies used by participants in the creation of videos for the Learning Units](#).

Participants implemented two main types of SRL task strategies: cognitive and affective. As the table shows, both Iliana and Laura exercised rehearsal, elaboration, and metacognitive, three types of cognitive strategies (see [4.3.3.1](#) and [4.3.3.3](#)), while Iliana did not use affective strategies; conversely, Laura also used three affective strategies in addition to implementing cognitive strategies: Situational interest enhancement, performance/extrinsic self-talk, and relevance

enhancement (See 4.3.3.3). Carla and Melisa’s only choice was situational interest enhancement, an affective strategy (see 4.3.3.4 and 4.3.3.5). Jorge and Alma used two affective strategies: situational interest enhancement and positive talk (see 4.3.3.2 and 4.3.3.6); however, Alma also employed one type of cognitive strategy: metacognitive.

Within the previous results, the following overall trends are observed:

- 1) the use and variety of implemented cognitive strategies is meaningfully lower than the use and variety of implemented affective strategies,
- 2) Three out of six participants (Jorge, Carla, and Melisa) only used affective strategies (positive self-talk, situational interest enhancement, performance/extrinsic talk, and relevance enhancement)
- 3) One participant (Iliana) only used cognitive strategies (rehearsal, elaboration, and metacognitive) and
- 3) Two participants (Laura and Alma) managed to exercise the two types of strategies (cognitive and affective): Laura used three cognitive strategies (rehearsal, elaboration, and metacognitive) and three affective strategies (situational interest enhancement, performance/extrinsic talk, and relevance enhancement). In contrast, Alma employed only one cognitive strategy (metacognitive) and two affective strategies (positive self-talk, and situational interest enhancement).

Table 5 Task strategies used by participants in the creation of videos for the Learning Units

STRATEGIES PARTICIPANTS	COGNITIVE			AFFECTIVE			
	REHEARSAL	ELABORATION	METACOGNITIVE	POSITIVE TALK	SITUATIONAL INTEREST ENHANCEMENT	PERFORMANCE/ EXTRINSIC SELF-TALK	RELEVANCE ENHANCEMENT
ILIANA	X	X	X				
JORGE				X	X		
LAURA	X	X	X		X	X	X
CARLA					X		
MELISA					X		
ALMA			X	X	X		

The examination of these trends follows.

The use of the cognitive strategies emerged as a positive factor in creating the expected type of videos. As was just explained, Iliana, Laura and Alma were the only ones who used *cognitive strategies*: Iliana and Laura used *three* while Alma used *one*. In the case of Iliana and Laura, the sole use of these three cognitive strategies seemed to have significantly helped them to be the only ones to create the type of video requested, thus demonstrating the achievement of their learning goals (see [4.3.3.1](#) and [4.3.3.3](#)). Using a single cognitive strategy also appears to have helped Alma make important advances even when in the end she did not manage to be successful. Conversely, the participants who used only affective strategies (Jorge, Carla and Melisa), ultimately were even less successful than Alma in attempting to show evidence of their learning (Compare [4.3.3.6](#) with [4.3.3.2](#), [4.3.3.4](#) and [4.3.3.5](#).)

The exclusive use of affective strategies seemingly relates to the regulation of online learning processes (computer or Internet self-efficacy). This was the case with Jorge, Carla, Melisa, who used a range of one to four affective strategies and usually found creating the video with PowToon, to be a “difficult”, “boring” and/or “demotivating” task (consider for instance, [4.3.3.4](#)) (see [Table 5 Task strategies used by participants in the creation of videos for the Learning Units](#)). These perceived problems apparently influenced their satisfaction with online learning and led to an urgent need to implement tools to regulate their computer or Internet self-efficacy beliefs (i.e. affective strategies).

The combination and variety of cognitive and affective strategies seems to have resulted in the most effective samples of learning. Such was the case of Laura, who coupled rehearsal and elaboration (two cognitive strategies) with situational interest enhancement, performance/extrinsic self-talk, and relevance enhancement (three affective strategies). As a result, she successfully demonstrated her learning gains in two out of three videos. Here, it is worth noting that Laura performed significantly better than Iliana, who used the same cognitive strategies but no affective strategies. Apparently, this lack of affective strategies led Iliana to produce a video that offered little proof of her learning achievements.

Next, the trends in learners' exercise of cognitive and affective strategies explored up to this point will be supplemented with insights from their experiences in creating their videos.

4.3.4.2 Similarities and differences in participants' experiences of creating videos

The similarities and differences in learners' experiences with the creation of samples of learning are condensed in [Table 4 Summary of similarities and differences between main study and](#)

follow-up studies in terms of the stages of the MiTeSRL. In this context, Table 6 (below) summarises learners' reactions to using the PowToon video maker to create their samples of learning in terms of its usability and potential, as well as the participants' views on the task.

Table 6 Participants' reactions to the use of PowToon and their views on creating videos

ASPECT	CATEGORY	INTERVIEW COMMENTS	ILIANA	JORGE	LAURA	CARLA	MEUSA	ALMA
The online software	<i>Usability</i>	Reported difficulties with knowing how to use PowToon.	X	X		X	X	
	<i>Potential</i>	Recognised the potential of PowToon for learning enhancement				X		
The video creation task	<i>Meeting the task criteria</i>	Reported difficulties on how to demonstrate his/her learning gains	X					X
		Found the requested length of the video (three minutes) was too long to cover			X			X
		Found that creating the video was "demotivating"	X		X			
		Found that creating the video was "boring"/"tedious".		X			X	
		Showed awareness of not fully meeting the video requirements	X				X	X
		Showed awareness of the need of adding more language content to his/her videos.			X		X	
	<i>Serious confusions</i>	Included in the video comments assessing his/her own performance through the Learning Units					X	X
		Assumed to have complete freedom to develop the videos (ignoring at all instructions and rubrics)				X		
		Assumed that the video should only focus on "explaining" personal objectives for the Learning Units (while she was requested to <i>demonstrate</i> the achievement of them)					X	
	<i>Positive features</i>	Found that creating the video was the most entertaining activity of the entire course				X		X
		Recognised the value of PowToon despite difficulties in learning to use it.		X		X		X
	<i>Suggestions to improve</i>	Suggested shortening the length of videos.						X
		Suggested alternative types of tasks to develop.			X			X

According to Table 6, the participants referred contrastively to the online software's (PowToon) usability and its potential for learning enhancement. On the one hand, Iliana, Jorge, Carla, and Melisa reported problems on how to use this video maker. These difficulties included spending many hours learning to use it (Jorge and Melisa) and/or creating the videos themselves (Iliana and Carla). On the other hand, only Carla out of the six participants could see how PowToon, once mastered, could be very useful in demonstrating the learner's achievement in learning English. From this it can be concluded that the participants were learning how to use this software *while* creating the videos. This situation could significantly distract them from the task at hand and the fulfilment of its criteria.

Following the rest of the information on Table 6, issues on the creation of videos, that is, the "tasks", will be now explored in terms of:

- 1) meeting the task criteria,
- 2) serious confusions,
- 3) suggestions to improve and
- 4) positive features.

Within the previously triangulated information from each individual and his/her videos, these four aspects summarised in Table 6 will be revisited and interconnected. (see Methodology Chapter).

Regarding meeting the task criteria, the analysis reveals that:

- a) Iliana and Alma reported difficulties on how to demonstrate their learning gains,
- b) Laura and Alma found the requested length of the videos (three minutes) too long,
- c) Iliana and Laura found that creating videos was demotivating,
- d) Jorge and Melisa found that creating these samples of learning was boring/tedious,
- e) Iliana, Melisa, and Alma showed awareness of not fully meeting the criteria of these samples of learning and
- f) Laura and Melisa were aware of the need to add more language content to them.

The outcomes from the examination of the abovementioned issues are presented next:

Learners' reported problems in demonstrating their learning achievements (a) and their perception that the three-minute video's length requirement too long (b) seemed related. The

reason for this possible connection is logical: if learners were unsure how to show evidence of their learning, they would obviously not know how to bring this “unknown content” to three minutes. This understanding was well expressed by Alma, who said:

1. In that part [that is, creating the video on PowToon], I did struggle a bit
2. because I didn't know how to structure the presentation so that it showed what I learned
3. and could last three minutes, as the instructions said [...].

(Alma, Interview Extract 21, lines 1 to 3)

These results indicate that learners lack sufficient guidance on how to demonstrate their learning gains through video creation.

The perceptions that creating videos was demotivating (*c*) and that it was boring/tedious (*d*) look to be connected. The rationale behind this association is the fact that during the course implementation, learners did not know the *online software* (PowToon) and failed to understand *task requirements* well.

The self-awareness of not having fully met the video creation criteria (*e*) seems to be related to the self-awareness of the need to add more language content to these samples of learning (*f*). The rationale for making this connection comes from the fact that, as shown by the previous one-by-one analysis of the videos, the lack of language learning content (linked to the implementation of cognitive strategies) is their most evident problem. Therefore, it is understandable that if a learner exhibits the capacity to become aware that some task requirements are missing, he/she can also become aware of what these requirements are. This connection leads to the following three conclusions:

- 1) Participants' overall unsatisfactory learning experience with video creation had a negative impact on their intrinsic motivation to learn.
- 2) The participants' demonstration of the above types of self-awareness (Iliana, Laura, and Alma displayed one type of self-awareness and Melisa displayed both types) indicates their natural potential to regulate their cognitive processes.
- 3) The cognitive processes involved in these types of self-awareness overlap with those in self-monitoring, a systematically promoted SRL strategy within the training model for language learning (The implementation of this self-regulatory process is detailed in the following section).

In terms of serious confusions on the task (that is, doing a PowToon video to demonstrate the achievement of personal goals within the context of a given Learning Unit) the analysis reveals that:

- 1) Videos by Carla, Melisa and Alma included assessment comments of their own performance through the Learning Units,
- 2) Carla assumed to have total freedom in developing the videos (ignoring at all rubrics and instructions) and
- 3) Melisa supposed that the videos focused on “explaining” her personal objectives for the Learning Units (while she was requested to *demonstrate* the achievement of these goals).

These misconceptions are explored in the following paragraphs.

The fact that Carla, Melisa, and Alma included comments that assessed their own performance through the Learning Units suggests that they:

- 1) did not create their samples of learning when they were supposed to do so and
- 2) conveniently used these comments to extend their videos to the time requested.

These two points are expanded next.

On the one hand, according to the instructions at the Oxford Learn Platform (LMS), course participants were requested to create their video *after* the *Monitor your Progress* section and *before* the *Evaluate and Improve* section (see Methodology Chapter). However, it seems that Carla, Melisa and Alma developed these samples of learning after completing *all* the sections and steps in each Learning Unit. Otherwise, it is impossible to explain how they managed to have these comments readily written by the time of producing their videos. Thus, these participants did not follow the steps in the model in which they were presented.

On the other hand, if associating the inclusion of the assessing comments with the reported perception that a three-minute sample of learning’s was too long, it can be inferred that learners possibly found in these comments suitable content to extend their videos and fill in this time span.

In terms of the assumptions made by Carla and Melisa, it seems that in comparison to classmates they needed more support to understand the type of videos they should create.

Overall, the task confusions for all three participants (Carla, Melisa, and Alma) appeared come from a lack of support and timely feedback leading them to develop the task to the best of their understanding and ability.

Regarding suggestions to improve (at the end of Table 6), apparently the lack of knowledge and skills about PowToon and task requirements (discussed in “Meeting the task criteria”) also prompted Laura and Alma to suggest other more conventional and simpler tasks to replace the creation of videos, such as quizzes, essays, and narrations (see Laura, Extract 18, lines 6 and 7 and Alma, Extract 21, lines 4 and 5). However, it seems that for those learners who were confident of successfully developing their samples of learning with PowToon, the negative perception of it changed dramatically to a positive one when interviewed at the end of the course. These were the cases of Alma and Carla summarised in the table’s category “Positive features”. They considered that, after mastering the use of this video maker, creating the videos became *the best activity of the entire course*. Similarly, as the same table’s category summarises, Jorge, Carla, and Alma recognised the value of PowToon software despite the initial difficulties in learning to use it.

Despite these ideas and the changed perception achieved by the end of the course, it is observed that through the Learning Units, the participants found exceedingly difficult to learn English language contents when at the same time they must:

- 1) learn how to use PowToon to make their videos,
- 2) understand and respond to task requirements and
- 3) find their own tools (that is, cognitive and affective strategies) to complete the task.

This “learn-all-at-once” situation, which was probably the greatest challenge of the entire online course, apparently had a negative impact on the participants’ motivation to learn. This negative effect, in turn, seemed to lead to poor quality of language learning and SRL training of these learners through technology.

4.3.5 Self-monitoring

This section presents the analysis of learners’ posts at the Oxford Learn online forums “The Most Complicated Activity at the [Learning] Unit”. This examination is conducted in relation to the participants’ ability to self-observe the root cause of their learning difficulties in a particular course section or skill. For this purpose, the published posts of Carla, Melisa, Alma, and the teacher’s feedback reply are examined in a cross-case analysis.

The reported analysis of results illustrates why Carla and Melisa's online posts reveals why the scaffolding provided on the online forum was appropriate for them and how they were unaccustomed to using technology to record themselves. In addition, the exploration demonstrates Carla and Alma's outstanding self-monitoring capacity and how Alma's relates this awareness to teacher's help given on the same forum. The related analysis also shows how the teacher feedback reply provides insights to explain low learner participation in these virtual spaces.

4.3.5.1 Carla

Carla's forum's participation (at Learning Unit 3) reads:

FORUM POST EXTRACT 1

Carla: La parte más difícil de esta [tercera] Unidad [de Aprendizaje] fue sin duda [la tarea de grabar individualmente] el audio, ya que muchas veces resulta complicado pronunciar algunas palabras cuya dicción aún no conoces bien, además de que da un poco de pena grabarse. (Publicado el 05.12.2017, 18:49)

1. The most difficult part of this [third Learning] Unit was undoubtedly
2. [the task of individually recording] the audio,
3. since it is often difficult to pronounce words you have not met before,
4. in addition to it being a bit embarrassing to record yourself. (Posted 05.12.2017, 18:49)

In this post, Carla starts by explaining that the individual audio recording requested (in connection with talking about a website) was the hardest task in the third Learning Unit (lines 1 and 2). Then, in line 3, she argues the main difficulty for doing the recording: Not knowing the right pronunciation of unfamiliar words. Finally, in line 4, she identifies what she considers an additional difficulty: feeling embarrassed when self-recording.

From this perspective, it can be concluded that Carla displays an outstanding self-monitoring capacity by showing awareness that the origin of the difficulties with the audio recording resided in the pronunciation of unfamiliar words. Conversely, her reference to feeling uncomfortable when self-recording as another difficulty only denotes that she was unaccustomed to this type of tasks in previous English courses and corresponds to a technical issue, not explaining the problem under consideration. In connection with Carla's displayed capacity to self-monitor seen in the

previous line (3), she seemingly referred to how easy the activities were for her when she said:

INTERVIEW EXTRACT 22

CARLA: *Eso [los comentarios en el foro "La actividad más complicada en la Unidad de Aprendizaje] fue lo más fácil de toda la plataforma, solo era poner con cual actividad habías batallado más y por qué.*

1. That [the comments in the forum "The most complicated activity in the Learning Unit"]
2. was the easiest thing on the whole platform,
3. it was just putting which activity you had struggled with the most and why.

Here, Carla's correct understanding of the online forum, which adds to her demonstrated ability to self-monitor her own progress, suggests the appropriateness of the scaffolding provided in this virtual space.

4.3.5.2 Melisa

In her forum participation's (at Learning Unit 3) Melisa said:

FORUM POST EXTRACT 2

Melisa: *La actividad más difícil fue [la tarea de grabar individualmente] el audio, porque es incómodo grabarse, además de las dificultades para realizarlo. (Publicado el 30.11.2017, 10:20)*

1. The most difficult activity was [the task of individually recording] the audio,
2. because it is uncomfortable to record yourself,
3. in addition to the difficulties to do it. (Published on 30.11.2017, 10:20)

Through this post, Melisa concurred with Carla on the idea that the individual audio recording (on talking about websites) was the most difficult of the third Learning Unit (Line 1). She also provided what she considered two reasons behind this problem. Firstly, in line 2, she explains that one reason was feeling uncomfortable at the time of making the recording, which agrees with Melisa's second explanation for the problem. Secondly, in line 3, Melisa says another reason was the "difficulties" in developing the recording. As for the first reason provided, it should be emphasized that, as previously explained, not feeling comfortable when doing the self-recording is not a direct cause of the problem but a sign of unfamiliarity to conduct these types of tasks. Concerning Melisa's second reason explaining the learning problem, that is, "difficulties" to develop the recording, but again, they do not indicate any specific cause of trouble.

From the previous understanding, it can be inferred that Melisa was unable to self-observe the causes behind the difficulties to develop a self-recording. However, in the following interview extract, she seemed to realise this incapacity and showed the type of self-awareness she missed:

INTERVIEW EXTRACT 23

Melisa: Identifiqué qué mejorar, pero creo que me faltó analizarlo más profundamente. Por eso siento que me hizo falta participar más en los foros [de la Actividad más Complicada de la Unidad de Aprendizaje]. Ahí, dábamos una revisión general y rescatábamos los que habíamos aprendido bien y los temas que aún no dominábamos.

1. I identified what to improve,
2. but I think I lacked a deeper analysis of it.
3. That's why I feel that I needed to participate more in the [online] forums
4. There, we used to have a general review and rescued what we had learned well and
5. what we still needed to master.

Here, Melisa opens his comment by acknowledging that even if she knew what to improve, she needed a more thoughtful analysis of these specific learning points (lines 1 and 2). Then, she realises that, to better deal with these identified needs she should have participated more frequently on the online forums (line 3); Afterwards, she briefly explains the procedure followed to participate on these forums, that is, making an overall review of covered contents to notice both strength and weak learning points (lines 5 and 6).

From this comment, it can be inferred that, after a positive experience of participating in the online forum for the third Learning Unit, Melisa realised the value of self-observing the work being done and posting the comments around it as a first step in dealing with concrete learning problems. She agreed with Carla in an accurate understanding of the online forum, which suggests that the scaffolding provided was appropriate for participants in this virtual space. Furthermore, Melisa coincided with Carla when citing a technical difficulty with self-recording (although Melisa could not explain it), indicating unfamiliarity to performing these types of tasks that require the use of technology.

4.3.5.3 Alma

Alma also participated in the forum for Learning Unit 3 but unlike Carla and Melisa, she also had done it in the forum for Learning Unit 2. Her contributions are examined next:

FORUM POST EXTRACT 3

Alma: *La actividad que me pareció más complicada [en la tercera Unidad de Aprendizaje] fue la del Task 1, puesto que no sabía de cual sitio web hablar y batallé un poco para saber qué decir. (Publicado el 06.12.2017, 12:48)*

1. The activity that seemed most complicated to me [in the third Learning Unit] was Task 1,
2. since I did not know which website to talk about and
3. I struggled a bit to know what to say. (Posted 06.12.2017, 12:48)

In this contribution, Alma starts by identifying the Task 1 of the third Learning Unit (on talking about websites) as the most difficult one (line 1). She then justifies her choice by explaining her difficulties with 1) thinking of a website to talk about (line 2) and 2) knowing what to say about it (line 3).

From this view, it can be concluded that like Carla, Alma demonstrated an excellent self-monitoring capacity, in this case, by recognising that her problem talking about websites, was not due to her ability to speak *per se* but to her struggling to find out which website to focus on and what to say about it. Apparently, Alma was aware of this in the interview, and, in the following fragment, she associated this awareness with a previously identified issue of teacher support on the online forum. She explains:

INTERVIEW EXTRACT 24

Alma: *[Mediante los foros de las Unidades de Aprendizaje] yo si podía identificar qué se me dificultaba, pero no recibía retroalimentación específica para poder mejorar.*

1. [Through the Learning Unit forums] I was able to identify what was difficult for me,
2. but I did not receive specific feedback to improve.

Through this extract, Alma shows she was aware of her self-regulatory capacity (line 1) but complains that even when (in two out of three forums on “The most complicated activity in the Learning Unit”) she posted on her identified difficulties; she used not to get specific advice to improve her work (line 2). This latter situation to be further explored below, appears to have negatively affected Alma and his classmates’ motivation to contribute to the forums, where they could possibly have reasoned: “If no one is providing me feedback comments on how to improve my learning, then there is not a reason to post my self-monitoring reflection there”.

The analysis of Alma's other post, in the forum for Learning Unit 2, confirms her self-monitoring capacity while also serves as a basis to expand this analysis to the teacher's feedback reply. Her contribution reads:

FORUM POST EXTRACT 4

Alma: La actividad [de la segunda Unidad de Aprendizaje] que me pareció más difícil fue la de completar las oraciones con el verbo correcto, ya que pensé que ciertas palabras tenían el mismo significado, pero al parecer tiene que ver con el contexto. (Publicado el 20.11.2017, 21:26)

1. The activity [of the second Learning Unit] that seemed most difficult to me
2. was completing the sentences with the correct verb,
3. since I thought that certain words had the same meaning,
4. but apparently it has to do with the context. (*Published 20.11.2017, 21:26*)

In this post, Alma says that she found a completion activity (seemingly *Explore* section) as the most complicated in Learning Unit 2 (lines 1 and 2). She justifies her choice by explaining that her problem arose from wrongly believing that word choices in the exercises had equivalent meanings (line 3). However, she also realized the connection of those "words" with context (line 4). When exploring this activity in the Oxford Learn Platform (LMS), it can be observed that it was focused on selecting the correct verb from different sets (such as *have, get, and do or take, have, and get*) according to a given surrounding sentence. As a result, it can be concluded that by explaining the specific cause of her problem in this second Learning Unit, one more time, Alma displayed her outstanding self-monitoring capacity.

The teacher's feedback reply to Alma and his classmates offers additional insights to better understand the learners' low level of participation on the online forums. This response follows:

FORUM POST EXTRACT 5

Teacher: Hola, veo que la mayoría batalló solo con el ejercicio de colocación de verbos. Efectivamente, la colocación (combinación) de verbos puede ser confusa ya que no se corresponde necesariamente con las colocaciones del idioma nativo. Por desgracia no hay una formula segura para aprender colocaciones fácilmente, pero esta página puede ayudar:

<https://www.englishclub.com/vocabulary/collocations-common.htm>

Aquí encontrarán listas de colocaciones que pueden ser muy útiles. No se trata de que se las aprendan si no de que las exploren. Al final de la página también encontrarán vínculos a otras páginas con más información o ejercicios (Publicado el 29.11.2017, 17:49)

1. Hello, I see that the majority struggled only with the exercise of collocation of verbs.
2. Indeed, the collocation (combination) of verbs can be confusing
3. since it does not necessarily correspond to the collocations of the native language.
4. Unfortunately, there is no surefire way to learn collocations easily, but this page may help:

<https://www.englishclub.com/vocabulary/collocations-common.htm>

5. There you will find lists of collocations that can be very useful.
6. It is not about learning them but about exploring them.
7. At the bottom of the page, you will also find links to other pages
8. with more information or exercises. (Posted 29.11.2017, 17:49)

Here, the teacher opens his reply by informing learners that their main difficulty in common was the exercise on verb collocations (which as previously explained corresponds to the *Explore* section) (line 1). Then, he argues why a collocation or combination of verbs can be confusing (“it does not necessarily correspond to the collocations of the native language (Spanish)” (lines 2 and 3) along with a key problem when learning this construct (“there is no surefire way to learn collocations easily” (line 4). Afterwards, he provides related webpage links (line 5) and briefly explains their content (“lists of collocations that can be very useful”) (line 6). Then, he explains what is expected they do with the webpage link (“It is not about learning them but about exploring them” (line 7)). Lastly, he explains where to get links to other websites to expand and practice their learning on collocations (lines 8 and 9).

In principle, the content of the abovementioned reply responds to the needs of most of the learners in the online course with concrete, enlightening, and additional information on a learning point (in this case, verb collocations). Despite these positive features of the response, two adjacent issues that may have negatively impacted learners’ motivation to learn appear to come from: 1) the type of online resource provided and 2) the frequency and promptness of feedback.

As for the type of online resources the teacher provided on this forum for the second Learning Unit, an exploration of <https://www.englishclub.com/vocabulary/collocations-common.htm> shows that using this reference website might not be the best option to be used with learners like Alma. As was previously explained, she had wrongly believed that

the verb choices at the completion activity (*Explore* section) had equivalent meanings, but at the time of posting, she thought that these choices would depend on the context of the sentences in which they were placed, (see Post 4). Evidently, she was requiring an explanation of what verb collocations are along with clear examples of this construct like the ones found on the website provided. However, to better understand verb collocations, she was also needing an active interaction with this concept (for instance, through online resources with interactive, constructive exercises). As a result, it can be concluded that the type of online resources suggested on this forum (only incorporating a static hyperlink) did not meet the high level of interaction with the content that these learners required, resulting in poor instruction.

Concerning the frequency and promptness of the feedback provided by the teacher, only one response out of three was found (Learning Unit 2) and it showed considerably posting delay. When exploring the posting dates, it can be noticed that like most of her classmates, Alma posted her online contribution on the 20th of November at night. However, the teacher posted his only contribution until the 29th of November in the afternoon (see Post), that is, nine days later than the learners' posts. This only and delayed reply appears to be associated with two situations described in the interviews. The first situation was already described in Interview Extract 24. Here, Alma complains that despite posting her identified difficulties with the Learning Units, she did not get any advice to improve what she had done. The second situation coming from Carla's interview reads:

INTERVIEW EXTRACT 25

Carla: De primero yo si me fijaba si el maestro pone comentarios en el foro [La Actividad más Complicada de la Unidad de Aprendizaje"], pero nunca vi ninguno.

1. At first, I did check if the teacher puts comments on
2. the forum [The Most Complicated Activity of the Learning Unit],
3. but I never saw any.

In this fragment, Carla explains that initially (possibly in Learning Unit 1 forum as she became familiar with these online activities) she was willing to see the teacher's replies (lines 1 and 2). However, she says that no comment was found and implies that she stopped checking online forums on later Learning Units (line 3).

In both cases of learner complaints (Alma's and Carla's), this only and late reply from the teacher seems to have led the learners to assume that he never replied to them in any of the three online forums. Therefore, the infrequent feedback from the teacher and their late publication appeared to result in a low learner participation in and ineffectiveness of these online interaction spaces.

4.3.6 Help Seeking/Giving

This section presents the analysis of participants' feedback comments from/to peers and from the teacher on videos. Such inquiry is developed in terms of how this help-seeking support was developed and perceived. With this aim, sample comments from individual ePs, interview fragments, and a teacher's comment will be explored in a cross-case analysis focused on the content, relevance, and effect of these remarks.

As for the content of the comments, the first subsection will show how Carla and Laura's partially focused on the rubrics provided, while approving elements of appearance and attempting to motivate comment recipients with general encouraging expressions. (**Appendix IV** shows the generic rubrics used to assess the video)

Concerning the relevance given to the comments, the second subsection will demonstrate how the feedback recipients took one of two attitudes: some valued feedback comments from both peers and the teacher, and some only valued feedback comments from the teacher.

Regarding the effect of the comments, the third subsection will illustrate how the provided encouraging expressions seemed effective for the feedback recipients to maintain the motivation to create their videos.

4.3.6.1 Content of feedback comments from/to peers and from the teacher

Concerning content, the following comment from Carla to Anette (a classmate that was not a participant in this study) is illustrative:

PEER FEEDBACK COMMENT ON VIDEOS SAMPLE 1

FROM CARLA TO ANETTE, LEARNING UNIT 1

Te quedo muy padre el video, se cumplió el objetivo de la presentación, ya que usaste tu objetivo, muy buenas animaciones, se ven bonitas, y bueno ya para el próximo sabes que puedes poner tus propias imágenes, tus favoritas, ánimo hommie!! vas bien, vas bieeen jajaja

Carla

1. The video is very cool,
2. the objective of the presentation was fulfilled,
3. since you used your objective,
4. very good animations, they look pretty,
5. and well, for the next one you know that you can put your own images,
6. your favourites,
7. cheer up hommie!
8. you're doing well, you're doing well hahaha

In this comment, (which opens with two positivity emoticons (👍😊)) lines 2 and 3 appear to denote a positive matching of the personal initial objective with the content of the video presentation. However, the rest of the lines focuses on either encouraging Annette to use of preferred own images for future videos (lines 4 to 6) or encouraging her to continue working on these types of tasks: “The video is very cool” (line 1), “cheer up hommie!” (line 7) and “you’re doing well, you’re doing well hahaha” (line 8).

The next comment from Laura to Iliana, in many ways like the previous one, is also representative:

**PEER FEEDBACK COMMENT ON VIDEOS SAMPLE 2
FROM LAURA TO ILIANA, LEARNING UNIT 3**

Tu video está muy padre, englobas diferentes fondos, diferentes monitos y diferentes textos para complementarlo y darle sentido, además de que pones la estructura del aprendizaje destinado a la unidad [de Aprendizaje] y cómo es que complementa con tus conocimientos. Muy bien Iliana, felicidades!

Laura

1. Your video is very cool,
2. you include different backgrounds, different characters, and different texts
3. to complement it and give it meaning,
4. in addition to including the structure of the [Learning] [U]nit
5. and how it complements your knowledge.
6. Very good Iliana, congratulations!

Here, it is observed that lines 4 and 5 approach academic issues when acknowledging that Iliana’s video presentation includes the ‘the structure of the [Learning] [U]nit and how it complemented her knowledge’. Conversely, the rest of the lines either recognizes how she uses of a variety of graphical issues to improve the presentation (lines 2 and 3) or, in general, encourages her to keep going with these tasks (i.e. “Your video is very cool” (line 1) and “very good Iliana, congratulations! (line 6))

The very first basis for making the peer feedback comments was the “Rubrics for the Multimedia Presentation”, (shown in **Appendix IV**) This document focuses on three specific aspects of the video presentation with three levels of performance: 1) the correspondence between the Initial Personal Objective and the content of the video presentation, 2) A combination of different media (multimedia) and 3) the formal aspects (i.e. time length, software use, and the sticking to deadlines). In terms of the first aspect, Carla’s fragment “the objective of the presentation was fulfilled, since you used your objective” (lines 2 and 3) indirectly suggested a positive linking between personal initial objective and the content of the video presentation; in contrast, with no direct or indirect reference to this connection, Laura’s comment only highlighted the inclusion of “the structure of the [Learning] [U]nit and how it complements your knowledge”. However, none of these two comments refer to the other two aspects of the rubrics for the video presentation, that is, the combination of media and the formal aspects to cover.

The section “Evaluate and improve” provided other specific requirements that the peer feedback comments must cover. Such requirements included: 1) a length between 25 to 50 words, 2) a focus on strengths, weaknesses, and suggestions to improve the video presentation within the learner’s initial personal objective and 3) a combination of praise and constructivist critique. In this regard, it is observed that the original peer feedback comments in Spanish by Carla and Laura, respectively developed in 47 and 45 words, are close to the expected maximum of fifty words. However, the content of these two remarks was not focused on initial personal objectives as the basis for identifying strengths, weaknesses, and suggestions. Moreover, these comments frequently provided approval on elements of appearance (i.e. animations, backgrounds, characters, and text) and attempted to motivate the recipients with general encouraging expressions when opening and closing the remarks (i.e. “the video/your video is very cool”, “cheer up” and “very good, congratulations!). Yet, it cannot be said that any blend of “praise and constructivist critique” to improve was delivered.

The outcomes of the previous analysis were also confirmed during the interviews. These points and their effect on participants are discussed next, within illustrative interview fragments:

INTERVIEW EXTRACT 26

Alma: Al momento de poner el comentario los compañeros ponían cosas como “qué bonito te quedó el video” y no daban retroalimentación sobre qué mejorar específicamente.

1. At the time of posting their comment,
2. the classmates used to say things like
3. “how nice the video turned out for you”

4. and they did not give feedback on what to improve specifically.

In this fragment's line 3, Alma exemplifies the type of appearance-centred peer feedback comments that classmates used to offer: "how nice the video turned out for you". Through this example, she seems to intentionally overgeneralise the actual comments to illustrate how general this type of feedback was. Then, in line 4, she observes that these comments usually did not tackle any particular aspect to improve. Therefore, it can be concluded that Alma's view corresponds with the previously described trend to provide approval on appearance observed in Peer Feedback Comment on Video Sample 1 From Carla to Anette, Learning Unit 1, line 4 ("very good animations, they look pretty,") and Peer Feedback Comment on Video Sample 2 From Laura To Iliana, Learning Unit 3, lines 2 and 3 ("you include different backgrounds, different characters, and different texts to complement it [the video] and give it meaning")

There's one more fragment from Alma's interview that also seems representative:

INTERVIEW EXTRACT 27

Alma: [...] [E]s importante [la retroalimentación entre compañeros], porque, por ejemplo, si no entiendes cosas que te dice el maestro, tus compañeros te las pueden decir de forma distinta y te ayuda, porque les entiendes más fácil. El problema es que en este caso [los comentarios de] la retroalimentación no se hacía con base en las rúbricas, [En realidad] eran comentarios muy generales entre nosotros.

1. [...] [I]t is important [the peer feedback], because, for example,
2. if you do not understand things that the teacher tells you,
3. your classmates can tell you them in a different way and it helps
4. because you understand them more easily.
5. The problem is that in this case
6. the feedback [comments] w[ere] not based on the rubrics,
7. [In fact], they were very general comments among us.

Here, Alma starts by arguing how the importance of peer feedback lies on the fact that it is easier for a learner to understand a learning point from another learner than from the teacher (lines 1 to 4). This view is followed by her own identification of the problem with feedback providing at the online course: As she explains, the participants did not base their feedback comments on the available rubrics. Instead, they offered what she calls "very general comments between them". This latter phrase seemed to emphasise her idea that peer feedback comments had been openly written, far from following any guidelines (lines 5 to 7). Similarly, the fact that she opened her

comment with her understanding of the significance of peer feedback and then explained the actual difficulties encountered with peer feedback during this online course, suggests that she was aware of the relevance of this assessment process. Overall, Alma's previously discussed fragment confirms that the learners partially based their peer feedback comments on the rubrics provided and presented their own ideas on which aspects should be improved (usually appearance aspects), (see **Appendix IV** for the generic rubrics used to assess the video).

4.3.6.2 Relevance of feedback comments from/to peers and from the teacher

In terms of the relevance of the feedback comments from/to peers and from the teacher, two postures were seemingly taken. The first posture includes those learners who value both the feedback comments from classmates and teacher. The second posture considers the learners who only value the feedback comments from the teacher.

The position of the learners who value both the support of the teacher and peers takes back to Alma's view. As was previously referred in Interview Extract 27, lines 1 to 4, she expressed:

1. [...] [I]t is important [the peer feedback], because, for example,
2. if you do not understand things that the teacher tells you,
3. your classmates can tell them in a different way and it helps
4. because you understand them more easily.

In a similar fashion, through her interview Melisa expressed:

INTERVIEW EXTRACT 28

Melisa: La retroalimentación entre compañeros es importante porque entre nosotros estamos más en confianza, digamos... somos iguales, por así decirlo. Por ejemplo, el maestro nos da actividades de acuerdo con lo que necesitamos o nos hace recomendaciones, pero entre nosotros como compañeros podemos practicar y decirnos abiertamente lo que nos hace falta.

1. Feedback between classmates is important
2. because we are more in trust with each other,
3. let's say... we are equals, so to speak.
4. For example, the teacher gives us activities according to what we need
5. or makes recommendations,
6. but among ourselves as classmates we can practise
7. and openly tell each other what we need.

The content of these two fragments appears to be similar in terms of appreciating the support Alma and Melisa experienced from their peers and teacher and acknowledging that it is differentiated by nature. However, these learners seemingly found different advantages in peer feedback compared to teacher's feedback: On the one hand, Alma focuses on a more understandable language among classmates when she said: if you do not understand things that the teacher tells you, your classmates can tell them in a different way [...], you [can] understand them more easily" (Interview Extract 27, lines 2 to 4). On the other hand, Melisa focuses on the camaraderie among colleagues and/or friends to freely talk about any issue (i.e. positive, negative, and embarrassing) when saying: "we are more in trust with each other [...] we are equals, [...] we can practise and openly tell each other what we need" (Interview Extract 28, lines 3, 6 and 7).

The position of the learners who value only the teacher's feedback comments is well illustrated by two fragments from Iliana's and Jorge's interviews.

Iliana explained:

INTERVIEW EXTRACT 29

Iliana: Yo tomaba en cuenta los comentarios [de retroalimentación] del maestro, pero no los de mis compañeros porque siento que no me ponían comentarios que me ayudaran tanto: Escribían cosas como "Ay está muy bonito y punto" y no escribían comentarios negativos.

1. I used to take into account the teacher's [feedback] comments,
2. but I didn't used to take into account those of my classmates
3. because I feel that they did not put comments that helped me so much:
4. They used to write things like "Oh, it's very nice, period"
5. and they did not give negative comments.

Here, Iliana opens her remark by stating that she used to consider the teacher's feedback comments but not their classmates' (line 1 and 2). Then, she explains that she did not find peer feedback comments useful for her (line 3). Afterwards, she provides two reasons for not considering this latter type of feedback. For the first of them she refers to an example of the type of comments she used to get: "Oh, it's very nice, period", which correspond with the outcome of the previous analysis in terms of the trend to offer appearance-based feedback to peers (line 4). As for the second reason, Iliana observes that classmates did not make "negative comments" (line 5). This latter line seems to mean that this support was only focused on praising while ignoring

the request of addressing weaknesses and giving suggestions so that the comment's recipient could see problems and improve his/her work accordingly.

Similarly, Jorge expressed:

INTERVIEW EXTRACT 30

Jorge: [...] [A] pesar de que [la retroalimentación] era por parte del profesor y de los compañeros, yo a quien tomaba más en cuenta era al maestro porque a fin de cuentas es el que sabe y siento que por eso es el que te retroalimenta más apegado a lo que tiene que ser.

1. [...] [Even though [the feedback] was from both the teacher and classmates,
2. I used to take the teacher more into account
3. because, in the end, he is the one who knows
4. and I feel that is why he is the one whose feedback
5. is more attached to what it must be.

In this fragment, Jorge's view corresponds with Iliana's on the idea of valuing more the feedback comments from the teacher than those from classmates (lines 1 to 2). However, unlike Iliana, whose arguments rely on the lack of expertise of classmates as feedback providers, Jorge argues how the teacher "is the one who knows [...] whose feedback is more attached to what it must be" (lines 3 to 5). Thus, his position seems to originate in teacher-centred educational paradigm, where the teacher is considered as the knowledge expert and the only source of feedback and support.

4.3.6.3 Effect of feedback comments from/to peers and from the teacher

In terms of the effect of the feedback comments received from the teacher and given and received from peers, the following extract from Carla's interview is illustrative:

INTERVIEW EXTRACT 31

Carla: Me pareció excelente que tanto los comentarios del maestro como los de mis compañeros fueran positivos: Te escribían comentarios como "Te quedo muy padre tu video [presentación], "estuvo muy divertido", "buen trabajo" y cosas así. Al leer ese tipo de comentarios yo sentía que estaba logrando hacer bien y mi video y que todo mi trabajo había valido la pena.

1. I thought it was excellent that both the teacher's comments
2. and those of my classmates were positive:
3. They used to post comments like
4. "Your video was really cool", "it was a lot of fun", "good job"
5. and things like that.
6. Reading these types of comments,
7. I felt that I was doing my video well
8. and that all my work had been worth it.

Here, Carla opens her remark by valuing that all feedback comments from teacher and classmates were usually focused on positive aspects of her work (lines 1 and 2). Then, in lines 3 to 5, she exemplifies a few of these comments, which correspond to the opening and closing phrases on fragments from the section focused on content (i.e. "you're doing well", "cheer up!" "Very good [...], congratulations!"). Finally, Carla describes how, as an effect of these types of comments, she used to gain a sense of task achievement.

An important conclusion is drawn by linking the previously mentioned *effect* to *content* and *relevance*, (the other two aspects of this analysis): Encouraging expressions like those already mentioned resulted, by themselves, effective for feedback comment recipients to maintain their motivation in creating their samples of learning. This effect seems to have occurred regardless of the importance recipients placed on the authorship of these comments (peers or teacher). Furthermore, this effect seems unrelated to fact that, these appearance-based remarks were unhelpful for participants to improve the content of their videos.

4.3.7 Self-evaluation

As the final step of the Self-Reflection Cycle, under the section *Evaluate and Improve* at the Oxford Learn Platform (LMS), participants were asked to publish a 150-250-word paragraph containing a personal final reflection on their progress towards their goals for the Learning Unit and their own views on how the work done could be improved (see Methodology Chapter). The current section presents the results of a participant-by-participant analysis based on the self-reflections of Iliana, Laura, Melisa, and Alma. A cross-case analysis is then presented.

As for the individual cases, each subsection will report an analysis of the self-evaluative approach (either single or double standards) each participant followed along with specific trends in their self-reflection practices.

Regarding the cross-case analysis, the final section will report a comparison and contrast of the participants' self-reflection practices in terms of:

- 1) the self-evaluative approach adopted,
- 2) the evaluative procedures observed in the process for achieving personal goals and
- 3) the level of precision of self-identified needs for improving performance.

4.3.7.1 Iliana

A review of Iliana's published final reflections on the Learning Units suggests that she:

- 1) adopted a graduated standards approach to self-evaluate progress and
- 2) made repeated references to the same generic aspects to consider for improving her performance.

In relation to Iliana's adoption of graduated standards approach to evaluate her own outcomes, it can be understood that she focused on approximations to ultimate standards. This can be illustrated with the following examples taken from her Learning Unit's final reflection entries for Units 1 and 2.

ILIANA, FINAL REFLECTION FOR LEARNING UNIT 1, ENTRY FRAGMENT A

ILIANA: No logré cumplir con todos los horarios establecidos [...] pero se realizó cada actividad.

ILIANA: I did not manage to comply with all the established schedules [...] but each activity was done.

ILIANA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT A

ILIANA: Me hace falta trabajar más en ellos [los objetivos] para que se cumplan completamente, pero si se vieron la mayor parte de los temas de manera satisfactoria.

ILIANA: I need to work more on them [the objectives] so that they are fully met, but most of the issues were seen satisfactorily.

The previous two examples show that even if initially Iliana did not achieve her initial targets in terms of times and objectives, through her attempts, she clearly advanced in the direction of her intentions.

As for Iliana's repeated reference to the same generic aspects to consider for improving her own performance, the following three entry fragments from her final reflection entries on course Learning Units 1 to 3 look significant:

ILIANA, FINAL REFLECTION FOR LEARNING UNIT 1, ENTRY FRAGMENT B

ILIANA: Me siento bien con el resultado de mis actividades, porque siento que me ayudaron en cuanto al nivel de conocimientos que tenía antes. Creo que todavía puedo mejorar en todos estos aspectos, [y] practicar más a menudo [para] hacer más esquemas que me ayuden a reforzar estas palabras.

1. I feel good with the result of my activities because
2. I feel that they helped me in terms of the level of knowledge I had before.
3. I believe that I can still improve in all these aspects, [and] practice more often [to] make more schemes to help me reinforce these words

ILIANA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT B

ILIANA: Me siento satisfecha con lo que realicé, los resultados aún pueden mejorarse [...]. La forma en que puedo mejorar estos resultados es tomando en cuenta los comentarios y recomendaciones de mis compañeros y seguir realizando las actividades para reforzar.

1. I am satisfied with what I did, the results can still be improved [...].
2. The way I can improve these results is by taking into account
3. the comments and recommendations of my colleagues
4. and continuing to carry out the activities to reinforce.

ILIANA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT A

ILIANA: Me siento satisfecha con mis actividades realizadas y con el conocimiento adquirido en ellas porque logré realizar cada una y se relacionaba mucho con mi objetivo. Para mejorar mi trabajo yo tomaré en cuenta las recomendaciones de mis compañeros y del profesor en especial sobre el video que realicé para poder agregar contenido o cambiarlo si fuera necesario.

1. I feel satisfied with my activities and with the knowledge acquired in them
2. because I managed to carry out each one and it was closely related to my goal.
3. To improve my work, I will take into account
4. the recommendations of my classmates and the teacher
5. especially about the video I made in order to add content or change it if necessary.

Here, several inferences on Iliana's self-reflection on performance can be made. For example, the first line of each of three entry fragments indicate the same sense of satisfaction with the work done in the Learning Units. In addition, through an apparent limited lexis on teaching and learning concepts, she associates this sense of satisfaction with "acquired" or "improved" levels of "knowledge", in a clear reference to the perceived learning gains that originated this feeling (in entry fragment 1, line 2 and entry fragment 3, line 1); and refers the need of additional practice to "reinforce", sensing the need of revising some learning points (in entry fragment 1, line 4 and entry fragment 2, line 4). In a similar vein, each of the three entry fragments communicate the idea that the work done still can be improved (in entry fragment 1, line 3, entry fragment 2, lines 1 and 2 and entry fragment 3, line 3). In addition, entry 2, lines 2 and 3 and entry 3, lines 3 and 4, coincide in a reference to the support of her classmates/her classmates and teacher for her to successfully advance. Clearly, with the exemption of the specification in entry 3, line 2 (of why she considered herself satisfied with the work done) and the specification in entry 3, line 5 (of a concrete action she would take to improve her video presentation), the previous analysis shows how, through the Learning Units, Iliana highlighted common aspects for improving her performance.

4.3.7.2 Laura

An analysis of Laura's compositions shows that she:

- 1) Adopted both graduated and absolute standards for self-evaluating her progress,
- 2) identified the connection between the Learning Unit's English exercises and her own learning objectives and
- 3) tended to make imprecise comments on how to improve her performance.

Laura's application of both graduated and absolute standards when evaluating her progress is clear through all three final reflections of her eP in terms of graduated standards, the following entry fragments are illustrative:

LAURA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT A

LAURA: Debo mencionar que sí logré ver avances en el transcurso de esta Unidad [de Aprendizaje]. Me siento bien conmigo misma, en un momento sentí estrés por fallas técnicas al ingresar a la página de Oxford, pero esos problemas ya están solucionados.

1. I should mention that I did manage to see progress
2. over the course of this [Learning] Unit.

3. I feel good about myself, at one point I felt stress due to technical failures
4. when accessing the Oxford page, but those problems are now solved.

LAURA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT A

LAURA: *Creo que no alcance mi objetivo al 100%, sin embargo, [lo aprendido en esta Unidad de Aprendizaje] sí fue de utilidad en mi [proceso de] aprendizaje personal.*

1. I think I did not reach my goal 100%, however,
2. [what I learned in this Learning Unit] was useful
3. in my personal learning [process].

As can be observed, in both cases, Laura displayed enough flexibility to see both positive and negative aspects of her work through the Learning Units. This included little (and even unexpected) learning advances such as solving technical issues to access the Oxford Learn Platform (LMS) (Learning Unit 2), and useful learning, not for her stated language objectives but for her personal learning (Learning Unit 3).

Now, in terms of the implementation of absolute standards, the following extracts are representative:

LAURA, FINAL REFLECTION LEARNING UNIT 1, ENTRY FRAGMENT A

LAURA: *Considero que video [requerido] con Postón no tiene ningún propósito educativo.*

1. I consider that the [requested] PowToon video does not have any educational purpose.

LAURA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT B

LAURA: *Siento que la realización del video es inútil debido a que es difícil poder evaluar el conocimiento de una persona a través de un[a] video [presentación] en la pantalla.*

1. I feel that the making of the video is useless
2. because it is difficult to be able to evaluate the knowledge of a person
3. through a video [presentation] on the screen.

LAURA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT B

LAURA: *La actividad de menos utilidad me sigue pareciendo el video multimedia porque quita tiempo que se pudiera invertir en [realizar el resto de] las actividades [de la Unidad de Aprendizaje] y no permite demostrar el aprendizaje descrito ni adquirido en las Unidades [de Aprendizaje]*

1. The least useful activity still seems to me to be the multimedia video
2. because it takes away time that could be invested in
3. [carrying out the rest of] the activities [of the Learning Unit]
4. and does not allow demonstrating the learning described or acquired
5. in the [Learning] Units.

In the previous three entry fragments, Laura seems to rigidly judge the video presentation as highly time-consuming, and inappropriate for assessing personal progress and for demonstrating learning gains.

With arguments like these, she fully discourages the use of the content creation and delivery tool (PowToon) and the task requested (the video presentation). Here, it is relevant to mention that the implementation of these absolute standards prevented Laura from seeing how her difficulties related in a wider picture to other issues that explain the root causes of a particular problem. For example, taking a lot of time in creating a video presentation seems not to be the problem per se but connects to her poor skills on the use of PowToon and/or to her misinterpretation of the content of the video presentation.

Concerning Laura's capacity to identify the relationship between the English exercises and her own learning objectives, the next entry fragments are worth to consider:

LAURA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT C

LAURA: *Considero que, conforme a mi objetivo [de aprendizaje], las actividades más útiles para mí fueron "Task 1" y "Task 2", ya que tenían como propósito escuchar y entender para poder responder. Ciertamente eso es lo que a mí en lo personal me hacía falta practicar.*

1. I consider that, according to my [learning] objective
2. the most useful activities for me, were Task 1 and Task 2
3. since their purpose was to listen and understand in order to respond.
4. Certainly, that is what I personally needed to practice.

LAURA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT C

LAURA: *Las actividades que me parecieron más útiles fueron “Explore 4” y el “Task”, debido a que se trataban de escuchar y hablar inglés, lo que corresponde al objetivo que me había propuesto para esta [tercera] Unidad [de Aprendizaje]*

1. The activities that I found most useful were “Explore 4” and “Task”,
2. because they were about listening and speaking English,
3. which corresponds to the objective that I had set for this [third] [Learning] Unit

As can be observed, in these entry fragments, Laura displays an extraordinary evaluative judgement capacity to identify how the contents covered in specific sections from the Learning Units (in this case, the *Tasks* and *Explore*) corresponded to her initial objectives. For example, in Unit 2, her objective of “reinforcing understanding when listening to speak English [...] based on listening to word exchanges established in the audios [...]” does correspond with the task 1 focused on listening for the main idea and task 2 focused on listening for details. Similarly, in Unit 3, her objective of “improv[ing] the knowledge and acquisition of vocabulary” fully agrees with Explore 4 focused on functional language for describing a website. Finally, her goal of “improv[ing] in starting a conversation” matches with the Task of this Learning Unit, where participants recorded themselves talking about a website. Evidently, in Laura’s own reasoning, this content-based correspondence made these sections more appropriate for her to complete and therefore more useful than the rest of the activities. (For a full analysis of her objectives in each unit see [4.1.1.3](#))

Conversely, Laura also tended to make inaccurate observations about what she felt she needed to do to improve her performance. The following extracts are revealing in this respect:

LAURA, FINAL REFLECTION FOR UNIT 1, ENTRY FRAGMENT B

LAURA: *Las actividades y sobre todo los tiempos programados eran muy necesarios porque tengo dificultades para darme el tiempo para realizarlas. [...] Mis sentimientos [en esta primera Unidad de Aprendizaje] fueron de estrés y frustración porque me di cuenta de que aún tengo mucho que aprender.*

1. The activities and especially the scheduled times were very necessary
2. because I have difficulty giving myself the time to do them. [...]
3. My feelings [in this first Learning Unit] were one of stress and frustration
4. because I realized that I still have a lot to learn.

Through this entry fragment, Laura directly admits having time management difficulties while she does not propose an alternative to deal with them, even when doing it is requested the

instructions for producing final reflection entries (see Methodology Chapter). Similarly, she acknowledges to be stressed and frustrated due to her awareness of the many learning points she still needs to develop. However, she does not specify what these learning points are. Then, as the subsequent entry fragments show, the inaccuracies continue.

LAURA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT D

LAURA: Respecto al logro del objetivo, considero que no lo logré del todo porque aún me falta mucho por aprender y practicar [...]. Existe una sola cosa que me facilitaría el trabajo en estas Unidades [de Aprendizaje] y además mejoraría notablemente la realización de las actividades correspondientes: Tiempo

1. Regarding the achievement of the objective,
2. I consider that I did not fully achieve it because I still have a lot to learn and practice [...].
3. There is only one thing that would make my work easier in these [Learning] Units
4. and would also notably improve the performance of the corresponding activities:
Time

Here, Laura insists on the many learning points she still needs to develop but, again, they are unspecified. Then, in line with her judgements based on absolute standards, she claims that time is the *only element* she needs to be given to improve her performance through the Learning Units. In contrast with her indirect admitting of having time management problems (Final reflection entry fragment for Unit 1), in this occasion, she neither directly nor indirectly takes any responsibility in the described problem or its solution. In fact, for her, its root cause is nothing to do with her.

LAURA, FINAL REFLECTION FOR UNIT 3, ENTRY FRAGMENT D

LAURA: Me siento muy bien con el resultado [de esta tercera Unidad de Aprendizaje] pero considero que aún me falta mucho por aprender y practicar. Pienso que el trabajo se podría mejorar con más tiempo y dedicación, ya que, insisto, el video quita mucho tiempo, mismo que se pudiera invertir en otras actividades.

1. I feel very good about the result [of this third Learning Unit]
2. but I think I still have a lot to learn and practice.
3. I think that the work could be improved with more time and dedication,
4. since, I insist, the video takes up a lot of time,
5. it could be invested in other activities.

In the previous entry fragment, one more time, Laura refers to what she needs to learn without explaining what it is exactly. As she had done in the past reflection (Final reflection entry fragment for Unit 1) she did not take any responsibility on the described problem or its solutions. Quite the reverse, she insists on the idea that the creation of the video takes valuable time for doing “other activities.”

If comparing both the language form and content of Laura’s final reflections in entry fragments 2 and 3, they look very similar, in fact, they seem to confirm that Laura’s reasoning was: “I’m doing everything okay but the time we have available for the English work is mostly devoted to creating the videos and the remaining time is not enough to develop the Oxford Learn Platform (LMS) activities. This task (that is, the making of the video presentation) is a waste of time. So, why don’t we wisely use the time for doing these activities?” Again, Laura’s perspective did not allow her to see the previously mentioned root causes of the problems she refers to.

4.3.7.3 Melisa

A review of Melisa’s two published final reflections shows that she:

- 1) adopted graduated standards for evaluating her progress and
- 2) exhibited an ability to find the relationship between the contents in the sections of a Learning Unit and her own objectives.

Concerning Melisa’s implementation of graduated standards for self-evaluating, the next entry fragment is relevant:

MELISA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT A

MELISA: Para mi quizás es complicado, por ejemplo, emplear una presentación [de video] como evidencia [de aprendizaje] porque un editor de video [como PowToon] es algo que normalmente no utilizo; sin embargo, en el futuro, PowToon podría serme de utilidad en algún otro aspecto de mi vida.

1. For me it is perhaps difficult, for example, to use a [video] presentation as evidence [of learning]
2. because a video editor [like PowToon] is something that I do not normally use;
3. however, in the future, PowToon might be of use to me in some other aspect of my life.

Here, Melisa seems to implement the graduated standards by recognising that even when at that moment she was not regularly working with the video maker (PowToon) in her academic life, she was open to the possibility of using it in the future, even out of her school life.

Another pertinent entry fragment on the graduated standards Melisa implemented for self-evaluation follows:

MELISA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT A

MELISA: Creo que lo más difícil fue trabajar con términos que no conocía y que, a mi parecer, son bastante modernos, [...] en este caso, los sitios web y todo lo que rodea ese tema; a pesar de la dificultad que me dieron, fueron bastante útiles para poder comprender más acerca del tema y me ayudaron a realizar al menos una parte de mi objetivo.

1. I think that the most difficult thing was working with terms that I did not know and that,
2. in my opinion, they are quite modern, [...] in this case, websites and
3. everything that surrounds that subject;
4. despite the difficulty they gave me, they were quite useful to understand more about the subject
5. and helped me achieve at least part of my objective.

In this entry fragment, Melisa acknowledges how learning vocabulary on the topic of websites was difficult for her, and how in the end, this learning proved to be useful for her to better understand this topic and achieve her initial objective to a certain extent.

As was explained above, Melisa's also demonstrated an ability to recognize the relationship between the exercises of the Learning Units and her stated learning objectives. This is exemplified in the following final reflection entries:

MELISA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT B

MELISA: Entre las actividades más útiles para cumplir con mi objetivo estuvieron las herramientas disponibles para poner en práctica los ejercicios de Listening y también las actividades sobre los verbos y algunas otras palabras con su significado. Todo esto facilitó que pudiera practicar un poco más lo que yo quería fortalecer.

1. Among the most useful activities to meet my objective
2. were the tools available to put into practice the Listening exercises
3. and the activities on verbs and some other words with their meaning.
4. All this made it easier for me to practice a little more what I wanted to strengthen.

MELISA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT B

MELISA: [...] *A pesar de las dificultades que me dieron [los sitios web y temas relacionados], fueron bastante útiles para poder comprender más acerca del tema y me ayudaron a realizar al menos una parte de mi objetivo [...] Me siento medianamente satisfecha con lo que aprendí por lo que aún seguiré estudiando más acerca del vocabulario y de cómo expresarme sobre la temática de los sitios web*

1. Despite the difficulties that [websites and related topics] gave me,
2. they were quite useful to understand more about the topic
3. and helped me achieve at least part of my goal [...]
4. I feel moderately satisfied with what I learnt so that I will continue to study more
5. about vocabulary and how to express myself about websites.

The previous entry fragments show how, throughout the Learning Units, Melisa kept in mind the connection between the type of exercises she was completing and her initial learning objectives. In the first case (Melisa, FR 2 B), she explains how she found the listening and vocabulary exercises to be the most useful of Learning Unit according to her initial goals. She then closes her comments by explaining how these exercises gave her more opportunities to practice in what she was interested. In the second case (Melisa, FR 3 B), she describes how the activities on websites, despite being the most difficult of the Learning Unit, were helpful in gaining a better understanding this topic better, partially achieving her original goal. Afterwards, she explains that she was not entirely satisfied with her learning outcomes and was therefore determined to continue learning about the aspects considered.

4.3.7.4 Alma

A review of Alma's final reflections on the three Learning Units reveals that she:

- 1) adopted graduated standards for self-evaluating her progress and
- 2) tended to be imprecise on what she needed to do for improving her performance.

The following entry fragments illustrate Alma's adoption of graduated standards:

ALMA, FINAL REFLECTION FOR LEARNING UNIT 1, ENTRY FRAGMENT A

ALMA: *El plan que establecí sí fue útil, ya que, después de haber tenido algunas fallas técnicas, pude replantear los tiempos para terminar [las actividades] en las fechas límite.*

1. The plan that I established did help, as after some technical problems,
2. I was able to re-arrange the times to finish [the activities] within the deadlines.

ALMA, FINAL REFLECTION FOR LEARNING UNIT 2, ENTRY FRAGMENT A

ALMA: El plan que establecí sí fue útil, ya que, de alguna forma, se cumplieron la mayoría de las actividades planteadas, excepto por la falta de puntualidad para subir los trabajos a la plataforma, ya que se me complicó debido a las fallas técnicas de la computadora.

1. The plan that I established was useful, since, in some way,
2. most of the proposed activities were fulfilled,
3. except for the lack of punctuality to upload the works to the platform:
4. it was complicated due to technical failures of computer.

ALMA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT A

ALMA: La actividad que fue más útil para alcanzar el objetivo [de la tercera Unidad de Aprendizaje] fue la del Task, ya que con ella tuve la oportunidad de practicar mi pronunciación, aunque se me dificultó un poco.

1. The activity that was most useful to achieve the objective
2. [of the third Learning Unit] was the Task,
3. since with it I had the opportunity to practice my pronunciation,
4. although it was a bit difficult for me.

In the first two entry fragments, (1 A and 2 A), Alma focuses on the self-evaluation of her planning, which she judges as “useful”. Here, she appears to justify her judgments by referring to positive and negative factors arising at the time of implementing the plan. For example, as she explains, in Learning Unit 1, the negative factor was the technical difficulties, and the positive one was her ability to reorganise the times to meet deadlines. Then, in the second entry fragment, the negative factor was not meeting deadlines and (again) the technical failures while the positive factor was the successful completion of the planned activities.

Afterwards, in the third entry fragment (3 A), Alma refers to the most useful activity to achieve her stated objective. One more time, she seemingly bases her judgements in positive and negative factors within the implementation of the plan. In this case, the positive factor was the opportunity to practice her pronunciation and the negative one was her identified difficulty with this language sub-skill.

The following entry fragments exemplify Alma’s trend to be imprecise in terms of the actions needed for improving her performance:

ALMA, FINAL REFLECTIONS FOR LEARNING UNITS 1 AND 2, ENTRY FRAGMENT B

ALMA: Me siento satisfecha con el resultado [de esta Unidad de Aprendizaje] ya que se hizo todo lo posible para que todo estuviera de la mejor manera. Creo que podría mejorar realizando las actividades nuevamente, para reforzar lo aprendido.

1. I feel satisfied with the result [of this Learning Unit]
2. since everything possible was done so that everything was in the best possible way.
3. I was able to re-arrange the times to finish [the activities] within the deadlines.
4. I think I could improve by doing the activities again,
5. so I can reinforce what I have learned.

ALMA, FINAL REFLECTION FOR LEARNING UNIT 3, ENTRY FRAGMENT B

ALMA: Estoy medianamente satisfecha puesto que aún no concluyo mi aprendizaje, me falta mucho por aprender. Considero que el trabajo se podría mejor con la práctica, para que así me sea más fácil hablar el idioma [inglés].

1. I am moderately satisfied since I have not finished my learning yet,
2. I still have a lot to learn.
3. I consider that the work could be better with practice,
4. I think I could improve by doing the activities again,
5. so that it is easier for me to speak the language [English].

As it can be observed in the first entry fragments (1 B and 2 B), Alma fails to mention the specific actions and subjects contributing for her to feel satisfied with her performance. Similarly, she proposes re-doing the activities in general instead of indicating specific learning points to reconsider. Here, it is also significant (and serious) to see that, in Learning Unit 2, Alma self-plagiarised this 38-word fragment from her reflection from Learning Unit 1. This fact suggests that she was not completely engaged in the assessment of her capabilities and progress for the second Learning Unit.

Similarly, in the following entry fragment (3 B), contrasting with her view from the past two Learning Units, Alma explains that she is not entirely satisfied with her learning because 'she still needs to learn a lot' but no missing learning point is specified. Then, she says that practising can aid the work in this third Learning Unit so she can develop her English-speaking skills easier; however, once again, there is not specification of the type of activities that could be supportive of her.

4.3.7.5 A comparison and contrast of participants reactions to self-evaluation

An exploration of participants' self-reflection practices just presented, allows to compare, and contrast them in terms of:

- 1) the self-evaluative approach applied,
- 2) the evaluative procedures in the process for achieving personal goals and
- 3) the level of precision of self-identified needs for improving performance.

4.3.7.5.1 The self-evaluative approach followed

In connection with the researcher-made categorisation, Iliana, Melisa, and Alma converged to following single standards (see Iliana, entry fragments 1 A and 2 A; Melisa, entry fragments 2 A and 3 A; and Alma, entry fragments 1 A, 2 A and 3 A for examples of the use of graduated standards). However, Laura implemented a double-standards approach (see Laura, entry fragments 2 A and 3 A for samples of graduated standards and Laura, entry fragments 1 A, 2A and 3 A for samples of the application of absolute standards). (For an explanation of this categorisation see 5.2.1.3 Learner confidence and computer/Internet self-efficacy)

A review of the previous fragments shows two contrasting results. Firstly, in all the cases, the implementation of graduated standards, associated with confidence and self-efficacy, seemingly guided Iliana, Melisa, and Alma to explore their performance outcomes to notice their advances and in connection with the intention of this step of the implemented framework, that is, to identify what to change so they could more effectively achieve their goals and intentions. Second, it was demonstrated that for Laura, the use of graduated standards resulted as useful as for her classmates; in contrast, her implementation of absolute standards apparently led to a negative outcome: she totally dismissed the use of PowToon and the creation of videos (see Laura, entry fragment 1 A, 2 A, and 3 A). Through this judgement, possibly derived from a lack of confidence and self-efficacy, in this case, Iliana, ended up ignoring any positive features that the tool and the task could have. Evidently, the application of graduated standards (flexibility to sense any improvement) apparently resulted constructive and favoured effective self-evaluation practices. In contrast, the use of absolute standards (strict interpretation of performance outcomes) seemed unconstructive and hindered these practices.

4.3.7.5.2 The evaluative procedures in the process for achieving personal goals

In terms of the process for achieving personal goals, two evaluative procedures naturally applied are identified: 1) Iliana's and 2) Laura and Melisa's. Concerning Iliana's evaluative procedure (observed in Iliana, entry fragments 1 B, 2 B and 3 A) it is worth noting that she repetitively referred to the same aspects to improve. As previously reported, they include: 1) a sense of satisfaction derived from perceiving the achievement of learning goals, 2) a need of revisiting some learning points, 3) a communication of the idea that the work done was subject to be improved and 4) the supportive role of classmates and teacher in her successful performance. About Laura's evaluative procedure, as was also reported, she demonstrated an extraordinary evaluative capacity to establish the connection between the contents from a given section and her initial objectives for each Learning Unit. For instance, she understood how in Learning Unit 2, task 1, focused on listening for the main idea and task 2, focused on listening for details, matched with her objective of "reinforcing understanding when listening to speak English [...] based on listening to word exchanges established in the audios [...]". Likewise, she realized that in Learning Unit 3, Explore 4, that was based on functional language for making descriptions of a website, corresponded to her objective about "improv[ing] the knowledge and acquisition of vocabulary". Equally, she perceived that again in Learning Unit 3, the task, in which participants recorded an audio on talking about a website, related to her goal of "Improv[ing] on starting a conversation". In the case of Melisa, she seemed to be less specific in detailing the connected issues but as previously explained, in Learning Unit 2 she describes how she found some exercises on listening and vocabulary related to her initial objective and how they resulted the most useful of the entire Learning Unit. Similarly, as was already reported, in Learning Unit 3 she explains that even if the topic of websites was hard to understand for her, resulted useful to improve her understanding of this subject and therefore in contributing to partially reach her stated objective for this Learning Unit.

The comparison of the cognitive processes behind these two evaluative procedures for achieving personal goals shows that one procedure was more complex and effective than the other. This view is discussed in the following paragraphs.

Concerning Iliana's procedure, it should be remembered that after the participants' experience with each Learning Unit, they were provided with a series of questions to uniformly guide their self-reflection process. The answers to these questions, integrated in a paragraph, represented the actual content of the final reflection entries. So, it was seemingly after Iliana composed her final reflection entry for Learning Unit 1 that she decided to use this initial reflection as the basis

for creating an “adjustable paragraph template” to write future final reflection entries. This only implied making a few changes and/or additions to the paragraph in connection with evaluative judgments on her experience in each new Learning Unit. It is conceivable that this process was initially difficult and time-consuming (Learning Unit 1) but became easy and quick as one followed the newly created template to create subsequent final reflection entries (Learning Units 2 and 3).

In the case of Laura and Melisa, the evaluative procedure implied that, as a first step, they had to carefully analyse the different sections of each Learning Unit and identify the specific language learning content they covered. Secondly, they should have evoked the objectives they had stated at the beginning of the Learning Unit. Next, in an associative thinking process, they should have linked these learning objectives and the identified sections on related language contents.

The spontaneous implementation of the two previously explored evaluative procedures implies a pattern recognition, so that Iliana, Laura, and Melisa have merit. However, the metacognitive implications of Laura and Melisa’s procedure resembling the types of processes a teacher must apply when planning his/her classes (i.e. associating teaching or learning objectives to tasks or resources based on connected language contents), appears to be much deeper and hard to develop than the processes found in Iliana’s evaluative procedure.

4.3.7.5.3 The level of precision of self-identified needs for improving performance

As for the level of precision of self-identified needs for improving performance, similar data from Laura and Alma is worth examining. In the case of Laura, through the three provided entry fragments (that is, 1 B, 2 D and 3 D), she realizes that she has “a lot to learn” (entry fragment 1 B) or “a lot to learn and practise” (entry fragments 2 D and 3 D). She highlights this argument until the point of saying that this lack of learning resulted for her in “stress and frustration” (entry fragment 1 B), two negative feelings. However, she is unable to detail what these learning aspects are exactly in any of her three final reflection entries. Similarly, in the case of Alma, there is a trend to admitting that she has not learnt enough without specifying the exact missing learning aspects. Accordingly, in entry fragments 1 B and 2 B, her suggestion is, in general, re-doing the activities of the Learning Units. Similarly, in entry fragment 3 B, after referring to her awareness of the need of more learning, she explains the work can be improved “with practice” (entry fragment 3 B) which represents a very unfocused opinion. The lack of concise comments from both learners, who recognized they needed to improve but did not say exactly what, appears to reflect an incipient development in their self-evaluation capacity. Unfortunately, as illustrated in the previous section, it seems that this in-progress capacity was not aided with a content-based

external perspective of their performance coming from peers and the teachers (see [4.3.6 Help Seeking/Giving](#)) and more support in conducting self-evaluation practices themselves. As a result, Laura and Alma were seemingly unable to build an accurate picture of their own performance improvement needs.

4.3.7.5.4 Learners' responses to the use of technology during self-regulated language learning

This section presents the analysis of participants' perceptions of the use of technology to support the implementation of this online course in the context of the training model considered. For this purpose, interview extracts from the six participants are thematically associated to develop a cross-case analysis. This examination is made in terms of how learners perceived different uses of technology for purposes of online language learning. These perceptions were categorised either as a barrier or as an enhancement of their training to self-regulate their language learning at times depending on these learners and at times not depending on them.

The four-quadrant figure (see below) condenses the outcome of abovementioned analysis by exploring the results of the intersections between: 1) Technology use as a barrier and non-learner dependant factors (quadrant 1), 2) technology use as a barrier and learner dependant factors (quadrant 2), 3) technology use as an enhancement and non-learner dependant factors (quadrant 3) and 4) technology use as an enhancement and learner dependant factors (quadrant 4).

Table 7 Technology use as a barrier/enhancement to SRTL training

N O N L E A R N E R D E P E N D A N T	TECHNOLOGY USE AS A <u>BARRIER</u> TO SRTL TRAINING		L E A R N E R D E P E N D A N T
	Quadrant 1	Quadrant 2	
	<p>Alma, Iliana, Carla, and Jorge: Intermittent and poor Internet connection at school.</p> <p>Alma, Iliana, Carla, and Melisa: Weebly (eP) failure.</p> <p>Melisa, Alma: Too much course time spent independently working with computers.</p>	<p>Melisa, Carla, Iliana, Alma and Laura: Unfamiliarity with Content Creation and Delivery Tools (The PowToon Video Maker and Oxford Learn, the online course's VLE)</p>	
	Quadrant 3	Quadrant 4	
	TECHNOLOGY USE AS AN <u>ENHANCEMENT</u> TO SRTL TRAINING		

4.3.8 Technology use as a barrier to be trained to self-regulate language learning with non-learner dependant factors (quadrant 1)

In terms of the intersection between technology use as a barrier to be trained to self-regulate language learning with non-learner dependant factors (quadrant 1), participants reported 1) both intermittent and poor Internet connection (Alma, Iliana, Laura, and Jorge), 2) the failure of

Weebly (eP) (Alma, Iliana, and Melisa), 3) and spending a lot of time working independently with computers (Melisa and Alma).

As for the report of intermittent and poor Internet connection Jorge's following interview extract looks representative:

INTERVIEW EXTRACT 32

Jorge: Realmente yo batallé mucho, la verdad sí prefiero utilizar el estilo antiguo de libros y libretas porque con la tecnología, al menos en la escuela, siempre ha habido problemas con el Internet, o que estaba lento, o las computadoras no funcionaban. Esas fallas hacían que fuera muy tardado realizar las actividades [...] Para mí, [las expectativas del curso] solo se cumplieron regularmente porque, debido a los problemas de Internet, muchas veces no podíamos trabajar en las computadoras, haciendo que se cancelara la clase a la mitad del tiempo o que no tuviéramos la clase completa [...]

1. I really struggled a lot,
2. the truth is that I prefer to use the old style of books and notebooks
3. because with technology, at least in school,
4. there have always been problems with the Internet, or that it was slow,
5. or the computers did not work.
6. These failures made it very slow to carry out the activities [...]
7. For me, [the course expectations] were only regularly met
8. because, due to the internet problems,
9. many times, we could not work on the computers
10. causing the class to be cancelled at half time or that we missed the full class [...]

Here, Jorge explains how Internet and computer problems had been typical of his school (lines 3 to 5). In addition, he describes the immediate implications of such difficulties on the course productivity and their overall effect on his own interest on the online learning modality. Concerning the immediate implications of these problems on the course productivity, Jorge explains their negative impact on the course pace ("These failures made it very slow to carry out the activities [...]") (line 6). Similarly, he explains that they caused some class sessions to be shorten to the 50% or the cancellation of sessions in full ("many times, we could not work on the computers causing the class to be cancelled at half time or that we missed the full class [...]") (lines 9 and 10). As for the overall effect of these problems on online learning, in clear association with the immediate implications, Jorge argued that this negative experience with technology made him to: 1) reinforce his preference for traditional, face-to-face learning over its online

counterpart (“I really struggled a lot, the truth is that I prefer to use the old style of books and notebooks”) (lines 1 and 2); and 2) lower his expectations on this online course (“For me, [the course expectations] were only regularly met”) (line 7).

Within Jorge’s perspective, it can be concluded that the online course’s intermittent and poor Internet connectivity resulted in serious difficulties on the whole online course. For example, the changes on the course pace might have led to a poor-quality implementation of the planned course (for instance, in terms of the course contents covered and the implementation of the cycles of the proposed training model). Similarly, the shortening and cancellation of classes possibly resulted in overloading learners not used to do homework with many assignments for home, where Internet connectivity was expected to be better. (Both of these problems were approached on the previous sections). Apparently, the negative experience resulting from all these situations became a factor for Jorge to reinforce his preference for traditional learning possibly with a permanent effect on his future choices (that is, avoiding online learning courses)

As for the failure of Weebly (eP), the next example is illustrative in terms of the most general difficulties reported with this website:

INTERVIEW EXTRACT 33

Alma: En Weebly batallábamos para entrar y luego veíamos que, sin una razón aparente, se nos habían borrado las cosas. Entonces, era desgastante estar haciendo lo mismo y batallar para poder avanzar en las actividades.

1. On Weebly we used to struggle to log in
2. and then, we used to find that things had been deleted for no apparent reason.
3. So, it was exhausting to be doing the same thing
4. and struggling to be able to advance in the activities.

In this fragment, Alma describes two main common problems with this website used as the course’s eP: the online access to the tool and the unexpected deletion of work done there (lines 1 and 2). Moreover, she explains how she found fatiguing to be repetitively doing the activities and how she struggled to do some work progress (lines 3 and 4).

Again, on the failure of Weebly (eP), the following example represents the specific functionality issues of this website and how they were dealt with:

INTERVIEW EXTRACT 34

Carla: *Eso [de subir el plan] sí fue complicado porque primero lo estábamos haciendo así en Word y no podíamos subirlo en Weebly; entonces, lo arrastrábamos y no se adjuntaba el archivo. Después, para que no se nos dificultara tanto, lo poníamos como con imagen: Le tomábamos captura a la pantalla de Word y luego la subíamos. Esto último era un poco tedioso porque lo tenías que escribir [el plan], recortar[lo], editar[lo] y luego ya subirlo como imagen; eso sí era mucho más complicado que solo subir el archivo.*

1. That [of uploading the plan] was complicated,
2. because first we were doing it like that in Word
3. and we couldn't upload it in Weebly;
4. then, we dragged it and the file was not attached.
5. Later, so that it would not be so difficult for us, we used to put it as with an image:
6. We used to take a screenshot of the Word screen and then uploaded it.
7. The latter was a bit tedious
8. because you had to write [the plan], cut [it], edit [it]
9. and then upload it as an image;
10. that itself was much more complicated than just uploading the file.

When examining this fragment, it should be remembered that, in each Learning Unit, learners should individually complete and upload their planning form templates (plans) made in Word documents tables to their Weebly ePs. For this purpose, they simply needed to use the Weebly dragging functionality and their plans would attach and display online. Here, Carla starts explaining how this simple procedure turned into a hard one when this functionality did not work to show their plans as expected (lines 1 to 4). Then, she describes the longer alternative path they followed to sort out this problem and manage to show their tables (not as displayable document but as screenshot images) (lines 5 to 6). Finally, she explains the steps in this new procedure while highlighting monotony and complexity in it ("The latter was a bit tedious because you had to write [the plan], cut [it], edit [it] and then upload it as an image; that itself was much more complicated than just uploading the file") (lines 7 to 10).

Through the views expressed on the previous two fragments, Alma and Carla showed how the Weebly website functionality problems (i.e. access, document displaying, unwanted deletion of information) which led them to tiredness and monotony, resulted to a higher extent unfitting to be used as the course's eP tool. As was concluded within Jorge's perspective in terms of the effects of poor Internet connectivity, the malfunction of Weebly might have also led to a poor-

quality implementation of the original course and the model cycles, overloading these learners not accustomed to do homework with many assignments to be done at home. This conclusion is evidently confirmed by Iliana's view, who expressed:

INTERVIEW EXTRACT 35

Iliana: [En la Escuela] había ocasiones en que ya llevábamos avanzada una actividad y el Internet estaba muy lento o la plataforma no nos dejaba ingresar, entonces teníamos que cambiarnos de computadora o solicitar una nueva contraseña. Perdíamos mucho tiempo en todo eso y muchas veces hacíamos las actividades en la casa porque en el Área de Cómputo [de la Escuela] era definitivamente imposible.

1. [At school] there were times when we had already advanced an activity
2. and the Internet was very slow or Weebly would not let us enter,
3. so we had to change computers or request a new password.
4. We wasted a lot of time on all that
5. and many times, we did the activities at home
6. because in the Computing Area [of the School]
7. it was not definitely impossible.

Here, Iliana starts by focusing on what used to happen when they had almost completed a given activity and faced the combined effect of poor Internet connectivity and Weebly failure at school, which had been already discussed by Jorge, Alma and Carla (lines 1 and 2). Then, she explains that, intending to solve these problems, they used to spend a lot of time in either using a new computer or requesting a new password to access (mainly if considering that they had already advanced work in a previous computer and/or that they had to wait some time to receive the requested new password) (lines 3 and 4). Finally, she explains that due to these two difficulties, that is, poor Internet connectivity and Weebly failure at school, in the end, participants had to do a lot of work at home (lines 5 to 7). In this way, she corroborates the previously stated conclusions on the deep negative effects of these difficulties with technology on the learners and the course itself.

About spending too much time working with computers, the following extract from Melisa's interview is illustrative:

INTERVIEW EXTRACT 36

Melisa: *En este curso de inglés, estábamos siempre trabajando en las computadoras en el laboratorio, pero en todos los semestres anteriores hacíamos todas las actividades de forma normal en el salón de clase. No me pareció bueno porque siento que fue un cambio en cuanto a la forma que estábamos acostumbrados a trabajar.*

1. In this English course, we were always working on the computers in the lab,
2. but in all the previous semesters we used to do
3. all the activities as normal in the classroom.
4. It didn't seem good to me because I feel like it was a big change
5. from the way we were used to working.

In the opening of this fragment, Melisa, argues the dedication of too much time to working with computers by a general comparison of the learning modality they followed on this English course (online) with the one they had been following in all the previous ones (face-to-face) (lines 1 to 3). She concludes that it was negative to have had this unexpected change from face-to-face to fully online when they were only used to face-to-face work (lines 4 and 5).

Like Melisa, Alma also referred to the dedication of too much time to online learning. However, she provided some more specific arguments, when expressing:

INTERVIEW EXTRACT 37

Alma: *Creo que fue mucho trabajo en las computadoras: Eso hizo que no practicáramos como lo hacíamos en el salón de clases. Yo no aprendí mucho así porque fue más individual y no digo que una forma de aprender sea mejor que otra porque ambas tienen sus ventajas y desventajas. Por eso creo que hubiera sido mejor que se trabajara a la par [lo presencial y lo en línea] porque es muy buena la idea de complementar el uso del libro con el uso de la tecnología que es muy novedosa para nosotros, aunque se supone que estamos inmersos en ella.*

1. I think it was a lot of work on the computers:
2. That made us not to practice like we used to do in the classroom.
3. I didn't learn much that way
4. because it was more individual
5. and I'm not saying that one way of learning is better than another
6. because both have their advantages and disadvantages.
7. That is why I think it would have been better to work

8. [face-to-face and online] at the same time
9. because the idea of complementing the use of the book with the use of technology
10. that is very new to us is a very good one,
11. although we are supposed to be immersed in it.

Here, Alma coincides with Melisa on the view on how the course was too online learning-oriented (line 1). However, unlike Melisa's more sole, general argument on the unforeseen change from face-to-face to fully online learning, Alma focuses on more specific reasons against what both considered an excess of computer work. For example, she highlights how the online learning course, mostly "individual" and lacking classroom interaction, was not as effective the traditional one (face-to-face) (lines 2 to 4). This argument along with an intention to supplementing the coursebook with "the use of technology" represents Alma's basis to propose blended learning courses (lines 7 and 8). Interestingly, the fact that Alma herself was able to make a proposal like this, reflects a deep awareness of her learning needs. In addition, the suggestion of this proposal shows a great difference with Jorge on the attitude towards using technology for these types of courses: she notes that both online and face-to-face learning have their own benefits and drawbacks (lines 5 and 6). Notably, she also seems to support her proposal on the positive results for her and her classmates by using what she calls "new technology" and critiques its sense of newness when they are allegedly engaged with it (lines 10 and 11).

The previously analysed perspectives by Melisa and Alma reflect that the implementation of the online course was inappropriate for these learners. Even if the course was developed both at the school's computers area and at home, for them, the permanent work with computers and the lack of online or face-to-face interaction on these spaces (documented when analysing the implementation of self-regulated processes), apparently made this online course less effective than those under the traditional, face-to-face learning modality. Here, it should be also noted the negative impact from physically abandoning of the classroom, which represents the space these learners had used and shared throughout all the previous courses.

As seen in this sub-section, intermittent and poor Internet connectivity, the malfunction of Weebly and the dedication of too much time to working independently with computers represented barriers to be trained to self-regulate language learning that were out of the control of the learners (Alma, Iliana, Carla, Jorge, and Melisa). Here, the first barrier (Internet connectivity) depended on the University and constitutes a condition to develop any course under

an online modality. Then, the second barrier (Weebly failure) was associated to both Internet connectivity and the website administrators but is of course subject to be replaced by a similar blog-type tool. Finally, the third barrier (the dedication of too much time to independent computer work) relied on the course designer and the course facilitator and is also subject to be modified according to emerging learner's needs (i.e. under the blended learning arising from Alma's spontaneous proposal).

4.3.9 Technology use as a barrier to be trained to self-regulate language learning with learner dependant factors (quadrant 2)

As for the intersection between technology use a barrier to be trained to self-regulate language learning with learner dependant factors (quadrant 2), Melisa, Carla, Iliana, Alma, and Laura described difficulties that reveal their unfamiliarity with two out of three main content creation and delivery tools used for the online course, that is, the PowToon Video Maker and the Oxford Learn Platform (LMS).

Concerning these learners' unfamiliarity with the PowToon tool, Melisa refers to her lack of skill for using it at the beginning of the online learning course. She expressed:

INTERVIEW EXTRACT 38

Melisa: Más que difícil, hacer la presentación multimedia fue tedioso porque al inicio del curso no sabíamos cómo utilizar PowToon y tuvimos que aprender

1. More than difficult, making the multimedia presentation was tedious
2. because at the beginning of the course we did not know how to use PowToon
3. and we had to learn.

For Carla and Iliana, this necessary and additional learning process was very time-consuming, and thus resulted in negative feelings. For instance, Carla said:

INTERVIEW EXTRACT 39

Carla: En un principio sí fue difícil hace el video [...] la primera vez me tardé como cuatro o cinco horas, y sí estaba toda estresada y toda frustrada porque de plano no le entendía, [...]. Sin embargo, ya la última [presentación multimedia] que realicé se me hizo mucho más fácil. Me tardé como una hora [en hacerla]

1. At first it was difficult to make the video [...]

2. the first time it took me about four or five hours,
3. and yes, I was all stressed and all frustrated because I was really not understanding, [...].
4. However, by the last [multimedia presentation] I did,
5. it became much easier for me.
6. It took me about an hour [to do it].

On the same line of thought, Iliana expressed:

INTERVIEW EXTRACT 40

Iliana: Hacer el video me tomaba mucho tiempo. Yo asistía a clases regularmente, nunca falté, pero cuando tenía que trabajar en el video no me sentía muy motivada porque sabía que me iba a quitar mucho tiempo y sí me estresaba bastante preparándolo.

1. Making the video took me a lot of time.
2. I attended classes regularly, I never missed any of them,
3. but when I had to work on the video I didn't feel very motivated
4. because I knew it was going to take up a lot of my time
5. and I did get quite stressed preparing it.

Here, Carla and Iliana acknowledge that making the videos was very time consuming (Carla's extract, line 1 and Iliana's extract, line 1). Carla even refers to the amount of time she spent to create her first PowToon ("the first time it took me about four or five hours") (Carla's extract, line 2). In addition, the two of them cite the negative reactions resulting from this workload: Stress and frustration for Carla (Carla's extract line 3) and lack of motivation and stress for Iliana (Iliana, lines 3 to 5). However, unlike Iliana, Carla acknowledges that, through practice, she managed to master PowToon Video Maker and ended up completing her video presentation in one hour ("[...] by the last multimedia presentation I did, it became much easier for me. It took me about an hour [to do it]") (lines 4 to 6). On the other hand, it is possible that Iliana could not progress as quickly as Carla in mastering the PowToon Video Maker due to the lower development of her digital literacies. Iliana herself acknowledged these differences when she said:

INTERVIEW EXTRACT 41

Iliana: *Algunos de nosotros nos retrasábamos un poco en el trabajo del curso, más cuando hacíamos los videos de PowToon, porque tardábamos mucho tiempo en hacerlos mientras que otros compañeros tardaban mucho menos.*

1. Some of us used to go a bit behind in the course work,
2. especially when making the PowToon videos,
3. because it used to take us a long time to make them
4. while to other classmates it used to take much less.

Here, Iliana explains how some classmates like her used to take much more time to create their videos than others. This variation in the amount of time she used to invest on developing a similar Integrative Learning Technology-related task (the PowToon videos) seems to confirm that she had a poorer development of digital literacies than classmates and that these skills varied among the rest of the study participants.

In connection with the previously mentioned varying levels of digital literacies, Carla's experience on dealing with an additional requirement to publish her PowToon video presentation is illustrative. She explains:

INTERVIEW EXTRACT 42

Carla: *Publicar los videos [de PowToon] fue difícil porque para que aparecieran allí [en el Portafolio Electrónico de Weebly], los teníamos que subir primero a Youtube, y eso yo la verdad nunca lo había hecho. Logré subirlos porque una amiga me prestó su cuenta y su canal de Youtube y era la que me los subía, le decía 'ándale, por favor ayúdame para hacerlo' porque yo no tenía ni canal y no lo podía subir. Entonces pues era más tedioso eso [...] aunque al final solo era necesario arrastrar el link [a Weebly] y ya automáticamente te aparecía. [...]*

5. Posting the [PowToon] videos was difficult
6. because for them to appear there [on Weebly eP],
7. we had to upload them to YouTube first,
8. and I had never really done that.
9. I managed to upload them because a friend lent me
10. her account and her YouTube channel
11. and she was the one who uploaded them for me,
12. I told her 'come on, please help me to do it'

13. because I didn't have a channel and I couldn't upload it.
14. So that was more tedious [...]
15. although in the end it was only necessary to drag the link [to Weebly]
16. and it would automatically appear. [...]

To better understand this interview extract, it should be remembered that learners had to upload the individually created videos to their Weebly ePs for a specific lesson. As Carla reports at the beginning of her extract, doing this publication was complicated for her because it should be first published on YouTube, a step she has not done ever before (lines 1 to 4). She also explains that she only managed to publish her video presentation because she was helped by friend of her who published Carla's videos on her own YouTube channel (lines 5 to 9). Also, she admits that after the presentation was published on YouTube, it was very easy to place the PowToon's hyperlink on her Weebly eP (lines 10 to 12).

The way in which Carla solved this difficulty with technology was smart as she obviously knew who to ask for support to publish her videos on YouTube (her friend who owned her own YouTube channel) and Carla effectively received this help from her friend (who created the videos for Carla and provided her with the hyperlinks for Carla to easily copy into in her own Weebly eP). From a perspective based on the use of content creation and delivery tools, the fact that she has admittedly never published videos on YouTube shows that she was not familiar with using this tool, which, at the time of conducting the research was one of the world's most popular video sharing and tagging site. This unfamiliarity in turn points to Carla's poor development of digital literacies. However, knowing why it was necessary to put the PowToon videos on YouTube first and how easy it was to eventually have them appear on her Weebly, shows Carla's unprejudiced attitude towards technology-related topics.

As for the participants' unfamiliarity with the Oxford Learn Platform (LMS), Alma shares her initial difficulties in accessing it, their impact and how she overcame them. She explains:

INTERVIEW EXTRACT 43

Alma: Al principio, el uso de la plataforma [Oxford Learn] me destanteó un poco porque no la conocía, ni siquiera podía entrar y me bloqueó. Eso provocó que me atrasara dos semanas, pero una vez que hice la primera Unidad [de Aprendizaje], aprendí cómo utilizarla.

1. At first, using the platform [Oxford Learn] put me off a bit
2. because I didn't know about it,
3. That caused me to be two weeks behind,
4. but once I did the first [Learning] Unit, I learned how to use it.

Along the same lines, Laura describes her initial problems logging into the Oxford Learn Platform (LMS) and uploading her own recordings. She also explains her feeling about it and how these difficulties were ultimately resolved. She said:

INTERVIEW EXTRACT 44

Laura: De primero no podía ni entrar a la plataforma [Oxford Learn] ni subir [grabaciones de] el audio, era frustrante. Me pedía que descargara un programa o algo así. Lo descargué, pero pues no, no pude ni entrar ni subir el audio. Pero ya con un poco de práctica aprendí y todo fue muy fácil para mí.

1. At first, I couldn't even get into the [Oxford Learn] platform or upload the audio [recordings], it was frustrating.
2. It asked me to download a program or something like that.
3. I downloaded it, but nope, I couldn't enter or upload the audio.
4. But with a little practice I learned
5. and everything was very easy for me.

These two extracts show how Alma and Laura encountered an initial difficulty with the platform's most basic task: accessing it. Laura also reports that she initially found it problematic to upload her own voice recordings. And both participants agreed on how a little practice helped them become comfortable with these essential tasks on Oxford Learn, which as they explained, initially disoriented Alma and frustrated Laura. These preliminary basic difficulties suggest that this may be their first time using a VLE to learn English and shed light on their low level of digital literacies. Similarly, these issues also confirm what the differences in the time spent creating the PowToon video presentation had already proven: these skills varied among the study participants.

As illustrated in this sub-section, for Melissa, Carla, Iliana and Laura, the unfamiliarity with the tasks implicit in the course's main content creation and delivery tools (i.e. the PowToon Video Maker and the Oxford Learn Platform (LMS)), was a barrier that depended on the learner. Such unfamiliarity led to performance problems that demotivated learners to use these tools. For

example, most of these learners spent a lot of time developing the PowToon videos and some of these students experienced preliminary basic difficulties of either publishing them or using the Oxford Learn Platform (LMS).

4.3.10 Technology use as an enhancement to be trained to self-regulate learning with non-learner dependant factors (quadrant 3)

Regarding the intersection between technology use as an enhancement to be trained to self-regulate and non-learner dependant factors (quadrant 3), Jorge and Alma shared their views on how the PowToon Video Maker proved useful to them.

As for Jorge, he highlights the usefulness of PowToon to illustrate his work on the Learning Units and focuses on how flashy and innovative this tool resulted. He expressed:

INTERVIEW EXTRACT 45

Jorge: [...] [Con el uso de PowToon] podía ejemplificar de la mejor manera las actividades. [...] Me pareció bastante útil porque me permitía hacer una exposición muy llamativa de los temas de las Unidades [de Aprendizaje] fuera de la manera tradicional de presentarlos. Era un video para mostrar a los demás lo que había aprendido.

1. [...] [With the use of PowToon] I could best exemplify the activities.
2. [...] I found it quite useful because it allowed me to make a very striking presentation
3. of the themes of the [Learning] Units
4. outside of the traditional way of presenting them.
5. it was a video to show others what I had learned.

For her part, Alma emphasizes the usefulness of the PowToon Video Maker to demonstrate learning and make learning outcomes immediately visible, leading to a sense of accomplishment. She said:

INTERVIEW EXTRACT 46

Alma: [...] Creo que al hacer los videos de las Unidades [de Aprendizaje] [mediante la herramienta de PowToon] pude plasmar lo que había aprendido y sentí que había logrado algo, a diferencias de las otras actividades en donde no se veían resultados tan inmediatos ni implicaban mayor esfuerzo.

1. [...] I think that by making the videos of the [Learning] Units
2. [using the PowToon tool] I was able to capture what I had learned

3. and felt that I had achieved something,
4. unlike the other activities where you did not see such immediate results,
5. nor did they require more effort.

In the previous extracts, Jorge and Alma recognise some key features of the PowToon Video Maker that helped improve the quality of their learning process throughout the online course. However, they emphasise different aspects of the tool. For example, Jorge highlights how innovative the video presentations can be when compared to traditional face-to-face presentations (“[...] it allowed me to make a very striking presentation of the themes of the [Learning] Units outside of the traditional way of presenting them.”) (Lines 2 to 4). In contrast, Alma underlined the immediate feelings of reward that flow from the PowToon videos over those that flow from longer- term and less demanding tasks. (“[...] [I] felt that I had achieved something, unlike the other activities where you did not see such immediate results, nor did they require more effort.”) (Lines 3 to 5).

The fact that none of the other study participants, aside from Jorge and Alma, saw the benefits of using the PowToon video maker suggests that they developed prejudices against this tool after a negative course experience with it (as explained in the previous subsection). This situation seemed to worsen by the fact that learners were forced to use this completely new tool for them. Apparently, this negative perception (understood as technology as a barrier to SRL training) led them to have a clouded understanding of how course content creation and delivery tools such as the PowToon video maker (a web publishing tool) itself and Oxford Learn (a Learning Management System) could help facilitate their learning.

As seen in this sub-section, for Alma and Jorge, the PowToon video maker proved to have several key features that helped these participants improve the quality of their learning process. For instance, they recognised that this tool was useful to better present language content in their videos (i.e exemplifying/illustrative, innovative, flashy, and rewarding). Thus, for these two learners, PowToon was an enhancement for their SRL training.

4.3.11 Technology use as an enhancement to be trained to self-regulate language learning with learner dependant factors (quadrant 4)

No findings were derived from the intersection between technology use as an enhancement to be trained to self-regulate language learning and learner dependant factors (quadrant 4).

4.3.12 Summary of findings on the learners' response to the use of technology during self-regulated language learning

Four main findings on learner responses to the use of technology during the implementation of the model under consideration resulted from the intersections of the four-quadrant figure (see [Table 7 Technology use as a barrier/enhancement to SRL training](#)).

- Intermittent and poor Internet connectivity, the malfunction of Weebly, and the dedication of too much time to working independently with computers represented barriers to be trained to self-regulate language learning that were out of the control of the learners (Alma, Iliana, Carla, Jorge, and Melisa).
- For Melissa, Carla, Iliana and Laura, the unfamiliarity with the tasks implicit in the course's main *content creation and delivery tools* (i.e. The PowToon video maker and the Oxford Learn Platform (LMS)) (Kitsantas and Dabbagh, 2010), was a barrier that depended on the learner. Such unfamiliarity led to performance problems that demotivated learners to use these tools.
- For Alma and Jorge, the PowToon video maker proved to have several key features that helped these participants improve the quality of their learning process. Thus, for these two learners, PowToon was an enhancement for their self-regulated language learning training.
- The rest of the study participants (that is, Iliana, Carla, Laura, and Melisa) had a negative experience using PowToon (see 4.3.9). As a result, for these latter students, PowToon was a barrier preventing them from seeing how this video maker could develop their self-regulated language learning.

4.4 Summary of findings

Having just presented a summary of findings on learners' response to the use of technology during self-regulated language learning, the table below adds to the closing of this chapter with a summary of all the previous findings in the context of the of the proposed training model (SRL strategies, scaffolding activities, and ILT tools). Both types of results are reviewed in the following chapter for interpretation in light of the literature and existing knowledge.

Table 8 Summary of findings in the context of the MiTeSRL

SRL STRATEGY	Designed scaffolding online activities with products	ILT TOOL USED	MAIN FINDINGS
Goal setting	Based on provided CEFR can-dos learners create personal language goals for each Learning Unit of the online course.	Weebly weblog	<ul style="list-style-type: none"> • Initial preparation to develop SMART objectives within learning objects was ineffective as learners were making the same mistakes in their goal statements. • Learners needed more support in creating of effective personal objectives. • Learners were initially enthusiastic and ambitious when it came to setting goals. however, this enthusiasm and ambition was not sustained throughout the course • Most of these learners had an objective perception of poor achievement of the goals they set, while no one realised that this performance was partially due to these goals being unrealistic (for which they did not receive adequate support). • Most of them were aware of their learning weaknesses and determined to re-take unachieved goals from past Learning Units. • Most of them were aware of the role of recycling in successful language learning. Aside from the learners' shared interest in reconsidering past unaccomplished intentions, this fact also appears to have encouraged them to repeat contents throughout their personal goals. • Instructional strategy requesting the creation of personal goals, did not match with Melisa's learning style but matched with Iliana's. This affected the motivation of each individual student.
Strategic planning (time management)	Learners fill out a pre-filled planning form template (in Word) with times and places to develop the work of the learning units (Oxford Learn Platform) and embed it for online publication.	Weebly weblog	<ul style="list-style-type: none"> • In terms of strategic planning, the learners demonstrated a natural ability to use trial and error processes so that they could calculate and set the real periods of time they needed for each type of activity in the stages. • Jorge, Laura, Carla, and Alma recognised the importance of carefully structuring their study time to complete the online course activities by highlighting various benefits of strategic planning • The structure of planning form templates was not entirely practical for all participants.

<p>Self-monitoring</p>	<p>Following instructions, Learners self-observe the root cause of learning difficulties in a particular course section or skill and post in an online forum. Teacher provides feedback comments with suggestions of resources to have more practice with weak language aspects.</p>	<p>LMS Oxford Learn</p>	<ul style="list-style-type: none"> • Melisa agreed with Carla in an accurate understanding of the online forum, suggesting that the scaffolding provided was appropriate for the participants in this online space. Furthermore, Melisa coincided with Carla when citing a technical difficulty with self-recording, indicating unfamiliarity with performing this type of tasks that require the use of technology. • Like Carla, Alma demonstrated an excellent self-monitoring capacity, in this case, by recognising that her problem talking about websites, was not due to her ability to speak per se but to her struggling to find out which website to focus on and what to say about it. • Despite the positive features of the teacher’s reply in the online forum (concrete, enlightening and additional information on the learning point), there are two adjacent issues that negatively affect learners’ motivation to learn: <ol style="list-style-type: none"> 1. The suggestion of online resources that provided a static hyperlink that did not meet the (high) level of interaction with the content that these learners required, resulting in poor guidance. 2. Infrequent and late feedback leading to low learner participation in and ineffectiveness of these online interaction spaces.
<p>Task strategies</p>	<p>Following provided rubrics, learners create a video to demonstrate accomplishment of the goals of the Learning Unit and embed it for online publication.</p>	<p>PowToon online software and Weebly weblog</p>	<ul style="list-style-type: none"> • Timely feedback was not provided on the learning samples created • The use of the cognitive strategies proved to be a positive factor in creating the expected type of video. • The exclusive use of affective strategies relates to the regulation of online learning processes (computer/Internet self-efficacy) • The combination and variety of cognitive and affective strategies led to the most effective samples of learning. • Participants were learning how to use PowToon while creating the videos (so they spent many hours on it). This situation could significantly distract them from the task at hand and the fulfilment of its criteria. • Learners reported problems in demonstrating their learning and their perception that the length of the three-minute videos was too long seems to be related: if learners were unsure how to demonstrate their learning, they obviously would not know how to bring this “unknown content” to three minutes. These results indicate that learners lack sufficient guidance on how to demonstrate their learning gains through the videos. • Learners’ perceptions that creating videos was demotivating and that it was boring/tedious seem to be related: during course implementation, learners did not know PowToon and failed to understand task requirements. • The self-awareness of not having fully met the video creation criteria seems to be related to the self-awareness of the need to add more language content to these samples of learning: if a learner demonstrates the capability to become aware that some task requirements are missing, he/she can also become aware of what these requirements are. This connection leads to the following conclusions: <ol style="list-style-type: none"> 1. The overall unsatisfactory learning experience of participants with the video creation had a negative impact on their intrinsic motivation to learn. 2. The participants’ demonstration of the above types of self-awareness indicates their natural potential to regulate their cognitive processes. 3. The cognitive processes involved in these types of self-awareness overlap with those in self-monitoring. • The task confusions for Carla, Melisa, and Alma, (i.e. including assessment comments of one's own performance through the learning unit, assuming complete freedom in developing the videos, or believing their focus was on explaining personal goals) appeared to stem from a lack of support and timely feedback.

			<ul style="list-style-type: none"> • The lack of knowledge and skills about PowToon and task requirements prompted Laura and Alma to suggest other more conventional and simpler tasks to replace the creation of videos. However, according to the interview, those learners who were confident of successfully developing their samples of learning with PowToon, dramatically changed their negative perception of this task and effectively managed to create the expected videos. • Learning English <i>while</i> also learning how to use PowToon to create videos, understanding and responding to task requirements, and finding the cognitive and affective strategies to complete the task was the biggest challenge of the entire online course. • This “learn-all-at-once” situation had a negative effect on the participants’ motivation to learn. In turn, this negative effect leads to poor quality on both language learning and self-regulated learning training with technology.
Help seeking/ giving	Following instructions, learners give and receive feedback comments on created video presentations. Teacher also gives them feedback comments.	Weebly weblog	<ul style="list-style-type: none"> • Carla and Laura’s feedback comments partially focused on the content requirements they were asked to cover (rubrics), while approving elements of appearance and attempting to motivate comment recipients with general encouraging expressions. • The feedback recipients took one of two attitudes: some valued feedback comments from both peers and the teacher, and some valued only feedback comments from the teacher. • The provided encouraging expressions seemed effective for the feedback recipients to keep their motivation to create the videos.
Self-evaluation	Following a series of guiding questions and considering feedback from the previous step, produce a personal final reflection on progress made through the Learning Unit and how to improve work done.	Weebly weblog	<ul style="list-style-type: none"> • Concerning self-evaluative standards in the current study, the use of graduated standards (i.e., flexibility to sense any improvement), seemingly associated with self-efficacy (and therefore confidence), resulted constructive and favoured effective self-evaluation practices. In contrast, the use of absolute standards (i.e. strict interpretation of performance outcomes), which may have resulted from a lack of the prior belief, seemed unconstructive and impeded these practices. • In terms of metacognitive implications, Laura’s, and Melisa’s self-evaluative procedure (who analysed the different sections of each Learning Unit to identify their learning content, evoked the objectives they initially set, and linked those goals to sections and/or contents) appears to focus on much deeper and hard to develop pattern recognition processes than those found in liana’s (who only created an “adjustable paragraph template” as a basis to write future final reflection entries). • The lack of concise comments from Laura and Alma, who recognised that they needed to improve but do not saying exactly what, appears to reflect an incipient development of their self-evaluation capacity. As a result, these participants were unable to build an accurate picture of their own performance improvement needs.

4.5 Quantitative Results

The results from the three quantitative instruments used in this main stage of the research design, that is DIALANG, MSLQ and OLVSES (introduced in [3.3.6.1 Research instruments](#)) was triangulated with the results from diverse qualitative data, mainly that from the semi-structured interview conducted at the end of the online course (see [3.3.6.2 Triangulation of data collection methods](#)). As a result, it was observed that in many cases, the cross verification was confirmatory of the findings. In this respect, trends from the three instruments are discussed below.

4.5.2 Results from DIALANG at Pre- and Post-Intervention

Overall, improvements are observed when comparing initial and final DIALANG scores for the six participants. The case of Iliana illustrates this. Although her reading and vocabulary remained constant at CEFR B1, she improved from CEFR A1 to CEFR A2 in listening, from CEFR A1 to CEFR B2 in writing and from CEFR A2 to CEFR B1 in structure. This represents an overall progression from CEFR A2 to CEFR B1. An a priori look at this improvement might conclude that the improvement comes from the course. However, this higher score may be due to the practice effect of taking the same exam twice. In addition, it should be considered that a diagnostic language test is not the most suitable way to test the effectiveness of any language course, (see **Appendix VII** for PRE- AND POST- DIALANG results of all the students in the group).

4.5.3 Results from MSLQ at Pre- and Post-Intervention

When contrasting the learner's outcomes from the Motivated Strategies for Learning Questionnaire (MSLQ) completed before and after the intervention, the observed trends confirm a negative impact of the online course in the learner motivation already found in the qualitative data. The case of Iliana is also illustrative in this regard: Her metacognitive self-regulation (consisting of strategic planning, monitoring, and regulating and with a score ranging from 12 to 84 points) decreased from 58 to 56 points. Similarly, her help seeking (with a score variation from 4 to 28) decreased from 21 to 19 points (See **Appendix VIII** for graphs representing PRE- and POST- MSLQ results of the six study participants).

Chapter 5: Discussion

5.1 Introduction

This chapter explores the implications of the study within the findings discussed in the previous chapter. To this end, in the context of the implementation of a model embedding SRL and ILT for fostering language learning in higher education, key results are analysed and interpreted in light of previous research. Subsequently, the research implications are presented. This presentation serves as a background for revisiting the proposed training model, which better considers motivational aspects and the role of scaffolding. At the same time, this presentation prepares for the conclusion of the study (next chapter).

As part of a discussion of “the potential of SRL for the information-age paradigm of education”, Huh and Reigeluth (2017:191) acknowledge the need of a pedagogical view to teach learners to be more self-regulated possibly leading to a synergy with “the technology system” (Ibid). In the context of this discussion, these authors note that in terms of the research studies focused on how to apply or how to teach learners SRL strategies, “it is rare to identify how they [the research studies] implemented the instruction to teach SRL” (Huh and Reigeluth, 2017:205). As shown in the previous chapters, this detailed implementation of SRL instruction is precisely the research problem that the present study addresses.

The implementation, which combines SRL and ILT to promote language learning, resulted in findings associated with several factors affecting learning motivation and engagement to learn. These factors are examined next.

5.2 Factors that influence motivation and engagement in an undergraduate English language course developed through the proposed training model

With the conceptual framework of Kim and Frick (2011) in mind, (see [3.3.6.6 A framework for dealing with findings](#)) previous research will be used to interpret findings relevant to the research questions, as follows:

- 1) Most of these (relevant) findings are discussed in terms of the three motivational influences (*internal, external, and personal factors*);
- 2) Findings associated with *technology problems* (an internal factor) -representing a major outcome of the implementation- will be widely discussed.

After these interpretations, the relevance and implications of this research will be shown. This discussion will be followed by an exploration of the new insights that this study contributes.

5.2.1 Internal factors

Among the eleven internal influences listed in Kim and Frick's (2011) conceptual framework, the findings from the present study match with 1) learner *attention* (task engagement), learner perceived *relevance* of content and learning activities, 3) learner *confidence* and self-efficacy, 4) learner *satisfaction* with learning and 5) cognitive overload and 10) online social interactions and 11) technology problems. These first five factors are approached next.

5.2.1.1 Learner attention

The findings from the current study show that learners were initially enthusiastic and ambitious when it comes to setting goals, which was the very first step of the sequence. However, this enthusiasm and ambition was not sustained over the online course, which suggests that learner attention was obstructed at some point, possibly due to cognitive overload (another internal factor to be discussed below) (Hartley, 1999). This unwanted change represents a key finding for the current study because learner attention is a pre-requisite for learner engagement (Kim and Frick, 2011).

The abovementioned obstruction of attention might have resulted in a variation of learner motivation during the online course (Coldeway, 1991). To explain this change, it is useful to conceptualise Song's three types of motivation under the ARCS Model: 1) *motivation to initiate*, 2)

motivation to persist and 3) *motivation to continue* (Song, 2000). This conceptualisation is based on the idea that the reasons for each learner to participate, persist, and continue, vary according to the abovementioned factors (internal, external, or personal).

From this perspective, it can be said that the learners in the current study had the *motivation to initiate*, but no *motivation to persist*, and no *motivation to continue*. According to Song (Ibid.), learner's lack of *motivation to persist* may stem from not-motivating interactions between instructors and learners, content, and learners, and/or learners and learners. Similarly, this author explains that learner's lack of *motivation to continue* could be due to a lack of intrinsic motivation (Ibid.). For what refers to this research, the non-motivating interactions occurred between instructor and learner, and between content and learners (as detailed in [5.2.1.6 Online social interactions](#)). Also, the lack of intrinsic motivation is confirmed when looking at the quantitative data from the MSLQ, which shows that, by the end of the course, it was only increased for two participants (Iliana and Alma), (**Appendix VIII** shows graphs representing PRE- and POST- MSLQ results per participant).

5.2.1.2 Learner perceived *relevance* of content and learning activities

The findings from this study show that the structure of the planning form templates was not entirely practical to all participants (see [4.3.2.7 A comparison and contrast of participants' reactions to strategic planning](#)). However, Jorge, Laura and Alma recognised the importance of carefully structuring their study time to successfully complete the online course activities by highlighting various benefits of strategic planning. Consistent with the awareness of these learners, the study by Miertschin, Goodson, And Stewart (2012) aimed at examining the possible relationships between the development of time management skill and online course experiences, found that learners had a generalised perception that time management is important to their academic success in online instruction.

5.2.1.3 Learner confidence and computer/Internet self-efficacy

In the present study, learner computer/Internet self-efficacy proved to be a critical component of learner motivation leading to successful online learning, which corresponds with insights from the study by Joo and colleagues (2000) on the effects of several self-efficacy perceptions on learning outcomes of Web-based instruction. This was confirmed through findings related to the overall creation of video presentations, task strategies, and self-evaluative standards to be discussed next. In doing so, again in agreement with Joo and colleagues (Ibid.) it should be considered that, as in the traditional classroom, in the online setting where this research was conducted, "self-

efficacy for self-regulated learning significantly relate[s] to learners' confidence" (Joo et al., 2000:14).

Concerning the overall creation of video presentations, the lack of knowledge and skills about PowToon and task requirements prompted Laura and Alma to suggest other more conventional and simple tasks to replace the creation of videos. However, according to the interview, those learners who were confident of successfully developing their samples of learning with PowToon, dramatically changed their negative perception of this task and effectively managed to create the expected videos. As Cheng and Yeh (2009) explain in the context of the ARCS Model, the reason for this significant variation and positive outcome lies in the fact that "confidence influences the learner's persistence and achievement" (Cheng and Yeh, 2009:601).

In terms of task strategies, the findings of the current study focus on the use of cognitive strategies, the *exclusive* use of affective strategies (that is, the sole implementation of affective strategies with no consideration of cognitive strategies) and the combination and variety of these two types of strategies. These three findings are explained next.

The use of cognitive strategies (that is, rehearsal, elaboration and metacognitive) by three people resulted a positive factor in the creation of the expected type of videos. In contrast, the *exclusive* use of affective strategies (that is, positive talk and situational interest enhancement) by three people is associated with the anxiety they experienced in their attempts to regulate the online learning processes (computer use anxiety or computer anxiety).

The two previous findings can be understood in light of the research by Zarei, Esfandiari & Hosseini (2016) aimed at finding relationships between learning styles and strategies and the variables of computer use anxiety, computer competency, and computer/Internet self-efficacy. According to the findings from this study, cognitive strategies were positive predictors of computer/Internet self-efficacy, while affective strategies were negative predictors of computer/Internet self-efficacy. Respecting the importance of cognitive (and metacognitive) strategies, Schunk, Meece and Pintrich (2014), considered that their implementation "result in deeper processing of the material to be learned, not just more effort at the task, and should be related to higher levels of understanding and learning" (Schunk, Meece and Pintrich, 2014:62). Furthermore, Zarei, Esfandiari & Hosseini (2016), also found a negative correlation between computer anxiety and computer/Internet self-efficacy. All in all, the researcher of the current study agreed with these authors that anxiety, a concept inversely related to self-efficacy, is "an affective barrier" and "a constant thread" that decreases learner's motivation to do tasks in

online settings (Zarei, Esfandiari & Hosseinian, 2016: 83). From these insights, it can be concluded that in the current study, *exclusive* users of affective strategies –those who used these strategies to cope with computer anxiety– were significantly less self-efficacious than users of cognitive strategies. This had a negative effect on the quality of video presentations created by the learners.

The remaining finding on task strategies concerns the combined and varied use of both cognitive and affective strategies, which resulted in the most effective samples of learning (i.e. Laura's and Alma's). This positive outcome can be explained by considering learning from a social cognitive theoretical perspective. This perspective assumes an inseparable connection between cognitive and affective dimensions, such that, as explained by Stefanou & Salisbury-Glennon, "learning takes place through a complex interplay between both cognitive and motivational [that is, affective] variables interacting in a synergistic manner" (Stefanou & Salisbury-Glennon, 2002:80). Beyond the previous (ideal) justification of the bonds between cognitive and affective strategies, the varied use of them is noticed and contextualised by Joo et al., (2000), who cite the study by Horn, Bruning, Schraw, Curry, and Katkanan (1993) to illustrate that the use of various of these strategies along with a greater sense of self-efficacy led to better performance. Accordingly, it can be concluded that in order to create the above-mentioned samples of learning, learners must not only have had the ability to "assemble" an appropriate "set" of cognitive (including metacognitive) and affective strategies but also had used them through self-efficacy for successfully advancing from *what they felt capable of doing* to *what they were in fact able to do* in terms of the video presentations.

Concerning self-evaluative standards in the current study, the findings show that the use of graduated standards (i.e., flexibility to sense any improvement), seemingly associated with self-efficacy (and therefore confidence), resulted constructive and favoured effective self-evaluation practices. In contrast, the use of absolute standards (i.e. strict interpretation of performance outcomes), which might have resulted from a lack of the prior belief, seemed unconstructive and impeded these practices. Consistent with these results, Kitsantas and Zimmerman's (2006) study of the role of graphic and self-evaluative standards for enhancing self-regulation of practice, found that those who set absolute standards were significantly less aware of their learning progress than those who set graduated standards. The same study also showed that using graduated standards led students to increase their judgements of performance and their self-satisfaction reactions with this performance. Evidently, applying graduated standards proved to be much more beneficial than applying absolute standards.

5.2.1.4 Learner satisfaction with learning

The findings of the current study show that the learners' overall unsatisfactory experience with video creation had a negative impact on their intrinsic motivation to learn. This interpretation comes from Keller's perspective in the context of the theory and research that support his ARCS model. Interestingly, for him, *intrinsic motivation* is a synonym of *intrinsic satisfaction*, which results from "feelings of mastery and from the pleasure of having succeeded at a task which was meaningful and challenging" (Keller, 2010:166). Seemingly, the participants in the current study did not experience these positive feelings. Following Keller's perspective, the reason of this unsatisfactory experience with the video creation appears to come from designing instructional content and learner activities not meeting an appropriate level of challenge such that these students did not find them worthwhile in terms of, for instance, the level of novelty, sense of competence, building knowledge and skills in desired areas, and experiencing a degree of control/autonomy. This interpretation also matches with 5.2.1.1 Learner attention on the idea that learner's lack of "motivation to continue" comes from a lack of intrinsic motivation.

As observed in this case, the creation of the samples of learning did not meet the abovementioned conditions so that intrinsic satisfaction was not sustained. In fact, Keller (2010) highlights that due to the nature of school settings, creating the conditions for intrinsic satisfaction/motivation represents a challenge. Therefore, extrinsic reinforcements are normally fostered to establish a presumably self-sustaining behaviour. As will be shown, in the current study, an extrinsic reinforcement on the videos came from feedback comments from peers and teacher. The main findings on this type of reward, to be discussed next, focus on the comments themselves and the attitudes taken by the feedback recipients.

In terms of feedback comments, those from Carla and Laura are illustrative. These comments only partially met the content requirements that they were supposed to cover according to the rubrics, (see **Appendix IV** for the generic rubrics used to assess the video) At the same time, these remarks approved appearance elements and attempted to motivate feedback recipients with general encouraging expressions that ultimately were a powerful extrinsic reward. Despite this positive outcome, according to Patchan et. al (2016), a rhetorical feedback involving praise and compliments like this, certainly increases its uptake (that is, its likelihood of implementation); however, this surface-based feedback is not as effective as localised, meaning-based feedback.

Concerning the attitude assumed by feedback recipients, the findings of the current study documents two main reactions: some valued feedback comments from both peers and teacher

while some only valued feedback comments from teacher. Following Wang (2016), this type of reactions can be explained within one single adjacent factor: trust. As this author also observes, some students consider that their peers are not capable of providing useful feedback while trusting their instructors' capacity to do it.

5.2.1.5 Cognitive overload

According to the findings, in order to produce the expected learning samples in the online course, the participants learned English while finding and applying appropriate cognitive, metacognitive and affective strategies to cope with the task requests, as well as learning how to use PowToon (consider, for instance, in Interview Extract 16 (lines 1-5) where Iliana describes her difficulties in this step and acknowledges the video was *'the most deficient thing that she did in the whole course'*). This "learn-all-at-once" situation had a negative impact on the participants' motivation to learn and resulted in poor quality of their language learning and self-regulated training. These negative motivational outcomes can be explained within cognitive load theory (Sweller, 1988) (as defined in 2.4.1.2). In line with this perspective, Kim and Frick (2011) observe that cognitive overload may inhibit the learner attention to the learning material and overwhelm him/her due to the high mental effort required, leading to a decrease in motivation. Clearly, the "learn-all-at-once" situation three simultaneous requests, (i.e. 1) learning English, 2) finding and using appropriate cognitive, metacognitive, and affective strategies and 3) learning to use the video maker tool), resulted in exceeding by far the learner's Zone of Proximal Development (ZPD) (Vygotsky, 1963) understood as "the difference between an upper limit of task difficulty that the learner can accomplish without help and an upper limit of task difficulty that the learner can accomplish with help". (Schnotz, Fries & Horz, 2009:89).

5.2.1.6 Online social interactions

Despite the positive features of the teacher's reply in the online forum after learner self-monitoring (concrete, enlightening and providing additional information on the learning point), there are two adjacent features that negatively affected learners' motivation to learn: 1) The type of online resources suggested by the teacher and 2) his infrequent and late feedback. These problems are explained next.

Regarding the type of teacher's suggestion of online resources, it was found that the only provided hyperlink did not meet the level of interaction with content that these learners required, resulting in poor quality learning. This can be explained by considering the three-level categorisation of interaction for web-based material referred by Gao and Lehman (2003):

- 1) *low-level*, which incorporates typical, static hyperlinks,
- 2) *reactive level*, that provides an immediate feedback strategy and
- 3) *proactive level*, based on a strategy that prompts students to generate a new example scenario following previous a learning point.

On the one hand, the resource proposed by the teacher was a reference website, which corresponds to a static hyperlink (see 4.3.5). Therefore, this website can be categorized as “low interaction” material. However, due to the confusions about the construct under consideration (verb collocations) in the online forum the learners under consideration not only required to read an explanation and examples of this type of collocation but also *an active interaction with this construct*. This type of interaction can only be provided using proactive web-based materials. In this respect, Gao and Lehman highlight that the example scenario generation resulting from the use of proactive web-based materials enhances student performance by “help[ing] the learners reflect on learning content, implement what they learn, and incorporate the learned information into their own subject areas” (Gao and Lehman, 2003: 383).

On the other hand, the infrequent and late feedback from the teacher can explain the low learner participation on the online forums of the course. This can be concluded from the works of Mason (2011) and Balaji and Chakrabarti (2010). Regarding the level of participation of the teacher, Mason (2011) found that increasing postings by the moderator lead learners perceive the moderator as more enthusiastic and having more expertise. This results in “increased student interest and motivation” (Mason, 2011:262). Regarding the desirable types of teacher-student interaction and feedback and their valuable effects, Balaji and Chakrabarti (2010) found that “constant student-faculty interactions and immediate feedback in C[omputer] M[ediated] C[ommunication] are suggested to raise the student comfort levels with technology and encourages them to be more proactive” (Balaji and Chakrabarti, 2010:6). Thus, the lack of these three key pedagogical features, that is, increasing posting, constant interaction and immediate feedback resulted in the obvious ineffectiveness of these online spaces.

5.2.2 External factors

According to Kim and Frick’s (2011) framework under consideration, there are two external factors or aspects of the learning environment that play a role in learner motivation. These are 1) learner support and 2) the overall climate of the learner’s instructional and organisational setting. The results of the current study are consistent with the first factor, which is discussed next.

5.2.2.1 Learner support

The participants in this study received support to help them go through the different phases of implementation of the considered model. However, the type of assistance provided was ineffective as illustrated by the interpretation of the next findings on goal setting and task strategies.

In terms of goal setting, it should be remembered that, at the beginning of the online course, these learners were trained to develop SMART objectives through learning objects created ad hoc (as shown in **Appendix V**). Despite this, most of the goals they set were poorly achieved because the goal statements were unrealistic. In addition, participants such as Iliana and Jorge made the same mistakes repeatedly in their goal statements through the Learning Units, confirming that they were not receiving any feedback from the teacher.

About task strategies, it should be considered that despite written instructions and feedback on the platform along with verbal explanations from the teacher, most of these learners failed to understand the task requirements and were also unable to complete the 3-minute length of the video (which they found was too long). As a result, they did not know what to include to show evidence of learning gains. In this train of thought, the samples of learning created by Carla, Melisa and Alma proved task confusions. For example, some included assessment comments of their own performance, other assumed they were completely free to develop the videos or believed that their focus was simply on explaining personal goals.

The evident ineffectiveness of the support provided relies on the fact that it was not *distributed*, that is, gradual and instrumented through different forms and resources. In this respect, Tabak (2004) defines distributed scaffolding as “marshaling and orchestrating multiple resources to support learners” (Tabak, 2004:307). This interpretation is linked to the idea of ensuring that the learner performs in his/her current ZPD (discussed in 5.2.1.5 Cognitive overload) and can eventually extend it to work independently (Cazden, 2001: 71). This is the type of assistance that was not provided during the implementation of the online course and resulted in learner demotivation to learn under the considered model.

Adherence to distributed scaffolding implies using different means to progressively provide multiple support in response to “complex and diverse learning needs” (Tabak, 2004:305) which, in this case, arise during the implementation of the considered model. For example, fostering goal setting through this approach implies considering that this SRL strategy has been classified as a

“higher order psychological process” which is “hard to operationalize due to the complex organization of the meta-ability” (Korchagina et al., 2019:1235). Therefore, to tackle the complexity of learning to develop SMART goal, the study participants needed constant feedback to create their SMART goal statements, in addition to the training with learning objects implemented at the beginning of the course. In connection with this pedagogical perspective, Leggett et. al (2019) explain that “[f]eedback should have a focus on how clear and specific the learner’s goal setting is and encourage them to set appropriately challenging, relevant, process focused, and specific goals.” (Legget et. al 2019:148). Then, these authors acknowledge a correlation between setting clear and specific goals focused on procedural aspects and higher levels of performance and more effective learning from it.

Likewise, adhering to distributed scaffolding regarding task strategies implies more than providing written instructions and rubrics along with verbal explanations of expected video presentations. Certainly, this might have encouraged learners to use task strategies, but, as the findings showed, it was not enough for them to implement these self-regulated processes effectively. In fact, Kitsantas and Dabbagh suggest that beyond supporting and promoting student use of task strategies, teachers should guide learners to identify:

- 1) What specific strategy they can use for a given learning task,
- 2) When to use a particular strategy,
- 3) Why a particular strategy is appropriate for a given learning task, and finally,
- 4) How students can use a strategy to perform or accomplish the assigned task. (Kitsantas and Dabbagh,2010:85)

In order to carry out the guidance described above, social cognitive theory proposes that the teacher models or exemplifies the use of task strategies. According to White (2017), research provides evidence that, as a cognitive pattern of instruction, modelling is very effective on the self-regulation of learning in instructional settings and is valid and practical in the 21st century classroom. In the same train of thought, Kitsantas and Dabbagh highlight the role of the teacher in modelling effective strategies and explain that this pattern of instruction “can provide opportunities to enrich students learning by illustrating creative applications of strategy use, which may involve modifications and integration of multiple strategies” (Kitsantas and Dabbagh, 2010:82). In the case considered, the teacher might present the learners an exemplary PowToon video presentation showing the implementation and integration of specific cognitive, metacognitive, and affective strategies aimed at achieving the initial goal of a given Learning Unit.

In addition, he/she might show these students an analysis of the video presentation and explain them how it follows task instructions and responds to rubrics.

5.2.3 Personal factors

Consistent with the considered framework (Kim and Frick, 2011), there are two personal factors or aspects emanating from the learner that influence learner motivation. These are 1) learning styles and 2) learner media preferences. The findings from the current study agree with the first factor, which is discussed next.

5.2.3.1 Learning styles

The individual's learning approach to different learning tasks, that is, his/her learning style plays a role in online student motivation. In the current study, this understanding was reflected through the findings derived from the relationship between 1) learning styles and instructional strategies and 2) learning styles and self-evaluation.

Regarding the relationship between learning style and instructional strategies, two illustrative cases emerged in connection with the instructional strategy that asked learners to create a personal language goal for each Learning Unit of the online course. This strategy did not correspond to the learning style of Melissa but corresponded to the learning style of Iliana. Accordingly, the request under consideration was not motivating for Melissa but was motivating for Iliana (Cfr. Interview Extract 6 with Interview Extract 2). In this respect, Mitchell's (2000) study, which focused on the effect of matching teaching style and learning style preferences in a web-based environment, found results similar to the above. These findings indicate that participants who received instruction that corresponds to their learning style had more positive attitudes than their classmates who received instruction that did not correspond to their learning style.

About the connection between learning styles and self-evaluation, the implementation of two different self-evaluation procedures, repeatedly observed in the final reflection entries of the Learning Units, provides insights into the nature of the above-mentioned connection. On the one hand, Laura and Melisa used to analyse the different sections of each Learning Unit to identify its learning content, evoked the objectives they initially set, and linked those goal to sections and/or contents of the Learning Unit. On the other hand, Iliana created an "adjustable paragraph template" she used to follow every time she had to write her final reflection entry for a Learning

Unit. Relevant in this context is Cassidy's (2006) study, aimed at assessing the evidence for a possible association between learning style and self-assessment. This piece of research considers a model of four approaches to learning frequently used in higher education research: deep, surface, strategic and apathetic. The results of the study show that the deep and strategic approaches correlated positively with self-assessment skill while there was a negative correlation between the surface approach and this latter skill. This suggests that, compared to surface learners, deep and strategic learners are better equipped to assess themselves and recognise their potential to perform well. Considering this conceptualisation and findings, Laura and Melissa's self-evaluative procedure showing evidence of an intention to understand and relate ideas corresponds to a deep approach to learning. However, Iliana's self-evaluative procedure demonstrating her intention to replace information within a "template" matches with a surface approach to learning. Therefore, compared to Laura and Melisa, Iliana may have been less aware of her own cognitive and learning performance while struggling to recognize her potential for improvement.

After interpreting relevant results of this study in connection with the three motivational influences (internal, external, and personal factors), the following section separately discusses technology problems: an internal factor that proved central to the entire study in terms of motivation and engagement.

5.2.4 Technology problems

In the context of the implementation of the model considered, the learner responses to the use of technology resulted in much more barriers than enhancements for self-regulated language learning. This can be concluded from the following interpretation of the findings.

From the identified barriers to SRL, it was found that only one of them was attributable to the learners. The rest of them, beyond the learners' control, were:

- 1) Intermittent and poor internet connection,
- 2) The malfunction of Weebly, and
- 3) The dedication of too much time to working independently with computers.

In connection with the first two identified barriers beyond the learners' control, that is, the intermittent and poor internet connection and the malfunction of Weebly, the study by Essex and Cagiltay (2001) on exploring learner satisfaction with a web-based distance education course is

relevant. This research follows the definition of distance education 'distress' as "situations that the students find particularly troublesome" (Essex and Cagiltay, 2001:235). These researchers found that technical problems were one out of three causes of students' 'distress'. Intermittent and poor internet connection and Weebly malfunctioning clearly correspond to this type of problems. Notably, the other two causes of students' 'distress' found by Essex and Cagiltay (2001) were "ambiguous instruction", which research participants may also have faced given their task confusions (see 5.2.2.1 Learner support) and "the lack of instructor feedback". This later source of 'distress' correspond with a previously discussed finding (see 5.2.1.6 Online social interactions).

The third observed barrier beyond the learners' control is the dedication of too much time to working independently with computers. This barrier implies that during the online course, human-computer interaction, that is, academic interaction, shaped the online course. In this regard, the study by Jung and colleagues on the effects of different types of interaction on learner achievement, satisfaction, participation, and attitude in Web-based instruction is relevant. This research found that social interactions with the instructor and collaborative interactions with peers are key for online adult learners to improve their learning and increase their participation in a given course. Similarly, the study also found that "collaborative peer interaction, interpersonal encouragement and instructor assistance needed to be built in order to create a more effective and more satisfactory Web-based learning experience" (Jung et al., 2002: 160). In addition, according to the already revised work of Song (2000) "collaborative peer interaction" appears to correspond to the interaction between learners and learners. Likewise, "interpersonal encouragement and instructor assistance" seemingly match with the interaction between instructors and learners. Problems with these types of online interaction are associated with a lack of "motivation to persist" (Ibid.) (see 5.2.1.1 Learner attention). Obviously, the additions of these interactions to human-computer interaction were necessary to ensure the active participation and high-quality performance of these learners.

The only barrier attributable to study participants, that is, their unfamiliarity with the tasks implicit in the course's main content creation and delivery tools (the PowToon video maker, the Oxford Learn Platform (LMS), and Weebly) led them to performance problems. Such unfamiliarity was unexpected given these young learners' apparent engagement with 2.0 technologies but indicates that they had null or minimal experience with these tools. This finding agrees with those obtained from the study by Bennett and colleagues, aimed at understanding how today's students use of ICT to support their learning. The research found that they "had little prior experience with

relevant technologies and that many struggled to see the value of using Web 2.0 technologies for learning and teaching” (Bennett et. al 2012: 524) In the same train of thought, Jones and Shao found that: “[i]n relation to the newer Web 2.0 technologies learners do not naturally make extensive use of many of the most discussed new technologies such as Blogs, Wikis and 3D Virtual Worlds” (Jones and Shao, 2011:40). Both the participants in Bennett and colleagues’ (2012) study and those in the current study quickly learned and valued the necessary technology skills (concerning the overall creation of video presentations see [5.2.1.3 Learner confidence and computer/Internet self-efficacy](#)). However, referring to Mayer (2010), Bennett and colleagues argue that “the workload in learning new skills, however useful, should not be underestimated” (Bennett et al., 2012:532). In fact, for learners in this study, learning these “new skills” while performing other tasks contributed to the previously discussed cognitive overload that caused them to be unmotivated to learn in the online course (see [5.2.1.5 Cognitive overload](#)).

Mixed results were obtained in the case of the PowToon video maker: It was an enhancement for Alma and Jorge, but it resulted a barrier for Iliana, Carla, Laura, and Melisa. These findings are discussed next.

Concerning PowToon as an enhancement, Alma and Jorge acknowledged how this tool proved to have several features that helped them improve their learning process (see [4.3.10 Technology use as an enhancement to be trained to self-regulate learning with non-learner dependant factors \(quadrant 3\)](#)). Conversely, in terms of PowToon as a barrier, Iliana, Carla, Laura and Melisa reported that they spent a lot of time developing their videos and that they experienced preliminary basic difficulties to publish them (see [4.3.9 Technology use as a barrier to be trained to self-regulate language learning with learner dependant factors \(quadrant 2\)](#)). These opposing results correspond with those derived from the study by Purnamasari, and Maolida (2018) aimed at exploring the implementation of PowToon to design presentations and the students’ responses to the process involved. These researchers found positive reactions to the implementation of this video maker such as its interactive features and the combination of media. However, they also found negative issues including that 70% of the research sample was unfamiliar with the tool, technical issues (i.e. use across devices, use of many data connection), and a perception that “it took more time to think about the design rather than composing the content [...] (Purnamasari, and Maolida,2018:413). Notably, the first of these three negative aspects agrees with the finding discussed in the previous paragraph: most of the study participants had null or minimal

experience with the use of 2.0 technologies, particularly with those aimed at content creation and delivery.

All in all, the previous two interpretations of findings denote that, in terms of content creation and delivery tools, the selected 2.0 technologies were not aligned with educational practices, resulting in the wrong tools being used for these learners. In addition, it evidences a strong need of engaging learners to integrate Web 2.0 tools in their learning.

5.3 Research implications

After examining the research findings this section states the resulting implications of the research. These new insights are presented in terms of an improved training model that better considers the motivational aspects, technology, and the role of scaffolding.

As already explained in the overview chapter, this research is aimed at exploring the embedding of SRL and technology into a training model for fostering language learning. In this attempt, the experience of implementing the Model of SRL with Technology by means of an online course, resulted in implications leading to:

- 1) Sustaining motivation to learn.
- 2) Strengthening of computer/Internet self-efficacy.
- 3) Reducing cognitive overload.
- 4) Ensuring distributed scaffolding.
- 5) Engaging learners to integrate Web 2.0 tools into their learning.

Each of these sections are described within an interrelation of previously discussed internal, external, personal factors and technology problems that influence motivation and engagement.

5.3.1 Sustaining motivation to learn

The main implementation of the training model described above reported an overall lack of sustained motivation to learn on the part of the learners. This implies improving what Song calls “motivation to persist” and “motivation to continue” (Song, 2000). As explained in [5.2.1.1 Learner attention](#), the conception of different types of motivation correspond to the fact that internal,

external, and personal factors play a role in learners' reasons for engaging in, persisting, and continuing a given task, leading to fluctuations in their motivation.

On the one hand, improving "motivation to persist" requests improving instructor-learner, content-learner, and learner-learner interactions. The interaction between instructor and learner can be encouraged through 1) an active participation of the former in the online forums (i.e. increasing postings) (Mason, 2011), 2) constant interaction and 3) immediate feedback (Balaji and Chakrabarti, 2010). The interaction between content and learners can be improved by providing learners with proactive web-based materials, that is, those resources that stimulate learners to reflect on what they are learning, apply what they have learned, and incorporate it into their subject areas, in this case English (Gao and Lehman, 2003). The interaction between learner and learner can be boosted through creating and exploiting opportunities to work in pairs and/or groups. This can be supported with the use of collaborative and communication tools. Such category of ILT includes "asynchronous and synchronous communication tools, social networking tool [also called social media] and group tools" (Kitsantas and Dabbagh, 2010:24).

On the other hand, improving "motivation to continue" requests fostering intrinsic motivation to learn. This can be done by designing instructional content and learning activities that correspond to an appropriate level of challenge for learners (i.e., level of novelty, sense of competence, building knowledge in areas of interest, and experiencing some degree of autonomy) (Keller, 2010). As discussed in [5.2.1.4 Learner satisfaction with learning](#), creating the conditions for intrinsic motivation represents a challenge due to the nature of school settings. Because of this, extrinsic reinforcements can be encouraged to establish self-sustaining behaviour. A good example of this type of reinforcement is positive feedback comments from classmates and teachers. However, considering that, as reported for the main implementation of this study, these comments were more superficial than meaning-based, a balance should be considered to ensure that they are both rewarding and likely to be implemented by the recipients of the comments (Patchan et al., 2016).

5.3.2 Strengthening of computer/Internet self-efficacy

As explained in [5.2.1.3 Learner confidence and computer/Internet self-efficacy](#), through the main implementation of the proposed training model, computer/Internet self-efficacy, a construct in many ways opposed to learner anxiety and very close to learner confidence, proved to be a key

component of learner motivation leading to successful online learning. For example, in relation to the creation of video presentations, alongside the ability to “assemble” an appropriate “set” of cognitive (including metacognitive) and affective strategies, displaying computer/Internet self-efficacy was key for learners to successfully go from what they felt capable of doing to what they could actually do (Joo et al., 2000). Equally, in terms of the use of self-evaluative standards, it was found that graduated standards (i.e. flexibility to sense any improvement) seemingly associated with self-efficacy (and therefore confidence) were constructive and favoured effective self-evaluation practices. In contrast, it was observed that absolute standards (i.e. strict interpretation of performance outcomes) apparently resulted from a lack of self-efficacy, were unconstructive, and impeded this type of practices.

In order to strengthen computer/Internet self-efficacy, Kundu (2020) recently proposed a holistic, literature-based framework that highlights the critical role of online education stakeholders in supporting this type of self-efficacy, which is appropriately termed as “participants’ inner thrust”. (Kundu, 2020:351). This framework is based on three stages (also serving as domains): 1) verbal persuasion, 2) role modelling, and 3) self-mastery. These stages are described next.

The first stage of the framework, that is, verbal persuasion, is based on the idea that a given environment can build self-efficacy through “encouraging and praising individuals with feedback for their competence to improve their effectiveness” (Kundu, 2020:362). This type of persuasion could not be practical in a course under the model being considered. For this reason, according to this author a possible equivalent mechanism could be “email notes, WhatsApp messaging or phone calls [...]” (Kundu, 2020: 363).

The second stage of the framework, that is role modelling, assumes that vicarious experiences or social models reinforce the role model. In this regard, Kundu observes that “[I]t may be difficult to include vicarious experiences in online education, yet the success stories of peers in the field could be helpful in this context” (Kundu, 2020: 363). Accordingly, the role of peer support or peer learning and the embedded use of animated life-like characters are highlighted as appropriate practices to develop this stage. Likewise, considering the ties of self-efficacy to autonomy and self-regulation, it is suggested to give learners a choice between different online tasks so that they do not lose interest.

Self-mastery, the third stage of the framework is understood as “the development of skills [...] [that are] necessary for any academic achievement and viewed as the ultimate learning goal” (Kundu, 2020: 364). In this train of thought, Kundu explains that coaching, practice, and

participation reinforce such development of skills. Hence, the suggestion is offering online learners a democratic and cooperative learning environment and circulating success stories among them.

In the context of an effective implementation of this framework, it is significant that Kundu highlights the need for a basic service which lack resulted in anxiety and frustration for many participants in the present study: a reliable Internet connection (see [5.2.4 Technology problems](#)). According to this author, ensuring this arises from “an institutional ecosystem that develops a desirable culture among all stakeholders and that invests in support services and infrastructure” (Kundu, 2020: 365). Clearly, this reliable Internet connection represents an indispensable requirement for future implementations of the MiTeSRL.

5.3.3 Reducing cognitive overload

As discussed in [5.2.1.5 Cognitive overload](#), the identified “learn-all-at-once” situation resulted in exceeding by far the learners’ ZPD with three simultaneous requests: 1) learning English, 2) finding and using appropriate cognitive (including metacognitive) and affective strategies and 3) learning to use PowToon. This resulted in a cognitive overload that in turn led to a decrease in motivation and resulted in learners’ poor quality of learning and self-regulated training (Sweller, 1998; Kim and Frick, 2011). This led to one of the key findings of the current study and formed the basis for proposing a reduction of the cognitive load in future implementations of the MiTeSRL (Liu, 2011). The fostering of this reduction was operated in two ways: 1) Adding a preparation phase (Stage 0) to the Model and 2) Modifying the Task to demonstrate achievement of the learner’s initial personal goal. The rationale for these changes is explained below.

The addition of a preparation phase (Stage 0) to the proposed training model implies a new approach to the selection of 2.0 technologies to facilitate learning. In this part, learners will be surveyed to diagnose which tools they know and to what extent. If it is found that they are unfamiliar with the basic tools to develop the training model stages in their eP (e.g. LMS tools, weblog, calendar, audio and video editors), direct training will be provided before the course starts. Given that using PowToon caused contradictory reactions and what previous research showed about this tool, (see [5.2.4 Technology problems](#)) it can be considered a major source of cognitive overload. Thus, it was decided not to use this video maker anymore unless that the survey associated with this new stage show that it is familiar to most of the learners (and the same applies to Weebly which Weebly as its use resulted was a barrier). This latter guideline is also aligned with the idea of providing learners with a democratic and cooperative learning

environment to foster self-mastery, a stage/component of the framework for strengthening self-efficacy (see the previous section).

The modification of the task to demonstrate achievement of the learner's initial personal goal involves 1) lowering task complexity and 2) adding specific instructions. On the one hand, lowering task complexity involves that he/she will be provided with the what and how of each of these tasks. For example, they may be requested to record themselves pretending to be radio commentators delivering the news. On the other hand, adding specific instructions implies that, in contrast with the general provision of task instructions of the main implementation of the Model considered, concrete instructions are provided for the task of each Learning Unit. For instance, to complete the sample task above, learners will be requested to:

- 1) Select an interesting, current news story from BBC or CNN,
- 2) Create a two-minute audio recording with a short oral report, including title, introduction, a series of events describing the selected news and their impact on today's society, and their own opinion (using appropriate discourse markers) and,
- 3) Upload the audio to their ePortfolio ("Apply your Learning" section)

5.3.4 Ensuring distributed scaffolding

As discussed in 5.2.2.1 Learner support, the type of support provided to learners in the main implementation of the study was ineffective as it was neither gradual nor implemented through different forms and resources (i.e. distributed scaffolding (Tabak, 2004)). For this reason, various means are proposed to provide multiple support to the needs of the learners during the implementation itself. For example, given the complexity of learning to develop SMART goals, apart from the training with learning objects provided at the beginning of the online course, learners needed constant feedback to create their SMART goal statements (Legget et al., 2019:148). Likewise, providing learners with written instruction and rubrics along with verbal explanations was not enough to successfully implement task strategies. In fact, learners should identify the what, when, why, and how of these type of self-regulatory processes (Kitsantas and Dabbagh, 2010). Modelling is an effective pattern of instruction to guide learners in this regard (White, 2012). For the case under consideration, this means that teacher might have presented an exemplary video presentation reflecting the implementation and interaction of task strategies aimed at achieving the initial personal goal of a particular Learning Unit. The teacher might have also showed how this sample of learning followed task instructions and responded to rubrics.

The definition of “distributed scaffolding” made by Tabak (2004) in the context of the sociocultural perspective, leads to implications not only for goal setting and task strategies but also for following-up with the entire Model. This is discussed below.

In connection with his definition, this author invites educators to consider three key issues:

- 1) Distributed scaffolding is “a gradual process that requires innovative and complex support over extended periods of time” (Tabak, 2004:313).
- 2) “[T]here are multiple ZPDs in the classroom”. (Ibid.)
- 3) “[A] variety of material and social means can provide different affordances and constraints and can work in concert over time in helping students gain facility with the relevant cultural tools”. (Ibid)

As explained next, these three issues can be applied to the follow-up implementation of the Model.

First, given the “graduality” feature of distributed scaffolding, subsequent implementations of the model should take longer than its main implementation. This is consistent with insights from past implementations. Likewise, online course activities should move on a continuum from synchronous work during school hours to asynchronous work outside of school hours. This graduality equally implies that, for instance, SMART goal statements must first be developed in pairs and then, individually, after students have mastered the required skills.

Second, considering the variety of students’ ZPDs, they should play a role in supporting colleague students to work with the online course tools and language contents. Accordingly, these two elements (course tools and contents) might also vary, so it is positive and useful that they can be identified in the new introductory phase (Stage 0).

Thirdly, the potential of having a variety of “materials and social means” should be reflected in the selection and availability of different online resources and tools in response to learners’ identified learning needs (i.e. weak language points linked to language skills or systems). Since, as shown in [5.2.3.1 Learning styles](#), more effective results are obtained when learning styles match instructional strategies, this selection and availability should reflect this connection. Making this variety possible is also in line with the idea of giving learners a choice between different online tasks, so that they do not lose interest and strengthen their computer/Internet self-efficacy (see [5.3.2 Strengthening of computer/Internet self-efficacy](#)).

5.3.5 Engaging learners to integrate Web 2.0 tools into their learning

According to [5.2.4 Technology problems](#), even if the learners in the main study were able to quickly learn and value necessary technology skills, these participants' unfamiliarity with Web 2.0 technologies, revealed their null or minimal experience with these tools (Bennett et al., 2012). This insight which was unexpected given these young learners' apparent engagement with Web 2.0 technologies, leads to the need of engaging learners to integrate these tools (particularly content creation technologies) into their learning. According to Ng (2012), this need will not be met unless learners are given a purpose for adopting these tools. Beyond technical aspects, this "purpose" requests "the thinking about and preparation of content and its integration into the technologies [...]" (Ng 2012: 1077). This is precisely the overall aspiration of the training model under consideration. However, as the current study has shown, motivational influences inevitably play a role in this process. Such factors should not be ignored from a design and implementation perspective if educators attempt to help 21st century learners live up to the educational challenges of the post-COVID-19 world in terms of self-regulation, technology, and language learning.

5.4 Incorporating the five implications/aspects in the proposed training model

Incorporating the previously discussed five implications/aspects in the form of the amendments to the original training model, resulted in an improved version eventually called Model for Integrating Technology and Self-Regulated Learning (MiTeSRL). As observed in Table 9 (below), this improved 4-stage training model better considers the motivational aspects, technology, and the role of scaffolding.

Table 9 Model for Integrating Technology and Self-Regulated Learning (MiTeSRL)

STAGE 0: PREPARATION			
LANGUAGE LEVEL DIAGNOSTIC			
SRL STRATEGIES AWARENESS RAISING			
DIAGNOSTICS, SELECTION OF, AND TRAINING IN INTEGRATIVE LEARNING TECHNOLOGIES (ILT)			
STAGE 1: FORETHOUGHT			
PLANNING THE LEARNING ACTIONS			
SRL Strategy	Equivalent designed section in the VLE	Online scaffolding activities with evidence*	Related options of ILT Category
Goal setting	Set your goal	Based on language can dos, learners create a personal (SMART) language goal for the learning unit (online course).	Collaborative and Communication tools
Strategic planning (Time management)	Organise yourself to work in this Learning Unit	Learners develop a plan for allocating time and completing activities for the learning unit (online course).	Administrative tools. Collaborative and communication tools
STAGE 2: PERFORMANCE			
EXECUTION OR ACT OF LEARNING			
SRL Strategy	Equivalent designed section in the VLE	Online scaffolding activities with evidence*	Related ILT Category
Self-monitoring	Monitor your progress	Learners self-observe the root cause of learning difficulties in a particular course section or skill and post about them in an online forum . In response to learners' posts, the teacher provides feedback comments with suggestions of online resources to have more practice with identified weak language aspects.	Learning tools Assessment tools
Task strategies	Apply your learning	Learners use cognitive metacognitive, and affective self-regulatory processes to complete a task that demonstrates the accomplishment of the initial personal goal.	Content creation and delivery tools Learning tools Assessment tools
Help seeking/ giving	Feedback from peers and teacher	Learners give and receive feedback comments on task . Teacher also gives them feedback comments.	Collaborative and Communication tools. Administrative tools.
STAGE 3: SELF-REFLECTION			
EVALUATION OF THE LEARNING ACTIONS			
SRL Strategy	Equivalent designed section in the VLE	Designed scaffolding online activities with evidence	Related ILT Category
Self-evaluation	My own reflection	considering feedback from the previous step, learners produce a personal final reflection on progress made through the Learning Unit and how to improve work done.	Assessment tools Content creation and delivery tools.
*Following the order of the stages, all the pieces of evidence are presented in the individual ePortfolio (in terms of Learning Units)			

As discussed in the Methodology Chapter, a follow-up study was conducted to test the improved version of the MiTeSRL in 2021, four years after its main implementation. A comparison and contrast of the main study and the follow-up study as a background to better explain the refined model was introduced at the end of the same chapter (see [3.4 Follow up study \(small scale\)](#)).

5.4.1 Some outcomes from implementing the follow-up study

In order to test the impact of the implementation of the above changes, six follow-up study participants responded a semi-structured interview at the beginning of the new semester, after completing the online course under the proposed training model. Even when more in depth analysis of these interviews and other evidence from this latest implemented stage is needed, according to the responses of these learners, it can be presumed that most of the research-based modifications contributed to significant improvements in the delivery and outcomes of the online course. For example, when one of the participants, Ana, was asked if she found any technological aspect of the course useful/not useful, she said:

INTERVIEW EXTRACT 47

Ana: *“Creo que, de hecho, la tecnología fue útil para aprender. Por ejemplo, sigo usando Google Calendar [es decir, después de concluir el curso de inglés en línea bajo el modelo]. Me resultó muy útil y práctico. Entonces, ahora lo uso [el Calendario de Google] para mis otras clases y cuando tengo fechas límite para entregar tareas o cuando tengo exámenes: los recordatorios que envía esta herramienta me ayudan a organizarme mejor [...]”.*

1. I think that in fact, technology was useful for learning.
2. For example, I am still using the Google Calendar
3. [that is, after concluding the online English course under the model].
4. I found it very helpful and practical. So, now I use it [the Google Calendar]
5. for my other classes and when I have assignment deadlines or when I have exams:
6. The reminders sent by this tool help me to organise myself better.

Within this fragment, it is observed that Ana seems to have understood the learning approach that guided the implementation of the online English course and managed to transfer her learning on a Web 2.0 technology (the Google Calendar) from the online course scaffolding activities for fostering time management to academic activities external to this course. An effect like this seems prominent and desirable for any intervention attempting to foster SRL with Technology.

Another participant, Sandra, also commented on her most important achievements from the online course:

INTERVIEW EXTRACT 48

Sandra: "A mí la verdad no me gusta la tecnología, pero creo que este curso si me motivo mucho a conocer cosas nuevas porque conocí recursos [en línea] que son útiles para aprender como Google sites, la Plataforma Oxford, Quill o el sitio del British Council. Yo ni sabía que existían, pero usarlos despertó mi interés incluso para buscar recursos [en línea] por mi cuenta".

7. I really don't like technology,
8. but I think this course really motivated me to learn new things
9. because I got to know [online] resources that are useful for learning,
10. such as Google sites, the Oxford Platform, Quill or the British Council site.
11. I didn't even know they existed,
12. but using them sparked my interest to even look for [online] resources on my own."

This fragment shows that although Sandra admits that she dislikes technology, the tools, and resources she used during the online course engaged and motivated her to continue with this type of learning until the point of taking the initiative and searching for additional tools and resources, which in fact was not a course request. Again, this course impact is meaningful and wanted in this type of intervention.

5.5 Extended implications

After incorporating the research implications, the refined training model (MiTeSRL), which better considers the motivational aspects, technology and the role of scaffolding is subject to be viewed from a wider perspective, in the context of the rapidly changing field of TELL. Accordingly, the remainder of the chapter discusses an evaluation of the course design in connection with recent CALL theories presented at the end of the Theoretical Framework (Chapter 2) and the value of this training model in language learning.

5.5.1 An evaluation of the course design in the context of recent CALL theories

As explained at the end of the Theoretical Framework (Chapter 2) (see [2.7.2.1.2 The latest developments of CALL](#)), the latest development stages of CALL are Integrative CALL (2000-) and Environmental CALL (2010-). In this context, it was also explained that as research demonstrates, Social constructivism and Sociocultural Theory are two of the three highly influential theories in CALL design. Against this background, a brief characterisation of the two CALL phases above was also presented to illustrate their applications using two recent exemplary studies, Loizidou and Savlovska's (2023), based on Socio constructivism (from Integrative CALL) and Hafner and Miller's (2021), based on Sociocultural Theory (from Environmental CALL). Based on online learning insights from the two previously mentioned studies, two central aspects of course design are now evaluated in relation to the application of these two important theories. For this purpose, it should be remembered that the entire course design was based on the implementation and further improvement of the training model (MiTeSRL).

The first central aspect to be assessed is task design in the context of insights from the Socio constructivism (from Integrative CALL) which was the basis for the study by Loizidou and Savlovska (2023) on task design in telecollaboration projects. As stated in the Theoretical Framework, the significance of this work lies in its contribution to improving task design in connection with promotion of interaction between learners and tutors. In this context, these researchers emphasise the importance of flexibility and freedom offered to learners as two desirable characteristics of the task/set of tasks and activities designed (that Loizidou and Savlovska (2023) term "pedagogical scenarios"). When considering that in the original design of the online course (main study) learners were asked to create a generic task (video presentation created in PowToon video maker) as the product of the Performance/Main Task stage, flexibility and freedom do not seem to be considered. However, the tasks in the model were changed significantly in the follow-up stage, after the findings their implications were considered. In this sense, [Table 4 Summary of similarities and differences between main study and follow-up studies in terms of the stages of the MiTeSRL](#) explains that the generic tasks in the main study were replaced by a variety of tasks and tools (including content creation and delivery tools, learning tools and assessment tools) related to focused communicative skill(s) in the follow-up study. This important change in the design of the Performance/Main task was clearly aimed at providing learners with the flexibility and freedom highlighted by Loizidou and Savlovska (2023).

The second central aspect to be assessed is the approach to selecting technological tools in connection with insights from the Sociocultural Theory (from Environmental CALL), which was the

basis for the study by Hafner and Miller (2021). According to the Theoretical Framework, one of the course design principles in these researchers' work is to identify learner needs in order to find technological tools that not only fit the course design but also support both language learning and digital literacies needs. In this context, it can be considered that in the main study, PowToon video maker was the online tool that learners were expected to use to create the product of the abovementioned generic task. However, this tool was unfamiliar for the learners, and it was found that mastering it while responding to online course requirements resulted in cognitive overload. After reviewing the findings and their implications, including the fact that there was not a proper preparation phase in the original implementation of the model (main study), a new stage was added to the training model since the implementation of the follow-up. This new phase, called "Stage 0 Preparation" aims to find and decide with learners on the tools to be used in the course, as well as to determine the required direct technology-related training (if any). As can be seen, in connection with the implementation of the above principle from Social cognitive Theory, a weakness has been transformed into a strength in terms of the approach to the selection of course tools.

5.5.2 The value of the MiTeSRL in language learning

As explained in the Theoretical Framework in connection with the work of Teng (2022) (see [2.5.1 Language learning strategies](#)) the first introduction of SRL into second/foreign language, attributed to Dörnyei and colleagues in the early 2000s, represents a shifting focus in the context of SLA from what to learned to how it is learned in terms of acquiring new language. Almost 25 years after this claim, as an apparent effect of the Information Age, this shifting focus has deeply permeated not only SLA and Language Learning but also any educational field. Accordingly, Aoki states that, "[i]n this rapidly changing society, it has been widely acknowledged that education needs to happen continuously, lifelong and lifewide" (Aoki, 2020:41). In connection with this statement, Aoki associates "lifelong and lifewide learning" with the current need for learning not only throughout one's life, but also formally, non-formally and informally in a variety of settings and situations. Against this context, the value of MiTeSRL as a generic SRL model amalgamating SRL and technology when applied to language learning lies precisely in its impact on how he/she develops his/her language learning and how this experience is extended to his/her lifelong and lifewide learning. These two gains of implementing this training model are discussed next.

First, the value of implementing the MiTeSRL on language learning is evident on the improved effectiveness of the overall process. This optimisation originates on the learner centredness of the

model which aligns the learners needs in terms of language learning and technology. The response to these needs not only occurs at beginning of the course in Stage 0: Preparation, but also throughout the implementation of the rest of the stages of the model, which are defined in the following paragraph in terms of the abovementioned learner centeredness.

In each technology-mediated task-based lesson namely, the learning Units based on topics found relevant to the student in Stage 0, the learner decides on what aspects of the Learning Unit he/she wants to focus on when creating his/her personal (SMART) language goal and how he/she will achieve it through strategic planning/time management (Stage 1) tools using, for instance, an administrative tool (i.e. an online calendar) on when and how he/she will complete the Learning Unit. After completing the pre-task activities of the lesson, self-monitoring them and posting about them in an online forum, learner is offered with teacher's suggestions of online resources to respond to specific weak language aspects he/she indicated in the online forum post (Stage 2). Based on this proposal, he/she selects the most appropriate resources according to his/her own identified language difficulties. he/she takes an active role in his/her own learning when through cognitive, metacognitive, and affective strategies he completes the main task that demonstrates the accomplishment of his/her initial goal through a flexible use of Web 2.0 tools namely, content creation and delivery, learning, and/or assessment (Stage 2). Based on the product of this task, the learner is provided with feedback on his/her performance that not only comes from the teacher but also from his/her peers. Along with opportunities for correction and improvement, this contributes to fulfilling the learner's need of support and motivation to excel in his/her learning (Stage 2). After the above series of scaffolding activities with products of learning published in the learner's process eP, a personal final reflection to self-evaluate his/her own work and performance (Stage 3) in the Learning Unit helps him/her to gain a sense of achievement and re-consider his performance in preparation for the following Learning Unit that re-start the training (see [Table 9 Model for Integrating Technology and Self-Regulated Learning \(MiTeSRL\)](#)).

Secondly, the value of implementing the MiTeSRL is evident on how this learning experience is extended to the learner's lifelong and lifewide learning. In this respect, the effective implementation of the training model leads to transferring the use of the SRL strategies in connection with the use of different ILT categories to other contexts even to personal life. This transference can be illustrated with Andrea, one of the participants in the follow-up study, who after finishing the online course decided to keep using the Google calendar reminders for better managing her time in connection with 'her other classes and when she has assignment deadlines or when she has exams' (see Interview Extract 47). Yet another example of this transference is

observed with Sandra, another participant in the follow-up study who after the online course reported that, following her experience of knowing and using some useful language learning resources in the course, she changed for good her attitude to technology and took the initiative in searching more of this type of resources. (See Interview Extract 48).

Chapter 6: Conclusion

This final chapter states the significance of this study in connection with the research aim and the insights discussed in the previous chapter. Within this starting point, the research questions are answered, and these answers lead to the researcher's main lessons learnt. The research contributions and limitations are then presented. An agenda for further research is then provided. The chapter closes with a final note from the researcher.

6.1 Answering the research questions.

As explained before, this action-research study is aimed at exploring the embedding of SRL and the use of ILT into a training model for fostering language learning. The implementation of the research design led to answer the research question as follows:

1. What is the impact of a training model embedding SRL and the use of technology for fostering language learning?

According to the findings, for learners, the way in which technology was used contributed to their cognitive overload, which led to many more barriers than enhancements for SRL. In addition, the scaffolding was ineffective because it was not provided gradually and through different forms and resources.

2. Which factors (e.g. personal, internal, and/or external) inhibit or facilitate the effectiveness of the model)?

The results demonstrated that seven internal factors (attention, perceived relevance of content and learning activities, confidence and computer/Internet self-efficacy, satisfaction with learning, cognitive overload, online social interaction, and technology problems), one external factor (learner support) and one personal factor (learning styles) inhibit or facilitate the effectiveness of the model.

3. What are the main aspects to be taken into account in a revised training model embedding SRL and ILT for fostering language learning?

According to the interpretation of the research findings derived from the implementation of the proposed training model, the aspects to be considered arise from interconnecting internal, external, and personal factors that influence learner motivation and engagement. These aspects are:

- 1) Sustaining motivation to learn.
- 2) Strengthening of computer/Internet self-efficacy.
- 3) Reducing cognitive overload.
- 4) Ensuring distributed scaffolding.
- 5) Engaging learners to integrate Web 2.0 tools into their learning.

From these answers, it follows that, technology and/or SRL does not automatically represent the scaffolding for language learning. In practice, these two elements are influenced by issues of a highly motivational nature. Thus, appropriate consideration of influences such as the one discussed in these chapters may lead to sustain motivation, strengthening of computer/Internet self-efficacy, reducing cognitive overload, ensuring distributed scaffolding, and engaging learners to integrate Web 2.0 tools into their learning. All these implications will ensure using the potential of SRL and ILT to provide 21st century language learners with a high-quality and effective learning. The MiTeSRL resulting from a series of iterative processes combining theory, research, and practice, reported in this study, represent the know-how for reaching such a relevant aim.

All in all, the researcher has realised the importance of emphasising motivational issues in a model that embeds SRL and technology for fostering language learning. A key lesson learnt in this regard, was that especially at the implementation phase of such a design, this integration should ensure a distributed scaffolding which is characterised by graduality and multiple types of support for 21st century learners. Concerning the latter ones, who are ultimately the reason for the developing the considered training model, another important lesson learnt is that, despite their knowledge and use of technology in everyday life, especially for “private purposes” (Dörnyei and Ushioda (2021), they should be explicitly trained and, above all, be given with a purpose for using and taking advantage of affordances of technology to learn language and other academic contents. This training and purpose will impact not only their language learning but also their “lifelong and lifewide learning” (Aoki, 2020).

6.2 Research contribution

The improved training model better considers the motivational aspects, technology, and the role of scaffolding. This framework is the main contribution of this study to the field of TELL and is relevant because, according to An et. al., (2022), “what is lacking in recent research on technology-assisted language learning is a systematic examination of SRL strategies in technology-using conditions particularly in an EFL context” (An et. al., 2022:2). In this context, the five research implications represent five general current issues that any similar learner-centred model for promoting language learning through SRL with technology should highlight in order to promote high-quality and effective learning with 21st century language learners. Overall, this contribution offers the kind of detailed self-regulated instruction in synergy with technology that Huh and Reigeluth (2017) consider “rare” in the information-age educational paradigm. Therefore, the model and the five implications are subject to be considered in pedagogical praxis beyond the field of TELL.

The proposed training model derived from the researcher’s theory, research, and practice to effectively foster language learning through a learning design that embeds the social cognitive perspective of SRL (Zimmerman, 2000a; Pintrich, 2000a), (see 2.4.2), task-based language pedagogy (Ellis, 2003) (see 2.6) and the ILT approach to technology (Kitsantas and Dabbagh, 2010), (see 2.8). This integration is viewed as the scaffolding to support language learning in TELEs, considering that “SRL is maximised in TELEs that, in addition to content, provide opportunities for student interaction, feedback and self-monitoring” (Johnson and Davies, 2014: 4). In this regard, after the learning experience with designing and implementing this model in the context of an action-research, the researcher agrees with Edisherashvili and colleagues, on the idea that “while trying to make the online learning environment highly supportive, [...] the systems and designs should stay simple, whereas the learner, their needs and the process of learning always need to occupy the central part” (Edisherashvili et al., 2022). For the researcher, this has implied, for instance, not being hasty in incorporating the use of innovations post Web 2.0 (i.e. Web 3.0 and Web 4.0 tools) into the current training model, which he continues to use and promote in his own teaching and learning context in Mexico.

Given the limited availability of similar learning designs in the field of TELL, the researcher was inspired by theory-driven interventions instrumented in other knowledge areas of higher education such as the Vienna E-Lecturing programme for teaching research methods in psychology which pedagogical background is claimed to be transferable to “other university

related topics and for application in school settings” (Schober et al., 2008:720). This was also the case for the teaching strategies to improve students’ motivation and learning outcomes in online, distance courses, contextualised in nursing (Gormley et. al., 2012). Another influential but more general and theoretical work is the “instructional framework of self-regulated learning in digital environments” proposed by Johnson and Davies (Johnson and Davies, 2014).

Regarding the applicability of this training model, it must be noted that the proposed framework is subject to be implemented by English teachers through TELES, regardless of whether the English course to be facilitated is delivered in an online, blended or hybrid modality. This, of course requires the support and participation of all the stakeholders.

The teachers or facilitators are the key element in the implementation of this training model. For this purpose, they should possess the following basic competences:

- 1) A good level of understanding of the successive stages of the model, and the corresponding SRL strategies and related ILT categories (see [Table 9 Model for Integrating Technology and Self-Regulated Learning \(MiTeSRL\)](#)).
- 2) A high level of proficiency in the use of different types of Webs 2.0 subject to be used with learning purposes (weblogs, VLE, calendar tools, among many others (see [2.8.1](#))
- 3) Ability and available time to provide timely and learner-centred support in connection with individual and collective ongoing learning needs in the form of for instance, feedback comments.
- 4) Ability to design and made available a variety of learner-driven activities using technology in connection with the approach taken by the training model (i.e. for creating contents or for transferring their learning of SRL strategies to domains beyond language learning).

6.3 Research limitations

Two main limitations are imposed on this study: the generalisation of the findings to other settings and the variations in the implementation of the model between the research stages. These constrains, which admittedly make the MiTeSRL an in-progress work, are discussed below.

About the generalisation of the findings to other settings, it should be noted that the fact that the main study derived from a research design based on action-research, made it very difficult to

extend these results to other settings. For instance, the effects of an intervention like this might vary in connection with the learners' level of digital competence (Edisherashvili et al., 2022).

Regarding the variations in the implementation of the model, it must be considered that significant changes occurred between the reported research stages and in terms of the researcher's role. Among the most obvious discrepancies is the one that occurred between the main study and the follow-up study. As reported before, the main study was conducted before the emergency remote learning caused by COVID-19 pandemic (2017) while the follow-up study was conducted right during this event (2021). In this regard, at the time of this emergency remote learning, an increase in SRL was attributed to the fact that "distance learning might have forced all students to self-regulate their own learning more than usual" (Korkmaz and Mirici, 2021:10). A similar effect of distance learning could apply to the use of technology. Consequently, the contrasting documented effects between these two research stages might not be only due to the changes applied to the training model, but also to this special circumstance.

Regarding the role of the researcher, it should be noted that in the main study the researcher did not take on the role of online course facilitator. However, he assumed this latter role in the follow-up study. This change implies that in the follow-up study, the researcher may have found it difficult to separate his perspective as an online course facilitator (insider) from his role between outsider and insider (researcher) (Dwyer and Buckle, 2009). This situation may have influenced his analysis and interpretation of the main stage and his perspectives on comparing and contrasting the two study phases.

6.4 Further research

Given the above research limitations, particularly about the generalizability of the results, future studies should aim to test and validate the training model with much larger groups of students from diverse backgrounds. In addition, since the training model is supposed to be a know-how for effectively supporting language learning, the impact of implementing this framework on learners' language proficiency should be explored, possibly paying attention to specific language skills or systems in which the model demonstrates to have more/less impact on. In this regard, another relevant area to focus on is the effectiveness of using different Web 2.0 tools in learners' motivation and engagement. Likewise, considering the key role and competencies of teachers or facilitators of the model (briefly outlined in [6.2 Research contribution](#)), another possible focus of further study may be the ideal profile and training they require to better assist learners in learning through this training model.

6.5 A final note from the researcher

Over the years spent in the study of this PhD, the researcher has developed a better understanding of pedagogical discoveries to better support language learners. Through a series of iterations integrating theory, research, and practice, this research design offered him the opportunity to create, apply, observe, reflect, and evaluate multiple hypotheses that would usually be reapplied to seek a better know-how to support language learners. Over that time, several “hidden factors” have had an impact on this searching process, such as context and external factors. For example, at his higher educational context in northern Mexico, the researcher identified several differences in the way nursing students and student-teachers responded to a similar intervention under the proposed training model (MiTeSRL). Likewise, in terms of external factors, the researcher realised how emergency remote learning caused by COVID-19 has led to extraordinary technological advances applied to TELL and to re-signify the role of SRL for learning at any learning modality. Undoubtedly, this has been a long but enriching journey enabling him to master the competences to use professional investigation as a tool to contribute innovatively to the challenges in front of his field, and it seems that this amazing voyage has only just begun!

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Appendices

Appendix I SMART Goal Statements per Study Participant

Iliana's three personal objectives for the course's Learning Units are given below (the author's bold-faced text)

Goal 1

Iliana's Personal Objective Unit for 1 (Spanish and English)

*Mi objetivo personal para esta unidad de aprendizaje es poder **aprender y recordar con facilidad verbos, palabras, así como oraciones comunes** para **hablar sobre actividades frecuentes en la vida diaria** y para **entablar conversaciones sencillas** con otras personas, además de **reforzar el conocimiento adquirido en unidades anteriores** para poder **relacionar los conceptos nuevos con los ya revisados**.*

My personal goal for this Learning Unit is to be able to **easily learn and remember verbs, words, as well as common sentences** to **talk about frequent activities in daily life** and to **start simple conversations** with other people, as well as to **reinforce the knowledge acquired in previous units** to be able to **relate the new concepts with those already revised** (translation).

Goal 2

Iliana's Personal Objective for Unit 2 (Spanish and English)

*Mi objetivo para esta unidad es **ampliar mi vocabulario** y **reforzar lo aprendido en unidades anteriores para ser capaz de entablar una conversación** en la cual pueda **dar mi opinión de forma clara y detallada**, así como también **dar razones y resultados en cuanto a mi punto de vista, actividades y gustos**, además de esto me gustaría **mejorar no solo en mi lenguaje oral, sino también en el escrito** y en **escuchar claramente en una conversación o un audio**.*

My objective for this unit is to **expand my vocabulary** and **reinforce what I have learned in previous units to be able to start a conversation** in which I can **give my opinion in a clear and detailed way**, as well as **give reasons and results regarding my point of view, activities, and likes**. In addition to this, I would like to **improve not only in my oral language**, but also in **writing and in listening clearly in a conversation or an audio** (translation).

Goal 3

Iliana's Personal Objective for Unit 3 (Spanish and English)

*Mi objetivo para la unidad "Talk about a Website" es **ampliar mi vocabulario** y ser capaz de **entablar conversaciones sencillas sobre diferentes temas de la vida cotidiana**, así como **seguir reforzando el conocimiento de la unidad anterior** para poder **mejorar principalmente en mi expresión oral** pero también en **lo escrito** y en la **habilidad para escuchar**.*

My goal for the unit "Talk about a Website" is to **expand my vocabulary** and to be able to **start simple conversations on different topics of everyday life**, as well as to **continue reinforcing the knowledge of the previous unit** to be able to **improve mainly in my oral expression** but also in **writing** and in the ability to **listen** (translation).

Jorge's two personal objectives for the course are shown below (the author's bold-faced text)

Goal 4

Jorge's Personal Objective for Unit 1 (Spanish and English)

Mi objetivo personal fue aprender sobre los verbos y escanear algunos textos para realizar una tarea.

My personal objective was to **learn about verbs** and **scan some texts to make a task** (translation).

This extract indicates a pair of broad and unambitious goals. However, in the next unit he includes three objectives on very different contents. The first and the third one follow the same level of broadness than those in Unit 1, but the second one is apparently more specific (see below).

Goal 5

Jorge's Personal Objective for Unit 2 (Spanish and English)

En esta unidad mi objetivo fue:

- *Hablar de un sitio web*
- *Describir sitios web en una discusión en línea.*
- *Aprender sobre la investigación de un tema en el que estoy interesado*

In this unit my objective was to:

- Talk about a website
- Describe websites in an online discussion
- Learn about investigation of a topic I am interested in (translation).

Laura's three personal goals for the course's Learning Units are presented below. (the author's bold-faced text)

Goal 6

Laura's Personal Objective for Unit 1 (Spanish and English)

*Mi objetivo personal en el curso presente es **aprobarlo con una calificación considerablemente buena (mayor a 8)**, para finales del semestre pero sobre todo **conocer y dominar el material y los temas establecidos para este periodo de tiempo** así como **reforzar lo aprendido hasta el momento**, es decir, **recordar sin ninguna dificultad las palabras básicas (verbos, números, lugares, etc.)** y sobre todo **repasar la pronunciación**. Así como **establecer un tiempo determinado para revisar, recordar, estudiar y aprender el material**.*

My personal goal in the **current course** is **to pass it with a considerably good grade (greater than 8)**, by the end of the semester but above all to **know and master the material and topics established for this period of time** as well as **to reinforce what I have learnt so far**, that is, **remembering the basic words (verbs, numbers, places, etc.) without any difficulty** and, above all, **reviewing the pronunciation**. As well as **establishing a certain time to review, remember, study, and learn the material** (translation).

Goal 7

Laura's Personal Objective for Unit 2 (Spanish and English)

*Mi objetivo para la unidad "L1 Education" es **reforzar el entendimiento** al escuchar hablar inglés, así como también **identificar y aprender palabras desconocidas**, practicar el idioma **y saber expresar ideas al entablar una conversación** en este idioma en base a la escucha de intercambio de palabras establecidas en los audios de las actividades presentes en la unidad. Así también **identificar, conocer y aprender vocabulario referente a las actividades y ocupaciones principales en las personas**, por ejemplo, **qué es lo que estudia, en qué trabaja, a qué se dedica, qué le gusta hacer y aspectos relacionados**.*

My goal for the Unit "L1 Education" is to **reinforce understanding** when listening to speak English, as well as **to identify and learn unknown words**, practice the language, and **know how to express ideas when starting a conversation** in this language based on listening to word exchange established in the audios of the activities present in the Unit. As well as **identifying, knowing, and learning vocabulary regarding the main activities and occupations in people**, for example, what they study, what they work on, what they do, what they like to do and related aspects (translation).

Goal 8

Laura's Personal Objective for Unit 3 (Spanish and English)

*Mi objetivo personal correspondiente a la tercera unidad "S1 Speaking Education" es reforzar **los conocimientos adquiridos momento, escuchar, entender, comprender y sobre todo facilitar el habla y el entendimiento al escuchar hablar el idioma inglés** debido a que es lo más complicado en mí, sobre todo también **mejorar el conocimiento y la adquisición de vocabulario** para que esto*

*mismo sea un escalón hacia la realización del objetivo general, “el hablar y escuchar inglés”. Asimismo, [espero lograr] una **mejoría en entablar conversaciones**.*

My personal objective corresponding to the third Unit “Speaking S1 Education” is **to reinforce the knowledge acquired so far**, to listen, to understand, to comprehend and above all **to facilitate speaking and understanding when listening to the English language** because it is the most complicated thing in me, also **to improve the knowledge and the acquisition of vocabulary** so that this itself is a step toward the realization of the general objective, “speaking and listening to English”. Likewise, [I hope to achieve] **an improvement in starting a conversation** (translation).

Carla’s two personal goals for the course’s Learning Units are shown below. (the author’s bold-faced text)

Goal 9

Carla’s Personal Objective for Unit 1 (Spanish and English)

- ***Quiero que me vaya bien este semestre en el curso de inglés.***
- ***Quiero aprender verbos.***
- ***Quiero aprender a escribir y utilizar esos verbos de manera correcta.***
- *Quiero leer, escribir, escuchar y comprender los eventos de un artículo de forma individual.*
- *Quiero repasar los temas vistos para reforzar conocimientos.*

- **I want to do well this semester** in the English course.

- **I want to learn verbs.**
- **I want to learn to write and use these verbs correctly.**
- I want to read, write, listen to, and understand the events of an article individually.
- I want to review the covered topics to reinforce knowledge (translation).

Goal 10

Carla’s Personal Objective for Unit 2 (Spanish and English)

- *Leer opiniones sobre universidades.*
- *Comprender audios relacionados con opiniones de estudios y carreras universitarias.*
- ***Aprender nuevos verbos.***
- ***Leer, escuchar y comprender esos verbos.***
- ***Saber poner los verbos en oraciones o textos de forma correcta.***

- To read opinions about universities.

- To understand audios related to opinions about studies and university careers.
- **To learn new verbs.**
- **To read, listen and understand these verbs.**
- **To know how to put verbs in sentences or texts correctly** (translation).

Next, Melisa's three personal objectives for the course's Learning Units are presented

Goal 11

Melisa's Personal Objective for Unit 1 (Spanish and English)

- *Quiero saber encontrar y reunir la información disponible en cualquier texto sencillo para poder completar mis tareas.*
- I want to know how to find and gather the information available in any simple text to be able to complete my tasks (translation).

Goal 12

Melisa's Personal Objective for Unit 2 (Spanish and English)

- *En esta unidad quiero hablar sobre sitios web y poder describirlos.*
- In this unit I want to talk about websites and manage to describe them. (translation)

Goal 13

Melisa's Personal Objective for Unit 3 (Spanish and English)

- *En esta unidad quiero hablar sobre sitios web que conozco y desconozco.*
- In this unit I want to talk about websites that I know and do not know (translation).

Alma's three personal goals for the course's Learning Units are presented below. (the author's bold-faced text)

Goal 14

Alma's Personal Objective for Unit 1 (Spanish and English)

- ***Mi objetivo principal es entender y comprender todo el texto, entender la idea principal de cada conversación para poder entender todo lo que se habla en una conversación en***

*específico. También me interesa **conocer vocabulario nuevo ya que mi vocabulario no es tan extenso.***

- My main objective is **to understand the whole text, to understand the main idea of each conversation to be able to understand everything that is spoken in a specific conversation.** I am also interested in **learning about new vocabulary** since my vocabulary is not that extensive (translation).

Goal 15

Alma's Personal Objective for Unit 2 (Spanish and English)

- *Mi objetivo personal de esta unidad es **mejorar la forma en que me expreso verbalmente, así como mejorar mi pronunciación, también comprender el tema principal de una conversación o discusión, conocer nuevos verbos para saber cómo describir un punto de vista personal.***
- My personal objective of this unit is **to improve the way I express myself verbally, as well as to improve my pronunciation, also to understand the main topic of a conversation or discussion, to learn new verbs to know how to describe a personal point of view** (translation).

Goal 16

Alma's Personal Objective for Unit 3 (Spanish and English)

- *El objetivo de esta unidad es **poder realizar una presentación verbal donde pueda dar razones o justifique mi punto de vista, así como también describir un sitio web en un foro o presentación y reforzar lo aprendido a lo largo de estas actividades.***
- The objective of this unit is **to be able to make a verbal presentation where I can give reasons or justify my point of view, as well as describing a website in a forum or presentation and reinforcing what has been learned throughout these activities** (translation).

Appendix II Interview Tapescripts

Appendix II A Alma

(29:54 minutes)

Entrevistador: Te voy a preguntar de otros aspectos, primero ¿Podrías describir cómo se desarrollaba típicamente una sesión del curso? ¿Cómo comenzaba? ¿Qué ocurría posteriormente? ¿Cómo terminaba?

Alma: Muy bien, primero comenzábamos con la plantación del objetivo, en base a una unidad correspondiente, después hacíamos como nuestro plan de trabajo, establecíamos los tiempos en donde íbamos a coincidir las actividades que se realizaron, después venían como todas las actividades en la plataforma, de Oxford, perdón, todo lo que íbamos a hacer, a responder en línea, y luego después nos pedían hacer como una evidencia de lo aprendido, que era en video en PowToon. Después en un foro, veíamos, bueno poníamos como lo que se nos dificultó, lo que se nos hizo más fácil de acuerdo a las actividades de Oxford, y dejar un comentario para mejorarlo, o como nosotros podíamos mejorar nuestro desempeño ya después pasar a la reflexión si no, que era una serie de preguntas donde escribíamos si habíamos cumplido el objetivo o si eran nuestros objetivos, que plan era viable y que no, y ya así concluíamos lo de planear.

Entrevistador: ¿Y después de eso? ¿Otra vez iniciaban o hacían otra cosa después de la reflexión escrita

Alma: Después de esto, me parece que... teníamos que poner un comentario en una de las evidencias donde entraban compañeros.

Entrevistador: Ah ok, bueno, muy entonces, ahora ¿Con qué frecuencia te sentías motivado para asistir al curso y realizar las actividades? ¿Era siempre, regularmente, algunas veces, pocas veces, nunca?

Alma: Pues más bien, algunas veces.

Entrevistador: ¿Por qué?

Alma: No era muy... porque como eran de repente muy repetitivas las actividades, y luego teniendo muchos problemas, bueno ya no tuvimos para entrar a la plataforma, era como "ahí podías entrar" pero que me saque o no me deje hacer nada. Entonces sí un poco desgastante porque era hacer lo mismo y batallábamos para entrar a Weebly y luego veíamos que, sin una razón aparente, se nos habían borrado las cosas. Entonces, era desgastante estar haciendo lo mismo y batallar para poder avanzar en las actividades.

Entrevistador: Ok, ¿Qué ventajas y/o desventajas tenía este curso en relación con otros cursos de inglés que has tomado?

Alma: Ok, pues las desventajas es que siempre podíamos estar en línea y no siempre teníamos que ir, que bueno era dinero lo que íbamos a clases presenciales, la desventaja es que si no había internet o que si se nos iba a la luz o teníamos algún problema, ya no podíamos hacer las actividades, y pues a parte que lo que pudiéramos aprender, bueno yo no aprendí mucho haciéndolo en línea, porque eran otros recursos para realizar las actividades que no entendíamos. En cambio, en los cursos presenciales teníamos que hacer todo bien y como pudiéramos.

Entrevistador: ¿Entonces te parece que es una ventaja o desventaja?

Alma: Pues un poco de las dos.

Entrevistador: ¿Por qué?

Alma: Porque... bueno era... este... era forzarnos a presentar y aprender, interpretar instrucciones como nosotros lo entenderíamos, en cambio sí lo hacíamos en línea lo traducíamos en Google o así, pero otra ventaja es de que las podíamos hacer cuando teníamos tiempo, que era como una hora al día y por alguna razón, no podíamos ir a inglés pero teníamos que hacer las actividades, pero ya las hacíamos, pero ya no perdíamos ese tiempo. Entonces pues un poco de las dos.

Entrevistador: Ok, Ahora te voy a comentar algunos aspectos específicos del curso y que se desarrollaban en cada unidad, como tú me platicas, y luego que me digas, bueno lo que lograste o lo que te faltó en caso de cada actividad y si hay alguna relación entre alcanzar el objetivo de la actividad y tu aprendizaje. Primeramente, está la actividad de *Set your objective*, que pretendía establecer un objetivo personal de aprendizaje a partir del objetivo general, que era como personalizar el objetivo que ya estaba ahí. Entonces en relación con esto; ¿Qué lograste y qué te faltó en realizar este objetivo?

Alma: Bueno en relación a eso, logré como que entender más del inglés, un poco más de acuerdo a las actividades y a todo lo que nos planteaban, lo logré, me faltó ponerlo más en práctica, porque como todo es virtual, no es como que puedo hablar con la computadora en inglés, o algo así o entonces muchas cosas no las podía realizar, como por ejemplo en la de la parte, en una unidad donde teníamos que hablar, a mí se me dificultó mucho porque pues no sé hablar inglés, y entonces no puedo hablarle a la computadora en inglés y que me responda, entonces yo siento que la práctica fue lo que más me faltó en cada una de las unidades, poner más en práctica.

Entrevistador: Entonces en relación al objetivo, ¿crees que lo pudiste establecer o no? eso es específicamente en el objetivo?, ya ves que era la primera actividad que decía, te daba un análisis y luego ya tú lo personalizabas, lo adaptamos a ti.

Alma: Sí, yo creo que sí.

Entrevistador: ¿o qué te faltó?

Alma: Sí, yo creo que sí los pude establecer, pero no los cumplí al 100%, como me hubiera gustado.

Entrevistador: Ah ok, Ahora, había una sección *Organize yourself to work in this learning unit*, y en esa sección se pretendía desarrollar un plan para alcanzar el objetivo personal inicial, en este sentido del plan; ¿Que lograste y que te faltó?

Alma: Bueno en eso sí logré como establecer los tiempos, sí fue fácil para mí, organizar todo lo que tenía que hacer en esa unidad y ponerla como prioridad, entonces en eso sí puede, al principio batallé, porque pues eso lo teníamos que hacer en plataforma, pasar el office, entonces no sabíamos ni cómo, ni *Word*, ni captura. Entonces al principio sí fue difícil, para, así como ponerlo ya en el *Moodle*.

Entrevistador: Y bueno, ¿Tú crees que haya alguna relación de alcanzar este objetivo y cuestión de planear y tu aprendizaje?

Alma: ¿Cómo perdón?

Entrevistador: ¿Que, si hay una relación entre el objetivo de la sesión, perdón de la planeación, y desarrollar el aprendizaje para ti?

Alma: Sí yo creo que sí, porque es este... algo con lo que debería de concordar, entonces el objetivo lo cumplía en factor, en cuestión de conforme yo hacía mi plan, entonces yo digo que...

Entrevistador: Qué sí... bueno entonces ahora hay otra sesión que era *Applying your Learning*, esta sesión pretendía demostrar que alcanzaste tu objetivo inicial, esa sí era mediante la presentación multimedia que hacía, entonces crees que en esta sección se logró, bueno, ¿Que lograste? ¿Qué te faltó en cuanto a demostrar que alcanzaste tu objetivo inicial?

Alma: En esa parte sí batallé un poco porque no sabía cómo estructurar la presentación para que mostrara lo que aprendí y durara tres minutos, como decían las indicaciones. Probablemente el video debió haber sido más corto o simplemente podríamos haber hecho algo más práctico como un ensayo o algo así. Independientemente de que no se cumpliera al 100%, el video fue lo más útil porque de alguna forma me hacía plasmar lo que había aprendido y sentía que había logrado algo, a diferencia de otras actividades en donde no se veían resultados tan inmediatos ni implicaban mayor esfuerzo.

Entrevistador: ¿Batallaban para usar la plataforma o para hacer el video?

Alma: Las dos cosas, yo batallé para usar la plataforma, porque todo el tiempo me estuvo sacando, no podía entrar a ninguna y para hacer el video pues era cuestión de que no sabía qué poner o cómo cumplir con las especificaciones que nos pedían del video.

Entrevistador: Ahora, Bueno, otra sección era *Monitoring your Progress*, aquí es donde hacían el foro, y el foro pretendía que identificarán sus actividades más difíciles y recibieras sugerencias de recursos para practicar, de manera adicional. Entonces ¿Qué logros... bueno, que lograste y que te faltó en relación al foro?

Alma: Bueno en eso yo pienso que al momento de yo de poner la actividad que más difícil se me hizo he... sí estuvo bien porque pues así yo ya sabía o bueno el maestro sabía que era como que lo que más se me dificultaba y la mayoría pues era algunas actividades que la plataforma, tu ponías una palabra y te la marcaba mal porque era un sinónimo, porque estaba en mayúscula o por una razón que tú dices “achis”, entonces en eso pues sí batallé porque era como que cuando es la palabra que tiene... como que precisamente marcada para que sea la correcta. Entonces en base a eso pues sí batallé, ya después como que fui agarrando la onda y ya buscaba muchas palabras que pudiera coincidir y pues ya las ponía, yo creo que faltó un poco más de claridad en esas partes, que a nosotros desde un principio nos digan “No pues, es que saben que la plataforma nada más tiene especificado así, si lo ponen en mayúsculas se los marca mal”, o sea que nos digan desde un principio, porque independientemente de que lo pongamos bien por alguna razón de alguna de las actividades no la marca mal porque estaba en mayúscula o cosas así, que probablemente desde un principio se pudieron haber evitado.

Entrevistador: Pero, por ejemplo, hay unas actividades, fuera de la cuestión de la forma de mayúsculas/minúsculas, que tu digas o que tu consideres que al hacer esa sección sí podías identificar las actividades más difíciles y recibías sugerencias para mejorar? O sea ¿Si se logró o no se logró o que te faltó?

Alma: Pues básicamente, se logró en la cuestión de que yo si podía identificar qué se me dificultaba, pero no recibía retroalimentación específica para poder mejorar.

Entrevistador: Bueno, hablando de otra sesión *Evaluate and Improve*, en esta se pretendía dar y recibir retroalimentación sobre la presentación multimedia a partir de rúbricas, reflexionar sobre la unidad a través de un texto breve considerando que te decía el maestro, lo que te decía un compañero, lo que decía las rúbricas y tu propia experiencia en la unidad, esto ¿Crees que se logró o que faltó?

Alma: Yo siento que no se logró, y que faltó, porque básicamente, al momento de poner el comentario los compañeros ponían cosas como “qué bonito te quedó el video” y no daban retroalimentación sobre qué mejorar específicamente. En cuestión de los comentarios que nos hacían a nosotros, el maestro sí nos ponía: “sí puedes ponerle esto, quitarle lo otro, tienes un error gramatical”. Entonces en eso más bien es como a la mitad, porque el maestro sí nos daba la retroalimentación, pero los compañeros, bueno nosotros mismos, nos poníamos “ah que chido o que imaginación tienes” no tanto como que: “bueno, puedes mejorar esto, puedes quitar esto, puedes corregir esto”. Entonces fue como que parcialmente logrado.

Entrevistador: En ese sentido, había unas rúbricas donde decía, como que te daba niveles de desarrollo de cada actividad, o sea que como lo debías hacer. Entonces, ¿Qué tanto se basaban en esa rúbrica?

Alma: Ok, bueno, pues...

Entrevistador: ¿O no se basaban? porque dices que más bien era como de en forma, ¿No? Como de que “aquí te falta una coma, aquí esta palabra está mal”, pero las rúbricas eran del contenido de la presentación.

Alma: Bueno pues en cuestión de lo de la rúbrica, yo me basaba más o menos sí, más o menos no, en lo que no me basaba era en lo del tiempo, a veces mis videos duraban 2 minutos, porque pues ya no sabía y siempre era como de “3 minutos mínimo, 3 minutos mínimo” o máximo, no recuerdo. Entonces en eso, en esa parte yo no me basaba, pero en todo lo demás que tuviera los objetivos de alguna forma como los cumpliste y todo eso, pues eso, eso sí lo cumplía, más no como la duración entonces yo creo que todos nos basamos parcialmente en la rúbrica.

Entrevistador: Ahora, ¿Cuál de estas actividades te pareció más útil? y ¿Por qué?

Alma: Ah... de esas, pues creo que... pues las actividades propiamente de la plataforma, las que teníamos que resolver, porque en esas pues ya te manifestaba o te explicaba y te ponía hacer actividades de acuerdo a la unidad de lo que debías de aprender y de esa forma, bueno yo soy más práctica, entonces yo haciendo ejercicio y haciendo actividades se me queda más. Por eso yo creo esa fue como que lo que más me sirvió de todas las actividades.

Entrevistador: Pero de las que comentamos, de establecer el objetivo al inicio de la sesión de hacer la evidencia en *PowToon*...

Alma: Probablemente...

Entrevistador: ¿Cuál de esas actividades fue la que más se te hizo útil?

Alma: Creo que al hacer los videos de las Unidades pude plasmar lo que había aprendido y sentí que había logrado algo, a diferencias de las otras actividades en donde no se veían resultados tan inmediatos ni implicaban mayor esfuerzo.

Entrevistador: Ahora, lo contrario ¿Cuál de las actividades anteriores te pareció menos útil y por qué?

Alma: Yo digo que la de plasmar... hacer tu programación... Logré establecer los tiempos y lugares para trabajar y organizar todo lo que tenía que hacer en la unidad y ponerla como prioridad. Aunque te ayuda para saber qué tienes que hacer y organizarte con el tiempo y los lugares donde vas a trabajar, siento que no fue útil porque la mayoría de las veces yo no pude cumplir con lo que inicialmente establecía, aparte creo que no se relaciona tan directamente con aprender inglés.

Entrevistador: Ok, entonces esa era la menos útil, ahora preguntarte sobre... ya hablamos un poco de eso, la sesión *Evaluate and Improve*, implicaba el uso de rúbricas para retroalimentarte por parte del maestro y por parte de los compañeros, también la auto evaluación, ¿Qué tan importante fueron estos procesos? Primeramente, ¿Qué tan importante te parece recibir retroalimentación del maestro a partir de las rúbricas?

Alma: Ok, bueno a mí eso sí se me hace muy importante, porque es en la forma en la que yo voy a conocer o voy a mejorar mis puntos débiles por así decirlo, entonces pues para mí pues es esencial, porque es como que “a ti te falta esto, puedes mejorar esto otro” y ya pues esas cosas yo las tomaba en cuenta, para después ya no cometer el mismo error y seguir aprendiendo.

Entrevistador: Ahora recibir, ¿Qué tan importante te parece recibir retroalimentación del compañero?

Alma: Pues sí es importante, porque, por ejemplo, si no entiendes cosas que te dice el maestro, tus compañeros te las pueden decir de forma distinta y te ayuda, porque les entiendes más fácil. El problema es que en este caso la retroalimentación no se hacía con base en las rúbricas, eran comentarios muy generales entre nosotros. Entonces pues sí es importante, porque lo conoces como con tus iguales, entiendes más fácil y batallas menos, pero en dado caso de qué se hizo, en este caso no se hizo.

Entrevistador: Muy bien, ¿Qué tan importante te parece la autoevaluación?

Alma: Pues la autoevaluación yo considero que sí es importante, porque tú vas conociendo, cómo fuiste desarrollando las actividades y cómo te sentiste a partir de ello, que te pudo haber faltado que puedes cambiar, en la próxima vez que pues, tú te conoces, entonces sabes que puedes haber cambiado o que podrías cambiar en base a esto. Entonces yo considero que sí es, sí es importante.

Entrevistador: Ok, ahora vamos a hablar de los usos específicos de la tecnología, te voy a pedir que me digas que tan fácil o difícil, fue para ti, trabajar con las herramientas de la plataforma Oxford, para saber las actividades que te voy a decir, había una actividad que se llamaba *Engage*, ¿Te acuerdas?

Alma: Sí

Entrevistador: ¿Qué tan fácil o difícil te pareció?

Alma: Pues esa sí fue fácil, porque al principio, el uso de la plataforma me destanteó un poco porque no la conocía, ni siquiera podía entrar y me bloqueó. Eso provocó que me atrasara dos semanas, pero una vez que hice la primera Unidad, aprendí cómo utilizarla.

Entrevistador: ¿En la de Explore? que era la que seguí de *Engage*.

Alma: Sí, también fue fácil.

Entrevistador: Los *tasks*, ya eran específicamente las actividades ya fuertes en eso.

Alma: Sí, sí, sí.

Entrevistador: ¿También?

Alma: Sí también, todas las actividades que comprendían, bueno toda esta parte la tecnología de la plataforma esta fácil hacerla, una vez que puedes entrar al portal

Entrevistador: Ahora que tan fácil o difícil para ti, fuera para ti trabajar con las herramientas del sitio *Weebly* para hacer los siguientes elementos de portafolio electrónico, y te voy a pedir que me digas ¿Por qué? Te voy a decir la actividad y me vas a decir lo fácil o difícil y ¿Por qué?

Alma: Sí.

Entrevistador: Primero al agregar tu objetivo personal de aprendizaje.

Alma: Eso fue fácil, y porque básicamente nada más para seleccionabas la opción de texto y ya podías escribir, entonces eso sí fue relativamente fácil, relativamente fácil

Entrevistador: Ahora subir tu plan de trabajo.

Alma: En esa sí batallé un poco, porque no podía, bueno poníamos como que “subir archivo” y no, no lo ponía como subir archivo, algunos no nos lo quería y luego lo subíamos como imagen y tampoco entonces, en eso sí batallamos un poco, hasta pues que ya, creo que se pudo por imagen pero creo que le estuvimos comentando al profe que hiciera modificaciones, porque pues no podíamos, entonces pues en eso sí batallamos un poco, porque no sabíamos cómo subirla, porque no nos permitió subir de ninguna manera, hasta ya como una semana después.

Entrevistador: Ok, ahora elaborar tu presentación multimedia con *PowToon*.

Alma: En eso sí batallé un poco, porque pues no soy muy buena en inglés y yo no sé usar la computadora y hacer videos y hacer como que evidencias en computadora, si batalle mucho porque que lo particular no se me da mucho utilizar la tecnología, pero pues una vez que entiendes, todo es relativamente fácil, lo difícil era exportar el video de *PowToon*, bueno a mí se me hizo muy difícil de *PowToon* a *Weebly* ponerlo, y pues ya me dijeron, “Ya nada más pon el link” y ya con eso, entonces, pues ya.

Entrevistador: Ahora en sí sería publicar tu presentación multimedia.

Alma: Uy pues sí, era algo, sí batallaba en subirlo, unos lo subían en YouTube, otros lo subían directamente a *PowToon* y ya entonces sí, sí, no sabía cómo y pues tuvieron que ayudarme, pero ya una vez que supe cómo, ya fue más fácil.

Entrevistador: Publicar comentarios de videos a compañeros.

Alma: Eso fue fácil, al principio no sabíamos cómo ni dónde, pero pues ya que vimos como arrastrar la cajita de comentarios ya pues era básicamente el objetivo, fue fácil.

Entrevistador: Subir tu evidencia de práctica adicional a partir del foro.

Alma: ¿A partir de qué perdón?

Entrevistador: Del foro.

Alma: La evidencia, esa no la subíamos, a *Weebly* no, solamente a Oxford.

Entrevistador: Ok, agregar tu reflexión final.

Alma: Eso también fue fácil, porque básicamente era nada más poner un cuadro de texto y ya, sí también fue fácil

Entrevistador: Bueno, Ahora vamos a hablar de manera general, en referencia al inglés, ¿Cuál consideras que fue tu mayor aprendizaje del curso?

Alma: Mi mayor aprendizaje del curso de inglés fue... no fue mucho, no aprendí mucho, la verdad.

Entrevistador: Pero así que digas “Eso fue lo que aprendí mejor, eso fue el mayor logro”

Alma: El mayor logro que tuve...

Entrevistador: En inglés.

Alma: Pues probablemente utilizar la plataforma completamente en inglés fue mi logro.

Entrevistador: Pero en inglés específico, ¿No?

Alma: No

Entrevistador: Ok y en relación con la tecnología como medio para aprender ¿Cuál fue tu mayor aprendizaje?

Alma: Utilizar herramientas que antes no había utilizado, por decir aprendí a utilizar plataformas en línea, a subir, exportar, de una plataforma a otra, utilizar básicamente la computadora y todo, porque pues yo nada más para trabajos así lo básico, pero ya saber que puedes hacer videos con una aplicación ya establecida, pues eso ya se cómo hacerlo, este realizar, no sé, actividades en más de una plataforma a otra, pues también ya sé cómo, entonces pues sí, sí fue un poco más provechoso el uso de la tecnología, en cuestión del aprendizaje tecnologías que inglés en eso.

Entrevistador: Ahora, en referencia a otras áreas, como por ejemplo técnicas de aprendizaje, estrategias, ¿cuál fue tu mayor aprendizaje?

Alma: ¿Específicamente a qué?

Entrevistador: A técnicas, de aprendizaje, estrategias o ¿Tu mayor aprendizaje?

Alma: Mi mayor aprendizaje pues...

Entrevistador: Por ejemplo, que hagas el plan es una estrategia, que hagas un objetivo.

Alma: Ok, ok, siento que...

Entrevistador: ¿Hubo o no aprendizaje?

Alma: Sí hubo aprendizaje porque puse lo que quería aprender, era más autodidacta, por así decirlo, porque tú mismo estableces todo, tus tiempos y todo, entonces sí fue más autodidacta, y pues aprendes a hacer más autodidacta, entonces en eso sí considero que fue más bueno el aprendizaje.

Entrevistador: ¿Bueno en el sentido de más calidad o en qué sentido?

Alma: Bueno en el sentido de que pues es más autónomo por consiguiente eres más responsable y pues vas a hacer más las actividades mejor hechas, sí más bien así en calidad.

Entrevistador: Ahora, ¿Consideras que puedes utilizar tu aprendizaje en otros contextos fuera de la clase de inglés?

Entrevistador: ¿Sí, no y por qué?

Alma: Yo creo que sí, porque pues son cosas que es de la vida diaria porque el uso de plataformas ahorita, hoy en día se está utilizando mucho, entonces que te enseñen a usar una plataforma en inglés, va a ser un poco más fácil para ti utilizar otro tipo de plataforma que igual este en español, entonces sí considero que fue provechoso el uso de la tecnología.

Entrevistador: Ahora ¿En qué medidas se cubrieron tus expectativas del curso?

Alma: Pues no muy bien porque yo pensaba que íbamos a ver por decir un tema en clase y luego lo íbamos a llevar a la práctica en el laboratorio en la tecnología, o viceversa, vemos algo en lo de la tecnología en el laboratorio, y ya dudas y todo en clase lo aclarábamos, pero pues no hacíamos ni una ni otra, nada más hacíamos lo de la tecnología, de repente nos aclaraban cosas que no sabíamos que no entendíamos, pero no fue así como me lo imagine al menos.

Entrevistador: ¿Algo más que quieras agregar?

Alma: Creo que fue mucho trabajo en las computadoras: eso hizo que no practicáramos como lo hacíamos en el salón de clases. Yo no aprendí mucho así porque fue más individual y no digo que una forma de aprender sea mejor que otra porque ambas tienen sus ventajas y desventajas. Por eso creo que hubiera sido mejor que se trabajara a la par porque es muy buena la idea de complementar el uso del libro con el uso de la tecnología que es muy novedosa para nosotros, aunque se supone que estamos inmersos en ella y que, pues las actividades vayan cambiando, que no sean siempre las mismas como qué objetivos, plan de trabajo, actividades, videos, reflexión, comentario y otras con la unidad, lo mismo, que sean un poco más distintas y pues ya, solo eso.

Entrevistador: Pues muchas gracias por tu comentario

Alma: De nada profe.

Appendix II B Carla

(45:30 minutes)

Carla: ¿Bueno?

Entrevistador: Buenos días, tardes, buenas tardes. Carla, ¿verdad?

Carla: Ajá, sí.

Entrevistador: Ah, te hablo para lo de la entrevista.

Carla: Está muy bien.

Entrevistador: Mira, vamos a empezar hablando de un material que usaban al principio para... en preparación para trabajar en el curso que estaba en la plataforma, y se trataba de completar y de hacer actividades. No sé si lo ubiques. Había básicamente tres, 'Estableciendo objetivos personales para tomar el control de tu propio aprendizaje y motivarte a seguir estudiando', 'El papel de la autoevaluación en buenas prácticas de retroalimentación para apoyar efectivamente el aprendizaje', y 'Registros de aprendizaje y diarios de reflexión'. ¿Te acuerdas de ese material o no?

Carla: El de... ¿es el de Oxford?

Entrevistador: No, estaba subido en Oxford, en la plataforma de Oxford. Al inicio del curso, ya después de que aplicaron los exámenes. Pero antes de empezar el curso. ¿No te acuerdas?

Carla: No me acuerdo.

Entrevistador: A lo mejor no lo hiciste. Bueno, te pregunto de otra cosa. Podría describir, bueno, ¿qué tan útil te pareció la preparación que te dio tu maestro para trabajar con el sitio de *Weebly*?

Carla: ¿Cómo, perdón?

Entrevistador: ¿Qué tan útil te pareció la preparación que te dio tu maestro para trabajar con el sitio de *Weebly*?

Carla: Ah. Muy... estuvo buena. En un principio sí... bueno, todos estábamos, así como que con el miedo y no sabíamos qué onda, pero pues al mismo tiempo teníamos un poco para avanzar *Weebly*, pero si teníamos dudas o así pues ahí le preguntábamos al *teacher* y pues sí, ya nos ayudaba a que le moviéramos o así. Y así pues siempre nos... así en un principio que le empezamos a utilizar y pues nos explicó así general, van a utilizar las cosas, van a contestar en Oxford, y luego van a subirlas a *Weebly*, van a arrastrar de la barra del lado izquierdo de la pantalla y ahí van a arrastrar las que creen que vamos a utilizar para poder subir las cosas.

Entrevistador: Bueno, ¿entonces sí te pareció útil o no la preparación?

Carla: Pues estuvo muy bien, estuvo... pues sí, estuvo bueno.

Entrevistador: Ahora, ¿podrías describir cómo se desarrollaba típicamente una sesión del curso? Cómo empezaba, qué ocurría posteriormente y cómo terminaba.

Carla: ¿En cuanto a *Oxford*, *Webbly*...?

Entrevistador: Ya cuando estaban para trabajar, ¿cómo trabajaban? ¿Cómo empezaban? ¿Cómo continuaban? ¿Y en qué concluía?

Carla: Ah, okay. Pues, este, pues elegíamos siempre... bueno, primero tuvimos clases presenciales al inicio de semestre. Ya después nos pusimos a trabajar con lo de las plataformas. Y pues ya, nos íbamos al laboratorio, prendíamos las computadoras, ya después nos daban los *links* a los que íbamos a ingresar, y ya pues, este... nos daban nuestras clases y todo eso, y ya pues empezábamos a trabajar. Ya nos decían qué unidad íbamos a empezar, y ya en las terceras veces pues ya nos explicaba lo que teníamos que hacer. Ya como... empezábamos a realizar las cosas, nada más que a veces estaba el internet como que muy lento en la escuela, y pues se tardaba mucho en cargar las cosas, y luego no terminábamos. Entonces ya, este, si acababas a tiempo en clase y nos daba chance a los que no habían terminado, que lo termináramos en nuestra casa. Y pues básicamente... a partir de que empezamos a usar las plataformas, todo el tiempo nos la pasábamos en el laboratorio.

Entrevistador: Ya se mantenían en el laboratorio, no iban al salón.

Carla: No, ya no luego al salón. O sea que nada más las primeras veces sí, y ya después que nos dijo que íbamos a participar en ese... las plataformas, ya nada más se hacían ahí en el laboratorio.

Entrevistador: Sí, pero ya por ejemplo cuando ya estaban teniendo clase, y ya habían aprendido a usar la plataforma y *Weebly*, o sea, cómo era... ¿cómo se desarrollaba? ¿Cómo empezaba y luego qué pasaba después? ¿Y luego cómo se concluía?

Carla: ¿Cómo empezábamos con lo de los ejercicios y todo eso?

Entrevistador: Sí.

Carla: Ah, sí, pues empezábamos... empezábamos y ya nos decía vamos a trabajar con tal unidad, y luego pues ya entrábamos todos, y ya al principio hacíamos los objetivos. Que desarrolláramos nuestros objetivos, y luego ya después que hiciéramos el plan. Y luego ya nos íbamos a... ya cuando lo terminamos le seguimos a *Weebly*. Este... y luego ya después seguían con lo que eran las actividades ahí de Oxford, y relacionarlas... pues sí, de contestar los procedimientos en el curso. Luego ya me parece que seguía lo de hacer el video, en *PowToon*, y luego ya pues hacíamos el video y lo subíamos. Y ya, el compañero lo tenía que comentar, y nosotros a alguien, ¿verdad? O comentarle a nuestro compañero que nos habían asignado, o pues igual decirle a alguien más que lo contestara y lo hacían. Este... y luego ya teníamos que subir al foro después lo que nos había parecido más difícil o así, la actividad más difícil y ya al final eran unas preguntas de reflexión sobre cómo las habíamos hecho, de que cuáles eran nuestros objetivos, si nos habían servido en algo, nos preguntaban sobre el plan y así. Pues básicamente era lo que, lo que íbamos haciendo. Ya cuando terminamos también lo de la reflexión, seguíamos también a... a *Weebly*. Y pues ya, era así básicamente lo que hacíamos.

Entrevistador: ¿Y ya después de eso qué hacían? ¿Terminaban y luego subían a *Weebly* la reflexión?

Carla: Sí, nos dijo que la reflexión... nos ponía en el pizarrón todo lo que íbamos a hacer, y luego de ahí nos decía 'bueno, estas cosas se van a realizar en Oxford y en *task* se van a ir a... a *Weebly*'. Y pues ya ahí mismo como que en la plataforma de Oxford nos decían las fechas límite, esas como que nunca estaban atrasadas. A lo mejor sí ponían, pero no estaban, así como para la fecha en que nosotros la estábamos usando. Y pues sí, como quien dice teníamos de jueves a jueves para realizar cada unidad. Por ejemplo, si empezábamos el jueves en la mañana y no terminábamos, o sí lo hacíamos, pero el internet estaba muy lento, pues ya teníamos esos días para seguir realizando en nuestra casa lo que no alcanzábamos. Porque con el video de *PowToon* pues sí de plano nos tardábamos muchísimo tiempo porque no... no sabíamos y pues no. Entonces sí, básicamente era eso.

Entrevistador: Okay, bueno. Ahora, ¿te sentías motivada para asistir al curso y realizar tus actividades?

Carla: Pues sí... bueno, más bien yo siento que sí pues todos estaban como que un poco calmados, tranquilos, porque les dijeron que nos iban— Al principio nos habían dicho que nos iban a evaluar con ese semestre. Así que las primeras semanas era así como que estamos apoyando a un maestro que está haciendo investigación, y empezamos con lo de *Dialang* y todo eso. Entonces ya como que ya nosotros lo empezamos a hacer y todo, ya después fue cuando nos avisaron todo eso de que nos iban a calificar parte del curso. Entonces yo creo que ya como que todos empezamos así más de que... a lo mejor por lo que era de especialidades, realmente hacer las actividades y todo lo que se consideraba esencial, pero nos dijeron también que teníamos que estar motivados a hacerlo porque... era lo que estábamos viendo, era prácticamente y ya nada más estábamos viendo y, pues bien.

Entrevistador: ¿Pero tú te sentías motivada para ir y para hacer las actividades?

Carla: Pues sí... sí. A veces sí como que por el hecho de que batallábamos para entrar y luego que se nos borraban las cosas en *Weebly*, o que no sabíamos, pero de motivación a mí sí me pareció, pues bien. Sí estaba motivada. Sí, o sea sí estaba de acuerdo con lo que estábamos viendo y así como que 'sí, vamos a hacerlo'.

Entrevistador: Ahora, otra pregunta que se relaciona. ¿Qué ventajas o desventajas tenía este curso en relación con otros cursos de inglés?

Carla: A veces teníamos objetivos que bueno, a mí me pasa así, que como en dos unidades tenía objetivos que más o menos sí se parecían, o sí eran así aplicables a la unidad, y había otros que así que como que no tanto. Ya hasta cuando hacíamos las demás unidades ya empezábamos así a agarrar la onda, y ya sabíamos qué. Pero pues sí... yo pienso que sí. Pues ya para el final ya todos pues como que ya, ya sabíamos bien lo de los objetivos y todo eso. Sí se lograban de realizar, la mayoría.

Entrevistador: ¿Y no usaban...? Perdón, sí. Bueno, al principio del curso, había un material que te preparaba para saber desarrollar objetivos, ¿no te acuerdas de eso?

Carla: Ah, sí. Sí, en la primera unidad sí entramos a leer porque ya ve que lo ponían como una actividad y te decían 'al plantear objetivos', y luego te ponían ahí mismo como un... para entrar, y ver más o menos cómo se realizaban y te daban así como que ejemplos. También con el plan y todo eso. Entonces sí, las primeras veces sí... sí entrábamos ahí, y ya... ya nos decían los objetivos. De hecho, eran las actividades... también como que difíciles porque nos preguntaban, así como para relacionar cosas, y hacer un plan semántico y eso. Y luego ya...

Entrevistador: ¿Eso no te sirvió para poder hacer o plantear tus objetivos? ¿Como una idea de cómo hacerlos?

Carla: Sí, o sea no. Sí, sí nos sirvió eso, a lo que me refiero es que al momento de plantearlos, pues, o sea no que nos dijera cómo, sino de que poníamos objetivos y no sabíamos así bien, bien, bien qué íbamos a realizar de toda la unidad. Entonces ya hicimos los ejercicios y luego el video... y todo eso, y en el video nos pedían que pusiéramos los objetivos y ya escribiéramos. Entonces ya al principio como que no sabíamos bien qué objetivos poner, más que otra-

Entrevistador: Y, por ejemplo, cuando redactaban sus objetivos, ¿el maestro no se los revisaba o un compañero o así? O sea, ¿era nada más individual?

Carla: Sí pues, o sea, era como que nos explicaba la actividad y todo, pero en la primera unidad todos andábamos destanteados porque no sabíamos ni qué, y entonces nos dijo: 'no, los objetivos tienen que ser...' - porque nosotros estábamos poniendo otras cosas. En el principio de los objetivos pusimos algo que no era acorde, así que nos explicó: 'Pues, va a ser sobre el plan, de poner qué es lo que quieren lograr, aprender sobre los verbos, aprender a entender la idea de un texto, a diferenciar los gráficos' y todas esas cosas'. Era conforme la Unidad.

Entrevistador: Pero cuando realizaste el objetivo, ¿no te lo revisaba así específicamente y te decía si estaba bien o estaba mal el maestro o un compañero? ¿Era nada más tú sola?

Carla: Sí, el profe nos revisaba en *Weebly* porque lo subíamos y luego ya el revisaba el plan, y luego los objetivos, y también en los videos nos comentaba. Entonces cuando ya nos explicó todo eso de cómo tenían que ser los objetivos y así

Entrevistador: Bueno, otra pregunta. Había otra sección que se llama *Organize yourself to work in this learning unit*, que era donde desarrollaban el plan, para alcanzar los objetivos que se habían planteado al principio, ¿crees que esto se logró o que te faltó algo de desarrollar el plan?

Carla: Pues sí me faltó en cuanto a los planes porque uno ponía fecha límite, o donde lo ibas a hacer o así, entonces a veces lo ponías tú y pues en realidad no lo hacías a veces en el tiempo que era, a veces nomás no acabábamos, entonces hay algunas cosas que sí organizabas y ya sabías qué ibas a hacer en qué tiempo y todo, ¿verdad? pero a veces no lograbas realmente cumplir lo que ponías ahí, más que nada era cuestión de tiempo, porque al final sí realizábamos todo lo del plan.

Entrevistador: Bueno, hay otra sección que se llama *Apply your learning*, era donde tenías que demostrar que habías alcanzado tu objetivo inicial a través de hacer la presentación multimedia en *PowToon*. ¿Crees que este objetivo se logró o que te faltó?

Carla: No, yo pienso que sí, ese sí de plano porque... bueno, sí batallé mucho para hacerlo, pero ya los otros eran como que así más fácil, y ya... bueno, yo en lo personal, porque muchos compañeros en la última unidad batallaron mucho, porque no lo podían subir, porque se tardaban mucho

tiempo, y así. Al inicio, batallé mucho para hacerlo. La primera vez que lo hice me tardé como cuatro horas, después fue disminuyendo el tiempo y ya le fui agarrando más la onda y ya se me hizo más fácil y fue aún más porque uno tenía la libertad de poner lo que quería: Su punto de vista, las imágenes que quería y todo eso, yo le hallaba el lado divertido, de hecho, fue lo que más entretenido se me hizo. Incluso ahí sí batallabas un poco pero sí fue lo que más me gustó, o sea como que... ahí realmente podías mostrar más habilidades y pues igual podías decir sobre toda la unidad y lo que tú quisieras acerca de ella. Entonces pues por eso yo pienso que sí, eso sí se logró, la educación así.

Entrevistador: Ahora, había otra sección llamada *Monitor your progress*, era donde venía el foro. El foro pretendía identificar las actividades más difíciles, tú lo identificabas, y recibías de parte del maestro recursos para practicar de manera adicional. ¿Crees que esto se logró o no se logró? ¿Por qué?

Carla: Pues sí, todo, eso estaba más fácil, porque bueno, yo todos mis comentarios los puse en español. Ahí sí la verdad no supe si eran en inglés o no, pero pues la mayoría los poníamos en español, y ya lo escribía uno y ya al final era de 'ah, lo escribió en español, yo también lo pongo'. Eso fue lo más fácil de toda la plataforma, solo era poner con cual actividad habías batallado más y por qué.

Entrevistador: Y en cuanto a las sugerencias del maestro, ¿crees que esto también se logró? Las sugerencias de lo que necesitabas para mejorar en las actividades.

Carla: Sí, por ejemplo... nos decían también que en esa misma parte era lo de que teníamos que hacer el comentario al compañero, y al...

Entrevistador: No, ese era más adelante. Eso ahí era nada más que tú comentabas lo que se te hizo difícil y el maestro te daba sugerencias de materiales que te podían servir para mejorar finalmente.

Carla: Ah, no, sí. No, de eso no, porque sí nos comentaban todo y nos aportaba, pero más que nada era sobre... pues sí, sobre el video. Era... él nos comentaba, pues.

Entrevistador: Por eso, pero en el foro ¿no les escribía o comentaba sobre lo más difícil, o sobre las sugerencias de materiales para practicar? Porque ustedes se supone que decían 'ah, se me dificultó, por ejemplo, la actividad del diagrama' y luego ya el maestro les podía decir pues 'para practicar sobre este tema del diagrama haz esta otra actividad, no él...

Carla: Ah, okay. Sí, sí nos decía cuando él... le preguntábamos así cuando teníamos dudas y estábamos realizando las actividades, a veces que las teníamos mal y nos decía 'no, no se preocupen, le van a hacer así y asá y él nos decía que- o sea, que podíamos seguir practicando todas las veces que quisiéramos, ahí o en Oxford, pero no importaba si ya las habíamos realizado.

Entrevistador: Sí, pero, o sea, el foro era para que tú dijeras lo que se te dificultó o se te facilitó de los ejercicios de inglés, y que entonces ya el maestro te diera sugerencias de más material que le pareciera para que practicas más. Entonces, ¿el maestro les daba sugerencias de eso o no les daba? Y en ejemplos del foro, escrito.

Carla: Ah, no, en el foro no. Nos decía así personalmente. Por ejemplo, bueno, yo no sé si comentó porque la mera verdad yo no leía lo que comentaban los demás. Era así como que yo nada más subía mi comentario, y ya. O sea, de primero yo si me fijaba si el maestro ponía comentarios en el foro, pero nunca vi ninguno... porque realmente ya no me metía a leer lo de los demás. Pero así personalmente pues sí, sí nos decía. Pero así con el foro pues la verdad no. No sé, no sé si puso o no.

Entrevistador: Okay. Ahora, había otra sección llamada *Evaluate and improve*, en esa sección se pretendía que te dieran... dar y recibir información sobre la presentación multimedia a partir de las rúbricas, ya ves que había una rúbrica y luego se pretendía también reflexionar sobre el trabajo entregado mediante un texto breve, ya considerabas el comentario del maestro y considerabas el del compañero y lo que decía la rúbrica y tu propia experiencia en la unidad, entonces, ¿crees que esto se logró o no se logró y por qué? Sobre dar y recibir retroalimentación, y luego ya lo de reflexión, verdad.

Carla: Sí, en las primeras actividades yo sí iba siguiendo los comentarios tanto del profe como del compañero. Y pues sí, sí te... el maestro sí les decía- si nos ponía 'no pues les quedó bien esto y esto' o cosas así, ¿verdad? O cuál fue el total, o así. Y sí nos retroalimentaba y nosotros pues también a nuestros compañeros, pero ya después vamos como...

Entrevistador: ¿Pero fueron avanzando en las rúbricas? Que eran como parámetros para saber en qué te ibas a enfocar. ¿No te acuerdas?

Carla: Pues sí. Pues creo que sí... sí era, bueno, sí es lo de... sí era lo de que primero tenías que ponerle un comentario al compañero y luego a tu maestro también, y luego ya tu reflexión, ¿sí era sobre eso?

Entrevistador: No, eso todavía no. O sea, más bien, primero sobre... los comentarios que tenían que hacer se basaban en unos este, en una guía como, digamos, una descripción de cómo debería de ser tu evidencia multimedia. Qué le dedicaban una cantidad de tiempo, que cubriera el contenido de la unidad.

Carla: Ah, lo de los minutos y todo eso, ¿verdad?

Entrevistador: Sí.

Carla: Ah, okay. Ese sí lo hicimos, bueno yo al menos la verdad, porque...

Entrevistador: Pero sí, ¿la retroalimentación que te daba el maestro estaba basada en eso? ¿Estaba basada en esa rúbrica?

Carla: Ah, sí. Sí, y a veces que pues ya acabábamos y todo te estresaba porque el video duraba mucho así, y 'no pues ahora voy a comentar con el maestro', no sé si hablaría o no, porque dijo que era mucho tiempo, pues, lo que le pedían porque sí se batallaba para... porque decía que era de 3 o 5 minutos, una de las cosas que te pedían, en esos no batallaban. Entonces no completaban el tiempo y así como que ya no sabían qué ponían, no sabían qué hacer y pues sí, el profe sí nos decía 'no pues que poco a poco, así, pero traten de...', nos decía 'traten de poner margen sobre estas cosas' y así, cosas de esas. Entonces sí, yo pienso que sí era así... sí se basaba mucho a contestarles.

Entrevistador: Y luego en cuanto, ahora sí en cuanto a la reflexión que hacías que era escribir un texto considerando el comentario del maestro y el comentario del compañero, y luego de las rúbricas cuál fue tu experiencia, ¿se logró esto o no?

Carla: Sí pues... yo sí hice mi reflexión, hice así como que se ponía... realmente sí te ponías a reflexionar, verdad, y pues sí, ya ahí decías ya sinceramente te evaluabas y ya decías 'no pues, en realidad pues estas cosas me sirvieron o no me sirvieron, sí podía mejorar', entonces creo que sí te podía servir para hacerlo, igual si te servía también la retroalimentación que te daban los compañeros y el maestro, pues sí porque casi siempre no eran cosas negativas, sino que era algo así como que positivo, como que adentrándote a que te siguieras esforzando, que le echaras más ganas y así. Y pues ahí la llevabas, entonces pues sí sirvió.

Entrevistador: Ahora, de esas actividades que estamos realizando, ¿cuál te pareció más útil y por qué?

Carla: ¿De todo lo que vimos?

Carla: Cuando empezaron a hacer el objetivo, del plan, hacer la evidencia, monitorear tu progreso en el foro, evaluarte...

Carla: ¿Que lo que más nos sirvió? Bueno, a mí fue el video. Porque como le comentaba hace rato pues ahí como quién dice hablabas de ejercicios, de las actividades, y pues ahí tú te ponías realmente a escribir, ¿verdad? A comentar y todo, y pues como que te servía para, no sé, para seguir practicando en cuanto a redacción y todo eso. Y pues igual también le sirvió a los compañeros pues porque veían el video y leían lo que poníamos y todo, ya dentro de la práctica. Y las actividades que nos ponían también estaban interesantes y todo, pero sí había algunas que estaban, así como medio así confusas o así, y también batallé con esas porque yo siento que lo del audio yo de plano no pude así... de primero no podía ni entrar a la plataforma ni subir el audio, era frustrante. Me pedía que descargara un programa o algo así. Lo descargué, pero pues no, no pude ni entrar ni subir el audio. Pero ya con un poco de práctica aprendí y todo fue muy fácil para mí. Entonces pues sí, yo

pienso que sí lo que más me sirvió a mí pues fue el video y pues algunas de las actividades que tenían ahí mismo, no sé.

Entrevistador: ¿Y cuál de las actividades te pareció menos útil y por qué?

Carla: No, yo pienso que, pues yo pienso que todas nos servían de diferentes formas, porque pues en los objetivos que agarramos para hacer el video, las actividades igual, en el foro te sentías, así como que no estaba difícil, la reflexión sobre todo. Yo pienso que así todo fue útil, o sea que yo pienso que no hay cosa que digas 'no me sirvió', o sea todo fue en... como útil para algo.

Entrevistador: Okay, entonces no hay una que fue menos útil.

Carla: Pues no, yo pienso que todo a todos les sirvió para algo, aunque estuvo algo difícil pero sí, nos sirvió.

Entrevistador: Okay, ahora la sección *Evaluate and Improve* se enfoca en el uso de rúbricas que necesitábamos para la retroalimentación por parte del maestro y los compañeros de la coevaluación. Te voy a pedir que me digas qué tan importante te pareció cada uno de estos elementos. Recibir retroalimentación. Se corta llamada -

Carla: Creo que se cortó.

Entrevistador: Sí, perdón. Te decía, ¿qué tan importante te pareció recibir retroalimentación del maestro a partir de rúbricas?

Carla: Pues sí era muy importante. Bueno, para mí, incluso para mis compañeros, porque nos sirvieron para mejorar y yo en lo personal no respondí, así como que cosas así negativas, siempre algo positivo, y pues eso como que animaba a hacer las cosas, o sea sí seguir mejorando, a ir practicando más. Entonces pues sí, a mí me pareció muy bien, pues sí.

Entrevistador: Ahora, te voy a tener que preguntar, perdón, ¿qué tan importante te pareció recibir retroalimentación del compañero a partir de las rúbricas?

Carla: Pues sí, me pareció excelente que tanto los comentarios del maestro como los de mis compañeros fueran positivos: te escribían comentarios como "te quedó muy padre tu video", "estuvo muy divertido", "buen trabajo" y cosas así. Al leer ese tipo de comentarios yo sentía que estaba logrando hacer bien y mi video y que todo mi trabajo había valido la pena. Entonces pues sí, estuvo muy bien también.

Entrevistador: ¿Qué tan importante te pareció la autoevaluación? O sea, que era ya cuando hacías tu reflexión y escribías cómo te sentías.

Carla: Sí, pues yo creo que también está fácil e importante, y sí fue bueno porque ahí era cuando ya realmente te conocías así, aunque no te... tú veías así todo como 'ah, me faltó esto, a los demás les falta eso, tengo que practicar así o me salió esto bien, o puse cosas positivas' y pues yo pienso que eso era así como de las cosas así pues fundamentales, ¿no? Más que de la... o sea, que te servía para darte cuenta, o sea, pues sí, de la realidad. Y ya teniendo esto como que ya decías 'ah, sí, pues en la próxima unidad hago esto, pongo esto, quito esto', y pues sí, estuvo muy bien la reflexión.

Entrevistador: ¿Te pareció importante la autoevaluación, el autoevaluarte?

Carla: Sí, estuvo muy bien. Yo pienso que... es bueno que siempre hagas eso, o sea no nada más en una materia, en la materia de inglés o en la plataforma. O sea, yo pienso que eso es bueno porque estás atento en las demás clases, no nada más en el proceso sino hasta que llegas al final. Sí puedes mejorar.

Entrevistador: Ahora, ¿qué tan fácil o difícil fue trabajar con las herramientas de la plataforma Oxford para desarrollar las actividades de *Engage, Explore, Task* y *Reflect*, que era la actividad ya de inglés así?

Carla: Pues...

Entrevistador: ¿Fácil o difícil?

Carla: Pues sí estuvo en parte fácil, pero en parte difícil. Sí hubo cosas que batallé mucho al principio, ya hasta el final logramos agarrarle como que bien ya todo. En un principio se hizo complicado pero...

Entrevistador: Estamos hablando nada más de las de *Oxford*, eh.

Carla: Sí, no pues sí... en un principio le digo que no sabíamos ni qué pero ya en la segunda sesión, pues ya sabíamos bien cómo hacer los objetivos, cómo hacer el plan, todas esas cosas. Entonces, al principio sí estuvo un poco complicado, pero no, ya después ya supimos bien, se hizo fácil

Entrevistador: Okay, ahora vamos a pasar a hablar de las de *Weebly*. ¿Qué tan fácil o difícil se te hicieron de utilizar? Te voy a decir específicamente para qué propósitos, y tú me vas a decir tu comentario. ¿Qué tan fácil o difícil fue agregar tu objetivo personal de aprendizaje?

Carla: Pues eso fue lo más fácil porque pues nada más agregabas el texto y ya escribías los objetivos, entonces eso sí estuvo fácil.

Entrevistador: Ahora, ¿qué tan fácil o difícil fue subir tu plan de trabajo?

Carla: Ahí sí fue complicado porque primero lo estábamos haciendo así en Word y no podíamos subirlo en *Weebly*; entonces lo arrastrábamos y no se adjuntaba el archivo. Después, para que no se nos dificultara tanto, lo poníamos como con imagen: le tomábamos captura a la pantalla de Word y luego la subíamos. Esto último era un poco tedioso porque lo tenías que escribir, recortar, editar y luego ya subirlo como imagen; eso sí era mucho más complicado que solo subir el archivo.

Entrevistador: Ahora, ¿qué tan fácil o difícil fue elaborar tu plan- tu presentación de multimedia con *PowToon*? Nada más elaborarla.

Carla: Pues sí fue como... en un principio sí fue difícil hace el video. La primera vez me tardé como cuatro o cinco horas, y sí estaba toda estresada y toda frustrada porque de plano no le entendía, como también la aplicación esa de *PowToon* estaba así todo en inglés, pues sí era así como que 'ay, le pico aquí' o a veces que te salía y le dabas a algo porque 'ah, no se me guardó', o así. Pero no, las veces que me pasó eso sí pude recuperar lo que había hecho. En un principio sí estuvo difícil, sin embargo, ya la última que realicé se me hizo mucho más fácil. Me tardé como una hora en hacer un video.

Entrevistador: Okay, entonces ya fuiste como que agarrando ya práctica.

Carla: Sí, fui agarrando así como que más práctica.

Entrevistador: Ahora, ¿qué tan fácil o difícil fue publicar tu presentación multimedia?

Carla: Ay, pues publicar los videos fue difícil porque para que aparecieran allí, los teníamos que subir primero a *Youtube*, y eso yo la verdad nunca lo había hecho. Logré subirlos porque una amiga me prestó su cuenta y su canal de *Youtube* y era la que me los subía, le decía 'ándale, por favor ayúdame para hacerlo' porque yo no tenía ni canal y no lo podía subir. Entonces pues era más tedioso eso, aunque al final solo era necesario arrastrar el *link* y ya automáticamente te aparecía.

Entrevistador: Okay, ¿qué tan fácil o difícil fue publicar comentarios de retroalimentación a compañeros?

Carla: No, pues eso sí fue... sí fue fácil. Pues nada más, este, ya el profe nos dijo cómo entrar como, como invitado para poder ver lo de los demás, y pues ya comentábamos y todo eso y sí fue... pues sí fue fácil.

Entrevistador: ¿Qué tan fácil o difícil fue subir tu evidencia de práctica adicional a partir del foro?

Carla: Eso es lo de la... que reflexionábamos... ¿sí, no?

Entrevistador: Cuando ya hacías evidencias... después del foro se supone que les daban retroalimentación de qué materias pueden usar, entonces ya que lo usaban tenían que poner la evidencia en *Weebly*, ¿no te acuerdas de eso?

Carla: Ay...

Entrevistador: ¿O no lo hacías?

Carla: Ah, sí lo hice, pero no me acuerdo qué tenía.

Entrevistador: ¿Pero esa no la subías en *Weebly* o...?

Carla: Sí, era *My evidence*, ¿verdad?

Entrevistador: Sí.

Carla: Hacíamos un cuadrito y ya, este... sí, sí me acuerdo de eso, sí lo hacía pero no... la actividad así como tal y hasta la segunda unidad, creo, porque ya la tercera fue cuando se me borró todo a mí en *Weebly*, y ya era así como que 'no pues a mí me agarró todo lo demás' y le hice igual. Entonces ahí ya no... desde ahí ya no me puse. Nada más creo que las dos primeras unidades.

Entrevistador: Ahora, ¿qué tan fácil o difícil fue realizar tu reflexión final?

Carla: No pues eso sí estaba más fácil. Igual, este, yo lo hacía primero en Word y luego ya copiaba el texto ahí, y pues ya nada más... era fácil porque pues nada más arrastrabas al cuadro de texto y ahí lo pegabas sin formato.

Entrevistador: Oye, y en cuestión- ahora vamos a ver más general. En referencia al inglés, ¿cuál consideras que fue tu mayor aprendizaje del curso?

Carla: Ay, pues... pues yo creo que sí aprendí, pero así que digas 'aprendí mucho' pues no, en realidad yo siento que no. Porque pues estábamos como que enfocados más que nada en las actividades y como que el inglés, así como que ya no lo tomabas en cuenta, nada más era como que 'hay que cumplir con las actividades y hay que hacer las actividades' y ya. Y pues ya a lo mucho lo poco que podías sacar en el video, ¿verdad? Que era cuando hablábamos de los objetivos y lo que habíamos hecho. Y pues en sí... sí yo siento que sí no... así conocimiento adquirido mucho, no.

Entrevistador: Pero que hubiera sido por ejemplo 'aprendí de *writing*, de *listening*, de *speaking*, de gramática. O sea, ¿no hay nada que digas que fue lo que más aprendiste?

Carla: Sí pues... de *reading* también me sirvió mucho porque respondí así audios y ya teníamos que realizar cosas y así, identificar algo, y pues eso también como que sí nos ayudó mucho es de los audios porque escuchas más, identificas así cosas y ya como que ya entiendes. Yo pienso también que nos ayudó.

Entrevistador: ¿Eso sería más de *listening*, o más de *Reading*?

Carla: Pues pienso que en parte más esas.

Entrevistador: ¿De *listening* y *reading*?

Carla: Sí.

Entrevistador: Ahora, hacían uso de la tecnología como medio para aprender. ¿Cuál fue tu mayor aprendizaje?

Carla: Pues sí me sirvió para la computadora porque yo la verdad no sé nada virtual, o sea yo prefiero más como que escribir o así en clase. No soy así como tanto así de 'ay, haz algo en computadora, un cuestionario' y pues ya ahí tienes que aprender ya, porque a veces batallaba para entrar y todo, y pues no te ayudaban. Entonces pues sí sirvió un poquito, yo creo que eso fue mi más grande logro en todo eso. Y pues sí te servía en cuanto en la computadora, nada más para... pues para así, si en otros semestres nos ponen así más cosas así virtuales pues entonces ya como que ya le agarras poquito más la onda. Batallas menos.

Entrevistador: Okay. En referencia a otras áreas como técnicas de aprendizaje, o estrategias como la planeación, el determinar objetivos, y la autoevaluación. ¿Crees que...? ¿Cuál fue tu mayor aprendizaje? ¿O no hubo aprendizaje en ese sentido?

Carla: Sí, sí hubo pues en lo de la planeación pues yo pienso que es muy útil, este nada más pues sí batallé un poquito pero sí, yo pienso que sí es útil porque se puede ocupar para otras cosas, para otras materias o así. Entonces pues sí, nos sirvió mucho la planeación.

Entrevistador: Okay, entonces esa sería la mayor. Mayor aprendizaje. Y bueno, hablando de aplicarlo a otros contextos, ¿crees que se pueda aplicar a otros contextos fuera de la clase de inglés? Como me dices esto de la planeación o los objetivos. O no.

Carla: Sí, pues sí. Sí se puede aplicar lo que son los objetivos, la planeación y la autoevaluación. Sí se pueden aplicar.

Entrevistador: ¿Por qué?

Carla: Pues porque... cómo decirle... como que uno nunca, bueno, yo en lo personal, nunca había hecho eso de 'ay, lo voy a hacer', o sea plantearme un plan, un objetivo, y ponerlo así de que 'de tal tiempo a tal tiempo', y tampoco no había nunca reflexionado, así como 'ay, qué me falta', entonces sí... ya cuando sí te das cuenta, que dices 'ah, okay' y pues sí, o sea, lo puedes usar en otras cosas, en otras materias, pudiera funcionar. Sí te sirve

Entrevistador: ¿En qué medidas se cubrieron tus expectativas del curso?

Carla: Pues yo pienso que sí fueron buenas, la verdad... sí estuvo pues bien, pero yo siento que necesita, no sé, un poco más...

Entrevistador: ¿En qué sentido?

Carla: En cuanto a... que le digo que no aprendí, pero... creo que nada más es eso, todo lo demás sí, pues sí estuvo bien.

Entrevistador: Entonces, ¿qué le faltó al curso? ¿Qué agregarías o le quitarías para mejorarlo?

Carla: Bueno, quitaría lo de *Weebly*. O sea, de que fueran dos plataformas. Y hubiera hecho que todo hubiera sido ahí mismo en Oxford, lo del video, lo de dejar también la reflexión, que todo hubiera sido ahí. Hubiera estado menos batalloso, ¿verdad? Porque incluso todo lo de *Weebly* a mí en lo personal se me borró y a varios compañeros también con lo mismo, o batallaron para entrar, unos ni podían. Entonces yo pienso que, pues sí le quitaría eso de *Weebly* porque no es una página como clave para mí, entonces sí. Y pues sí le agregaría como que más, este, más actividades. O sea, que no sea todo igual, que hubiera siempre una cosa diferente. Que no siempre fuera lo que sigue, que no siempre fuera así. El video. Que incluyera más actividades, algo así como más didáctico pues.

Entrevistador: O sea, ¿tú dices que fuera más variado?

Carla: Ajá, sí, más variado para que fueran más cosas porque ya al final ya estábamos, así como que 'ay, hay que hacer los objetivos, y otra vez el plan, y otra vez el video', y si fue así como muy... lo mismo, lo mismo, lo mismo y ya, así como que ya te aburría un poco, entonces sí que pusieran más actividades. Algo más variado.

Entrevistador: Ah, okay. Bueno pues muchas gracias, te agradezco la información y ahorita te mando lo del número para la rifa, y bueno encargarte también que les comentes a tus compañeros para que participen, y este... que podamos hacer la rifa ya cuando estén los que faltan, verdad.

Carla: Muy bien.

Entrevistador: Ahorita te mando el numerito por mensaje.

Carla: Okay, muy bien, gracias.

Entrevistador: Ándale, muchas gracias a ti. Que estés bien.

Carla: Igualmente, hasta luego.

Entrevistador: Hasta luego.

Appendix II C Iliana

(40:53 minutes)

Iliana: ¿Bueno?

Entrevistador: Buenas tardes, Isela. Soy el maestro Natanael.

Iliana: Ah, muy bien.

Entrevistador: ¿Cómo estás?

Iliana: Muy bien, gracias, ¿y usted?

Entrevistador: Bien, también. Te llamo para lo de la entrevista.

Iliana: Ah, sí, está bien.

Entrevistador: Mira, es en relación con el curso que tuvimos con tecnología, ahí en la facultad de Enfermería. Primero, preguntarte en general sobre el inicio del curso. Al inicio hubo una preparación para trabajar para aprender cómo prepararte, cómo desarrollar todo el curso, y se usaron unos materiales interactivos que tenían en la plataforma, en la primera sesión. Básicamente tres, uno era 'Estableciendo objetivos personales para tomar el control de tu aprendizaje y motivarte a seguir estudiando', otro 'El papel de la auto-evaluación y las buenas prácticas de retroalimentación para apoyar efectivamente el aprendizaje', y por último 'Registros de aprendizaje y diarios de reflexión'. La pregunta es si estos materiales te parecieron muy útiles, útiles, poco útiles o no útiles, en el sentido de prepararte para el curso. Para desarrollar el trabajo del curso.

Iliana: Bueno, creo que lo consideraría útil porque, bueno, como nunca habíamos hecho algo así pues sí nos sirvió que primero viéramos, bueno... qué íbamos a hacer o cómo hacerlo. Como todavía no habíamos hecho nada pues en cuanto a plataformas en internet, ni nada de eso, pues creo que sí fue útil. Tal vez no tan, tan útil porque pues igual sí tuvimos algunos inconvenientes, pero igual creo que sí me sirvió.

Entrevistador: Okay, ahora, ¿qué tan útil te pareció la preparación que te dio tu maestro para trabajar con el sitio *Weebly* al inicio del curso? Acuérdate que usaban *Oxford* y *Weebly*, entonces, específicamente de *Weebly*, ¿qué tan útil te pareció lo que el maestro te preparó para utilizarla?

Iliana: Ah, eso creo que sí fue muy útil porque pues íbamos como que muy a la par todos, entonces si teníamos alguna duda él pues sí nos... sí nos decía a cada uno, aunque se tardara mucho con cada quién. Pero sí nos explicaba muy bien y si teníamos alguna duda o también por mensaje cuando hacíamos algunas actividades en nuestra casa, entonces creo que ahí sí fue muy útil.

Entrevistador: ¿Podrías describir cómo se desarrollaba típicamente una sesión del curso? ¿Cómo iniciaba, qué ocurría después y cómo terminaba?

Iliana: Bueno, al principio, al iniciar la sesión pues ya como que nos había dado todas las instrucciones, nos decía con qué lecciones íbamos a trabajar... bueno, algunos de nosotros nos retrasábamos un poco en el trabajo del curso, más cuando hacíamos los videos de *PowToon*, porque tardábamos mucho tiempo en hacerlos mientras que otros compañeros tardaban mucho menos. Entonces pues empezábamos tal vez con las actividades más sencillas. Por ejemplo, las lecciones y cosas así, y ya dejábamos como que las cosas más complicadas para el final. Ya si no terminábamos en toda la sesión pues ya lo hacíamos en nuestra casa, pero ya teníamos que... para la siguiente sesión, ya tener terminada toda esa, bueno, toda esa parte para continuar con la siguiente.

Entrevistador: Muy bien. ¿Con qué frecuencia te sentías motivada para asistir al curso y realizar las actividades? Siempre, regularmente, algunas veces, pocas veces o nunca.

Iliana: Creo que eso sí fue como que algunas veces porque algunas actividades, por ejemplo, hacer el video me tomaba mucho tiempo. Yo asistía a clases regularmente, nunca falté, pero cuando tenía que trabajar en el video no me sentía muy motivada porque sabía que me iba a quitar mucho tiempo y sí me estresaba bastante preparándolo.

Entrevistador: Okay, ¿qué ventajas y desventajas tenía este curso en relación con otros cursos de inglés que has tomado?

Iliana: Creo que nos dejaba tal vez un poco más de, bueno, teníamos como que más material interactivo para hacer, y sí fueron como que muchas más actividades de las que hacíamos en otros cursos. Pero sí era como que perdíamos mucho tiempo en una sola actividad, en algunas como que les dedicábamos muy poco tiempo y a otras mucho tiempo. Entonces, en otros cursos, como que no... en casa no hacíamos tanto, nos encargaban una tarea, pero no me llevaba tanto tiempo, y en ese curso sí nos llevaba mucho tiempo hacer una actividad en nuestra casa, entonces en nuestra casa perdíamos mucho tiempo haciendo esas actividades. O, por ejemplo, el internet también, batallamos mucho con esas cosas de que el internet nos fallaba o cosas así. Entonces pues en otros cursos no teníamos esos problemas, con el libro nada más, pero pues más bien básicamente sería eso.

Entrevistador: Okay, te voy a preguntar ahora sobre aspectos específicos del curso. Primero vamos a hablar de las secciones que tenían las unidades de aprendizaje, y te voy a decir la actividad, el objetivo que buscaba, y tú me vas a decir qué lograste y qué te faltó en cuanto al objetivo de cada actividad. Primero, en la actividad *Set your objective*, se pretendía establecer un objetivo personal de aprendizaje a partir del objetivo general de la unidad. ¿Qué lograste y qué te faltó en cuanto a este objetivo?

Iliana: Ese... bueno, no comprendo tanto la pregunta.

Entrevistador: O sea, cuando te pedía que tú plantearas un objetivo que ibas a alcanzar en la unidad. ¿Crees que eso lo lograbas hacer o que te faltó para hacerlo?

Iliana: Bueno, me está diciendo... sí lo hacía, creo que al principio de la lección veía más o menos de qué se trataba y pues sí trataba de hacer mi objetivo, y trataba de poner... bueno, creo que casi siempre los objetivos poníamos... yo casi siempre trataba de enfocarme en los mismos aspectos de vocabulario, de lenguaje y de escuchar y hablar, pero siento que hacía objetivos muy largos y, al final, no los cumplía del todo. Pero, bueno, en cuanto a poner mis objetivos, el objetivo general y objetivos más específicos, creo que sí lo hacía, pero tal vez como que ponía demasiados objetivos, y al final siento que no cumplía todo.

Entrevistador: La actividad de 'Organize yourself to work in this learning unit' se enfocó en desarrollar un plan para alcanzar el objetivo personal inicial, o sea el objetivo que te habías planteado antes, era ahora el plan para alcanzarlo. ¿Qué lograste y qué te faltó en cuanto a esto?

Iliana: Bueno, ¿eso más bien se refería como al cronograma que hacíamos?

Entrevistador: Sí.

Iliana: Bueno, esto sí. Creo que sí logré desarrollar los planes, aunque al principio asignaba muy poco tiempo en algunas actividades; ya después sabía, por ejemplo, que una actividad en lugar de media hora me podía a tomar hasta tres horas. Así que, al final tenía bien establecido cuánto tiempo me iba a tardar en cada actividad. Entonces, ya teniendo el tiempo bien definido era más fácil seguir las actividades que había programado.

Entrevistador: Okay, la siguiente actividad es *'Engage'*. El objetivo de *Engage* es motivarte a aprender, era ya cuando empezabas a estudiar el inglés en sí. ¿Qué lograste y qué te faltó en cuanto a esto de motivarte a aprender con *Engage*?

Iliana: Bueno, no recuerdo muy bien a qué se refería eso.

Entrevistador: La primera que... donde era como una introducción a lo del inglés, o sea en la plataforma. Después de que ya hacías tu objetivo y tu plan.

Iliana: Bueno, ese también creo que estuvo bien en cuanto a todo lo que no fue... a lo que fue en sí vocabulario, a lo que fue todas las actividades, creo que ese sí estuvo bastante interesante, y creo que ese sí me ha ayudado bastante, porque... bueno, como sí eran varias sí siento que me sí me enfocaba en como buscar las palabras que no conocía y en... sí me motivaba como a saber qué decía el texto, cosas así. Entonces, siento que esa introducción sí era... si fue buena en, bueno, en un principio.

Entrevistador: Ahora, la siguiente actividad es *'Explore'*. Cuando iban a abordar temas de *Reading* y *Listening*, *Explore* se enfocó a familiarizarte con lenguaje y vocabulario clave del texto que se abordaría, o introducirte a los conceptos clave de ese texto. ¿Qué lograste y qué te faltó en cuanto a esto?

Iliana: Siento que... que sí me ayudó a... bueno, por ejemplo, en eso de escribir, leer y cosas así sí me ayudó porque... bueno pues para hacer todo sí tenía que comprender el texto, entonces sí era como que buscar palabras que no conocía, y eso sí me ayudó para buscarlas a ver qué significaban y encontrarle como que un sentido al texto. Entonces en eso sí fue como que a fuerza tenía que buscar el significado porque pues sino no podía hacer la actividad. Entonces a fuerza tenía que... como que buscar por otros lados y a fuerza tenía que aprenderme algunas palabras y cosas así, entonces creo que sí estuvo muy bien.

Entrevistador: Ahora, en el *task 1* en el caso de *Reading* y *Listening*, se enfocó a leer o escuchar la idea principal. ¿Qué lograste y qué te faltó en cuanto a esto de leer y escuchar la idea principal?

Iliana: En ese sí como que batallaba un poco más. Sí lo hice y siento que me faltó más el hecho de... en el aspecto de escuchar, porque, bueno, en algunos sí podía repetir el audio y pues ya, sí lo tenía que repetir varias veces y ya al final pues ya entendía como que la idea. Pero en otras, en las que lo escuchaba una sola vez, sí siento que no daba mucho porque no, a la primera no entendía pues algunas veces gran cosa. Entonces, en eso pues sí siento que aún tengo que pues ponerle mucha más atención, o me falta como que más, bueno, no... es una de las cosas que más se me dificultan, el escuchar, entonces sí se me hizo un poquito más complicado ese aspecto.

Entrevistador: Ahora, el *task 2* en el caso de *Reading* y *Listening*, se enfocó a leer o escuchar detalles. ¿Qué lograste y qué te faltó en cuanto a esto?

Iliana: Pues sí creo que, entre lo mismo, porque sí me costaba como que en cierto modo bastante. Sí trataba de escuchar lo mejor posible, pero en cuanto a detalles pues no me... creo que no me iba tan bien, entonces pues siento que sí logré algo, pero no completamente.

Entrevistador: Okay, ahora, *Explore 1* en preparación para *Writing* y *Speaking*, se enfocaba a abordar las estructuras gramaticales, el lenguaje y propósitos del texto. ¿Qué lograste y qué te faltó sobre esto?

Iliana: Creo que sí logré como que identificar más o menos cómo se... bueno, las oraciones cómo se realizaban, cómo se armaban, pero igual, bueno, creo que sí aún me falta aprenderme más la estructura porque pues si estoy viendo cómo se realiza sí puedo como que armar las oraciones y todo eso. Pero aprenderme en sí la forma en que se hacen, como que sí me cuesta todavía trabajo entonces creo que sí sería eso.

Entrevistador: Okay. En seguida la actividad de *Explore 2*, en preparación para *Writing* y *Speaking* se centra en lenguaje y vocabulario funcional. ¿Qué lograste y qué te faltó en cuanto al lenguaje y vocabulario funcional? General es que se usa en la vida cotidiana. Que sea práctico.

Iliana: Okay. Este, bueno, ese creo que sí estuvo bastante bien. Creo que era de las cosas que no me costaban tanto trabajo hacer porque, bueno, las palabras que sí presentaban no eran algunas tan difíciles, y siento que sí, las conversaciones, las palabras que ahí presentaban pues sí eran bastante comunes, entonces creo que en eso sí logré digamos que bastante avance. Y pues en lo que me faltó pues... bueno, no lo logré por completo, pero pues no estuvo tan mal ese aspecto, esa lección.

Entrevistador: Ahora, el task en *Writing* y *Speaking* se centraba en crear un producto final basado en las actividades anteriores, que era *Explore 1* y *Explore 2*. Podía ser, por ejemplo, un texto o un diálogo. ¿Qué lograste y qué te faltó sobre esto?

Iliana: ¿Ese no era el video en web?

Entrevistador: No, ese era todavía en la plataforma de Oxford. En la secuencia de actividades que ibas contestando.

Iliana: Ah, ¿ese sí era el que consistía en hacer algo que mostrara lo que había aprendido, o más bien era algo en cuanto a mi perspectiva?

Entrevistador: No, algo en cuanto a escribir o leer. Por ejemplo, cuando hacían una grabación de un audio específicamente para una conversación, algo así. Entonces ese era como demostrar que habías aprendido, pero en específicamente de los aspectos de inglés; de lectura, perdón, de escritura o de habla.

Iliana: Ah, creo que ya me acordé. En eso también creo que estuvo bien porque ya al final, pues, después de batallar mucho con todas las lecciones o cosas así, ya al final sí tenía como que una idea más clara de lo que lo que... en lo que se había centrado toda la lección. Entonces creo que pues tal vez no tan bien como en otras cosas, no completamente, pero sí me ayudaba bastante, y ya al final pues sí lograba tal vez un texto no muy largo o una conversación muy larga, pero sí... creo que sí lograba formular un texto pequeño y con las ideas principales que había aprendido. Entonces, creo que ese también estuvo bien.

Entrevistador: Okay. La siguiente sección era *Reflect*, que se enfoca en reflexionar en tu aprendizaje. Era... había como unos cuadritos donde tú definías qué tanto sabías los aspectos que te mencionaban, y qué tanto habías aprendido, si lo podías hacer bien o batallabas todavía. ¿Qué lograste y qué te faltó sobre esto de *Reflect*?

Iliana: Bueno, en eso también siento que ahí era donde sí podíamos como que, bueno, yo sí podía como que expresar más, cuánto había batallado en hacer algo, entonces creo que en eso sí lográbamos como que poner ahí todo lo que no podíamos hacer todavía, y ahí sí creo que sí me sirvió mucho por el hecho de que, pues ahí yo sabía en lo que andaba muy mal, en escuchar o lo que sea. Es más, siempre era como que las mismas cosas, que todavía no... me costaba trabajo escuchar y leer pues también un poquito, escribir sí era una de las cosas que más se me facilitaban, entonces creo que en eso también... creo que sí lo logré por completo, se podría decir.

Entrevistador: Okay, ahora, la sección de *Apply your learning*, se enfocaba en demostrar que alcanzaste tu objetivo inicial. Esto lo hacías ahora sí mediante una presentación multimedia. ¿Qué lograste y qué te faltó en cuanto a demostrar que alcanzaste ese objetivo?

Iliana: En ese aspecto fue en el que creo que batallé más porque al momento de hacer el PowToon no sabía cómo expresar que sí había aprendido ni qué poner y eso me quitaba muchísimo tiempo, el cual pude haber aprovechado en otra cosa.

Entrevistador: ¿El PowToon, no?

Iliana: ¿Ese todavía no?

Entrevistador: Sí, es PowToon, no WebToon.

Iliana: Lo siento, bueno, aún... ese sí me tardaba mucho haciéndolo y la verdad no... no sabía muy bien qué poner y siento que eso fue posiblemente lo más deficiente que hice en todo el curso porque, aunque hubiera aprendido algo más o menos complejo, en el video ponía cosas muy sencillas o que tal vez no tenían tanto que ver con las lecciones.

Entrevistador: Okay, la sección *Monitor your progress*, se enfoca en identificar las actividades más difíciles y recibir sugerencias de recursos para práctica adicional. Este es el foro donde ustedes ponían comentarios, que el maestro les daba sugerencias de qué practicar para mejorar.

Iliana: ¿En ese también era en el que nos ponían los compañeros comentarios y cosas así? ¿O ese no era?

Entrevistador: No, eso era más adelante. Ese era donde ponían comentarios de lo que se les había hecho más difícil, y ya les daba el maestro sugerencias de qué más hacer.

Iliana: En ese también no hice gran... bueno, siento que no lo aproveché totalmente porque sí ponía mis comentarios ahí, pero creo que nunca llegué como que a realizar alguna de las actividades que... que el maestro proponía, y creo que en eso no le tomaba tal vez mucha atención, entonces en eso siento también siento que hubo mucha deficiencia porque pues no las hice. Entonces... pues más bien, siento que tuve muchas deficiencias en muchas cosas, entonces eran muchas cosas las cosas que tenía que hacer como para reforzar, entonces también en eso creo que no. No muy bien.

Entrevistador: Okay, la sección de *Evaluate and improve*, se enfocaba en primero recibir retroalimentación sobre la presentación multimedia a partir de sus rúbricas, y luego a reflexionar sobre el trabajo de la unidad mediante un texto breve, en el que escribes un comentario considerando lo que había hecho el maestro, lo que te había sugerido el compañero, las rúbricas de tu propia experiencia. ¿Qué lograste y qué te faltó de esta sección *Evaluate and improve*?

Iliana: En ese también... bueno, en cuanto a mí, creo que sí estuvo bien. Yo tomaba en cuenta los comentarios del maestro, pero no los de mis compañeros porque siento que no me ponían comentarios que me ayudaran tanto: escribían cosas como “ay está muy bonito y punto” y no escribían comentarios negativos. No ayudaba en gran cosa. Pero en cuanto evaluarme a mí misma pues, y al profesor, haciendo las actividades y todo eso, creo que sí estuvo bien porque yo sabía lo que... lo que había hecho bien y lo que había hecho mal, y pues creo que eso también estuvo bastante bien. Creo que sí cumplí, al menos yo, con los objetivos.

Entrevistador: Ahora, había actividades de cierre posteriores a esto de... se enfocaban en estudiar detenidamente las características específicas del lenguaje utilizado en las etapas anteriores de la unidad. Era como materiales adicionales. ¿Qué lograste y qué te faltó de esta sección?

Iliana: Esta sección... de esa sí no recuerdo haber hecho como que algo específico, entonces creo que ahí sí me faltaron bastantes cosas porque no las recuerdo muy bien. Era como que ya después de la lección anterior, bueno, la que me acaba de preguntar...

Entrevistador: Sí, después de que ya hacían toda la reflexión y todo entonces ya hacían las actividades como, este, de cierre, que se enfocaban a problemas que hubieras tenido. Pero ya como en el grupo, ¿no?

Iliana: Creo que eso sí no lo... no recuerdo haberlo hecho así como muy específicamente, creo que no le tomé yo, al menos yo, mucha... tal vez no importancia pero entonces ahí siento que sí nos faltaron bastantes cosas y... y no, bueno no... no recuerdo haberlo hecho así en forma, no.

Entrevistador: Ahora, de las actividades anteriores te voy a mencionar cinco y tú me vas a decir cuál te pareció más útil y cuál te pareció menos útil. Primero, *Set your objective*, donde inicias tu objetivo; luego *Organize yourself to work in this learning unit*, donde desarrollabas el plan; y luego *Apply your learning*, donde hacías tu presentación multimedia con PowToon; en seguida *Monitor your progress*, que era el foro; y finalmente *Evaluate and improve*, donde recibías retroalimentación y luego escribías tu reflexión en texto. ¿Cuál te estas te pareció más útil y cuál menos útil?

Iliana: Creo que el menos útil sería el PowToon por lo tardado y todo eso, y el más útil... ¿Cuál me dijo que era la tercera?

Entrevistador: La tercera la de *Evaluate and improve* donde te daban retroalimentación y luego reflexionabas para hacer tu texto final.

Iliana: Creo que el más útil podría ser creo que lo de las metas y los... más bien los objetivos.

Entrevistador: Ah, okay. Establecer objetivos personales de aprendizaje a partir del objetivo personal de la unidad.

Iliana: Sí, creo que sí.

Entrevistador: ¿Por qué?

Iliana: Bueno, porque, pues ya teniendo un objetivo y sabiendo qué era lo que yo buscaba, era mucho más fácil no perderme en otras cosas. Saber que eso era lo más importante para mí, para mi aprendizaje, me hacía ponerle más énfasis, o a detenerte un poquito más en una lección. Aparte, al hacer mi objetivo, también podía tener en cuenta mis deficiencias.

Entrevistador: Okay. Ahora, te voy a comentar algo sobre la sección *Evaluate and improve*, esta sección implica el uso de rúbricas para la retroalimentación del maestro y de los compañeros, y la autoevaluación. Te voy a pedir que me digas qué tan importantes fueron estos procesos, te voy a mencionar cada uno y tú me vas a decir qué tan importante te pareció, si fue muy importante, importante, algo importante, no importante o no muy importante. Primero, ¿qué tan importante es recibir retroalimentación del maestro a partir de rúbricas?

Iliana: Creo que eso sí fue muy importante porque... bueno, él pues sí como que estaba consciente de en lo que ibas mejor o ibas peor, entonces él sí podía como que... bueno, al conocer cómo ibas sí podía darte como que mejores consejos en cuanto a qué proceso podías hacer y en qué detenerte más en cuanto a las lecciones, entonces pues en cuanto al profesor creo que sí era bastante importante porque él sabía más bien cómo ibas o en lo que te costaba más trabajo hacer, entonces pues creo que sí sería muy importante.

Entrevistador: Ahora, ¿qué tan importante es recibir retroalimentación del compañero a partir de rúbricas?

Iliana: Eso también sería como que muy importante, pero... bueno, más bien importante, no tan muy importante. Porque... bueno, sí te ayuda que el compañero te diga en qué estás más o menos bien y en qué vas mal, pero algunas veces no son como que en cierto modo tan honestos. No te decían como que... no se detenían tanto en ver en qué estabas mal, en qué estabas bien, nada más como que te decían muy a la ligera 'Estás bien' o ya. Como que no te ponían tanto los comentarios negativos, entonces siento que ahí no... no eran como que en cierto modo tan honestos y no te ayudaban tanto.

Entrevistador: Ahora, ¿qué tan importante fue la autoevaluación?

Iliana: Esa también creo que es muy importante porque, bueno, al menos en mi caso sí sabía en lo que no avancé tanto y en lo que sí avancé, entonces ya al ponerlo ahí yo sabía que en algunas cosas sí tenía que ponerle más énfasis y en otras no tanto, entonces pues yo creo que yo sí me juzgaba

bastante en que en eso sí estoy muy mal y en esto sí estoy bien, entonces creo que sí también ahí sería muy importante.

Entrevistador: Okay. Ahora, te voy a preguntar sobre usos específicos de la tecnología. Primero en relación a la plataforma Oxford, ¿qué tan fácil o difícil fue para ti trabajar con las actividades de *Engage*, *Explore*, *Task* y *Reflect*? Son las que hacías en la plataforma. Tú me dices si cada una debe... tú me dices si fue... ¿Qué tan fácil o difícil fue trabajar con *Engage*, por ejemplo?

Iliana: Qué parte... bueno, ¿me recuerda más o menos de qué trataba esa parte?

Entrevistador: De... era cuando te daban la introducción al tema, en la plataforma. Cuando era cuestión de introducirte al tema y motivarte para, más que nada, motivarte a aprender. Pero yo... la pregunta se reserva a tecnología, la adecuación de la tecnología, ¿qué tan fácil o difícil era utilizar esa herramienta?

Iliana: No, creo que sí me fue fácil, no recuerdo haber tenido problema con eso.

Entrevistador: ¿Qué tan fácil o difícil fue trabajar con la sección de *Explore*?

Iliana: Creo que esa también estuvo... fue fácil, no recuerdo tampoco haber tenido muchos problemas con ella.

Entrevistador: ¿Qué tan fácil o difícil fue la de *Task*? Donde ya hacías... pues actividades para demostrar lo que estabas aprendiendo, cuando hacías lo de grabación o redactabas un texto.

Iliana: Creo que esa sí... esa sí estaba bien... fue fácil, no recuerdo tampoco haber tenido problema y pues también lo del audio... ese sí creo que me ayudó bastante, y sí fue... creo que sí fue una buena... una buena actividad, la de hacer un audio.

Entrevistador: Okay, ¿qué tan fácil o difícil fue la sección de *Reflect*? Trabajar con la sección de *Reflect*, donde evaluabas qué habías aprendido y qué te faltaba con lo que podías hacer y lo que faltaba todavía.

Iliana: Creo que ese también fue fácil.

Entrevistador: Era como que poner como palomitas.

Iliana: Ah no, entonces sí, ese sí fue fácil también.

Entrevistador: Ahora, te voy a preguntar en relación a las herramientas del sitio *Weebly*, tú me dices qué tan fácil o difícil fue cada una de las actividades que te mencione. ¿Qué tan fácil o difícil fue agregar tu objetivo personal de aprendizaje?

Iliana: Agregarlo fue fácil, nada más que ya al final... ya cuando había... habíamos hecho varios objetivos, bueno, sí me pasó que tenía objetivos que no eran míos, que yo no había hecho. Entonces, en cuanto a subirlos sí fue fácil, pero después sí estuvo problemático porque había lecciones en las que yo no había hecho nada, entonces estaban ahí... el objetivo que alguien más había hecho. Entonces pues más bien sería eso.

Entrevistador: ¿Qué tan fácil o qué tan difícil fue subir tu plan de trabajo?

Iliana: Algunas veces fue fácil pero en otras no podía subirlo, no sé por qué motivos, pero no podía o tenía que hacer no sé cuántas cosas, como tomar captura de pantalla o lo que sea para poder subirlo como imagen o como sea, porque no podía como en un documento Word, entonces algunas veces sí fue difícil.

Entrevistador: ¿Qué tan fácil o qué tan difícil fue elaborar tu presentación multimedia con *PowToon*?

Iliana: Bueno, creo que sí estaba fácil hacerlo, pero sí es muy tardado, entonces yo sí tuve muchos problemas en cuanto a que ya llevaba avances y de un momento a otro no sé qué pasaba, el chiste es que se me borraba todo y tenía que volver a empezarlo. Entonces no hay fa... no es difícil tal vez usarlo, pero hay cosas como ese tipo de detalles que se borra todo o que no puedes poner ciertas cosas y eso sí es bastante difícil, entonces... como que sí y no.

Entrevistador: Okay, ¿qué tan fácil o difícil fue publicar tu presentación multimedia?

Iliana: En YouTube.

Entrevistador: Bueno, tenías que publicar solamente el link en *Weebly*, pero una etapa del proceso era subirlo a YouTube, para ahí poner la liga.

Iliana: Ah, no, en ese también no tuve problema. Creo que sí fue fácil.

Entrevistador: ¿Qué tan fácil o difícil, o qué tan difícil fue publicar comentarios de retroalimentación a compañeros?

Iliana: Eso también fue fácil. Bueno, algunas veces sí teníamos problema en que le pedía al compañero que me pusiera el comentario y no me aparecía, o cosas así. Pero fue... bueno, no siempre pasaba, pero sí era fácil hacerlo

Entrevistador: Okay. ¿Qué tan fácil o qué tan difícil fue subir evidencia de tu práctica adicional a partir del foro?

Iliana: Eso sí se me hizo un poco más complicado porque creo que no le entendía mucho qué tenía que hacer en esa parte, entonces no recuerdo muy bien haberla hecho, entonces... en eso sí era como que difícil porque no sabía a qué se refería y no sabía qué tenía que subir, entonces...

Entrevistador: Era como demostrar. Haz de cuenta, si hacías un ejercicio, subir una captura de pantalla de ese ejercicio para que se viera que lo habías hecho, por ejemplo.

Iliana: Creo que eso no lo llegué a hacer. No recuerdo haberlo hecho.

Entrevistador: Okay. Ahora, ¿qué tan fácil o difícil, o qué tan difícil fue agregar tu reflexión final?

Iliana: No, eso sí fue fácil. En esa no tuve problema para hacerlo.

Entrevistador: Okay. Vamos a ver algunas cuestiones en general para cerrar. En referencia al inglés, ¿cuál consideras que fue tu mayor aprendizaje del curso?

Iliana: Bueno, lo que más me ayudó fue como que las lecciones y, por ejemplo, hacer audios sí me ayudó bastante. Escribir textos también me sirvió mucho, entonces ese tipo de lecciones en las plataformas que tenían que buscar palabras o... o tenía que completar textos y todo eso, creo que eso sí fue muy útil para recordar palabras o para buscar el significado de palabras que ya no recordaba o cosas así, entonces creo que eso sí me fue muy útil en cuanto al... en cuanto al vocabulario y escuchar y leer, y todo eso.

Entrevistador: Entonces, de las habilidades del inglés, ¿cuál fue tu...? ¿Qué fue lo que más aprendiste?

Iliana: Creo que el... bueno, no sé si sería también el vocabulario. Creo que el vocabulario sí... sí como que un avance porque tenía que buscar verbos y todo eso, entonces sí era como que volver a recordar o tener que buscar el significado de uno en específico. Y la pronunciación también, por ejemplo, en lo del audio recuerdo que sí era estar buscando pronunciación de muchas palabras, entonces pues eso sí como que se me quedó grabado, de qué se tenía que decir, entonces eso creo que también me ayudó.

Entrevistador: Entonces en el vocabulario y la pronunciación. Ahora, en referencia al uso de la tecnología como medio para aprender, ¿cuál fue tu mayor logro?

Iliana: Bueno, en eso siento que sí me ayudó, no batallé tanto en hacer todo ese tipo de cosas, en subir los videos, en subir el material y todo eso, entonces... bueno, no tuve como que mucho problema con eso y... sí me ayudó en algo, por ejemplo, al momento de tener que hacer el cronograma y todas esas cosas pues sí... bueno, digamos que sí sabía más o menos cómo hacerlas, entonces por ejemplo en el *PowToon* nunca había hecho uno así, entonces pues ya como que aprendí porque aprendí. Y pues sí, en cierto modo creo que logré hacer los videos y logré subir cosas, entonces pues básicamente sería eso.

Entrevistador: Ahora, en referencia a otras áreas, como por ejemplo las técnicas de aprendizaje, estrategias, ¿cuál fue tu mayor aprendizaje?

Iliana: Bueno, en cuanto a estrategias, por ejemplo... siento que sí quitaba mucho tiempo y todo eso pero sí fue buena estrategia que nos dejaran trabajo para hacer en casa; en cursos anteriores no: después de las clases presenciales en la escuela ya no teníamos trabajo para la casa; entonces, en este nuevo curso, a fuerzas teníamos que hacer muchas actividades en casa y eso ayudó a que le diéramos más importancia al inglés y lo practicáramos más.

Entrevistador: O sea que le dedicaste más tiempo en la casa.

Iliana: Sí.

Entrevistador: Okay, ¿consideras que los aprendizajes de este curso pueden aplicarse en otros contextos fuera de la clase de inglés? Sí, no y por qué.

Iliana: Bueno, creo que sí porque... bueno, todo lo que hicimos ahí de hacer videos, de subir documentos y todo eso, pues en muchas otras clases, en otros temas, pues también se hace. Entonces ya si lo tenemos que volver a hacer ya no batallaríamos como que tanto. Ya sabemos en qué consistiría todo eso, entonces creo que sí nos ayudaría a saber cómo hacerlo, a saber cómo manejar plataformas y todo eso, entonces creo que sí.

Entrevistador: Okay, ahora, ¿en qué medidas se cubrieron tus expectativas del curso? Plenamente, regularmente, mínimamente o no se cumplieron.

Iliana: Creo que regularmente porque, aunque sí hice todo y... y traté de cumplir lo más posible con todas las actividades, pues sí batallamos mucho y sí tuvimos como que... sí teníamos bastantes quejas en bastantes cosas, y sí nos quitaba bastante tiempo, y pues algunos objetivos sí siento que no los cumplí. Entonces pues no se cumplió como que totalmente. Sí ayudó en algo, pero no fue como que... bueno, me imaginaba hacer otras cosas tal vez. Entonces creo que sí sería regularmente.

Entrevistador: ¿Como qué? ¿Como qué tipo de cosas te imaginabas?

Iliana: Bueno, no me imaginaba tanto que íbamos a hacer ese tipo de videos para demostrar que habíamos aprendido y pues sí perdíamos a veces bastante tiempo en eso, y podríamos haber... bueno, por ejemplo, me hubiera gustado más que hubiera, que hubieran más actividades... sí las hubo, por ejemplo lo del audio, lo del vocabulario y todo eso, pero que hubieran sido más enfocados a todo eso y no a otras cosas. Que hubiera sido como que en eso se centrara todo.

Entrevistador: En el sentido de... ¿tú dices de la tecnología? ¿El que no hubiera tanto de tecnología o en qué?

Iliana: Tal vez que sí lo hubiera pero que en eso se centrara en que hubiera más actividades de audios, más actividades de vocabulario, más actividades de traducir textos o cosas así, y no tanto en, por ejemplo, que no nos tomara tanto tiempo hacer lo del cronograma y todo eso, que eso

fuera como que... cosas que pudiéramos hacer en muy poquito tiempo o que no les tomáramos como que tanta importancia.

Entrevistador: Muy bien. No sé si quieras agregar algo más.

Iliana: Bueno, no, creo que no.

Entrevistador: ¿Qué cambiarías si pudieras volver a tomar el curso? ¿Qué cambiarías del curso?

Iliana: Bueno, sí cambiaría el hecho de que pudiéramos hacer sí tal vez todas las actividades que hicimos, pero que no nos... que las pudiéramos hacer todas en el aula y que no tuviéramos tanto inconveniente por el internet porque también había ocasiones en que ya llevábamos avanzada una actividad y el Internet estaba muy lento o la plataforma no nos dejaba ingresar, entonces teníamos que cambiarnos de computadora o solicitar una nueva contraseña. Perdíamos mucho tiempo en todo eso y muchas veces hacíamos las actividades en la casa porque en el Área de Cómputo era definitivamente imposible. Tenían que estar haciendo nada más las actividades que se podían hacer sin la plataforma y que no las tenían que subir ahí, porque, pues, no se podía. Entonces en ese aspecto sí... como que sería bueno como que cambiarlo en cuanto a contraseñas y todo eso porque no podíamos entrar entonces no se podía hacer nada.

Entrevistador: Bueno, pues entonces sería todo. De mi parte te agradezco mucho que nos hayas contestado la entrevista.

Iliana: Muchas gracias, igual pues espero haber sido de ayuda.

Entrevistador: Sí, como no. Muchas gracias, que estés bien. Hasta luego.

Iliana: Hasta luego.

Appendix II D Laura

(22:47 minutes)

Entrevistador: Buenas tardes, Laura, ¿cómo estás?

Laura: Ah, hola profe, qué tal.

Entrevistador: ¿Qué dices?

Laura: No, nada. Dígame, profe, ya se me había olvidado.

Entrevistador: ¿Lista para la entrevista?

Laura: Dígame.

Entrevistador: Sí, bueno. Mira, este... primero preguntarte, en general, si al inicio del curso hubo una sesión de preparación para trabajar con el curso.

Laura: Profe, ¿hablamos del curso que llevamos en lo de las computadoras y todo eso, verdad?

Entrevistador: Sí.

Laura: ¿Una atención de parte del profe Francisco?

Entrevistador: O sea, de una sesión de preparación.

Laura: Al inicio...

Entrevistador: Mira, eran unos materiales en los que eran básicamente tres. Que eran como interactivos. Uno se llamaba "Estableciendo objetivos personales para tomar el control de tu aprendizaje y motivarte a seguir estudiando."

Otro "El papel de la autoevaluación y de las prácticas dentro de la retroalimentación para apoyar efectivamente el aprendizaje", y otra "Registro de aprendizajes diarios de reflexión."

Laura: Ajá.

Entrevistador: ¿Sí recuerdas?

Laura: Sí, más o menos.

Entrevistador: Entonces, este... ¿te parecieron muy útiles, útiles, poco útiles o no útiles? Porque se supone que esos materiales eran para prepararte para cuando ya estuvieras en el curso, que supieras cómo trabajar el proceso.

Laura: Ay, pues... poco útiles, profe.

Entrevistador: ¿Por qué poco útiles?

Laura: Porque sí tuvimos dificultad. Ya mientras fuimos avanzando teníamos dificultades. Y luego pues ya otros compañeros que nos explicaron "ay, yo le hice así" o "aplástale y vete para acá", o no sé. Y ya, fue de esa manera más bien que le agarramos, porque en sí por esta... por esos pasitos que usted me dice, no. No tanto. Ya conforme fuimos avanzando, fuimos agarrándole.

Entrevistador: Fueron entendiéndole. Okay, ahora, ¿qué tan útil te pareció la preparación que te dio tu maestro para trabajar con el sitio *Weebly* al inicio del curso?

Laura: Ah, el de *Weebly* sí. Es lo del video, ¿no?

Entrevistador: Sí, bueno, lo del video es otro... es para... es otra herramienta, pero *Weebly* era donde hacían todo lo del diario.

Laura: Ah, lo del diario.

Entrevistador: Todo lo de la reflexión y, este, los comentarios cuando les subían las evidencias.

Laura: Ah, sí, sí. No, pues sí, el profe sí nos explicó. Pues sí... sí estuvo bien.

Entrevistador: Okay. Ahora, ¿podrías describir cómo se desarrollaba típicamente una sesión del curso? ¿Cómo empezaba, qué pasaba después y cómo terminaba? Así, cuando fuera la clase, ¿cómo se desarrollaba?

Laura: No, profe, pues era así como que... llegábamos a la clase y más bien el profe Francisco nada más nos decía: "pues avancen donde se quedaron", y ya. "Para hoy", por ejemplo, "tenemos que acabar tal sesión o hasta tal punto." Entonces ya, le avanzábamos, pero pues cada quien por su lado. Si teníamos dudas sí andaba ahí el profe de banca en banca, o así, si hablábamos. Pero pues no, pues más bien era de llegar y ya sabíamos lo que íbamos a hacer, avanzarle nada más. Y había veces que no acabábamos, entonces era ya de que, si llegaba la hora de la salida pues ya, nos decía el profe que, por ejemplo: "si llegan las 12 del día ya salgan, pero hoy para las ocho o nueve de la noche (o no sé) quiero que me manden todo lo que les faltó." Y... para, hasta el punto donde él nos había dicho.

Y... pues sí, pero pues era tedioso porque ya llegábamos y sabíamos lo que teníamos que seguir avanzando.

Entrevistador: Ahora, ¿con qué frecuencia te sentías motivada para asistir al curso y realizar las actividades? ¿Siempre, regularmente, algunas veces, pocas veces, nunca?

Laura: No, muy pocas veces, o nunca.

Entrevistador: ¿Por qué?

Laura: Sí, O sea, pues porque no, era tedioso, así... fastidioso. Motivada o algo, pues no. No había algo como que... algo padre a lo que ir o que dieran ganas de ir, no.

Entrevistador: Ahora, ¿qué ventajas y desventajas tenía este curso en relación con otros cursos de inglés que has tomado?

Laura: Pues yo creo que... pues ventajas no, no, no sé. Desventajas pues todas, profe, porque... bueno, en lo personal, creo que no nos sirvió de mucho. Más bien... pues no, muchas cosas, por ejemplo, las hicimos en español. Unas cosas que eran de inglés y al tener la misma computadora ahí mismo, pues el traductor, por ejemplo. Entonces, pues no. O sea, no, no hubo como que... oportunidad donde se da o algo para que el profe nos explicara algún vocabulario, algunas palabras, o algo así, como en esos cursos que habíamos tenido, pues. Todavía este semestre sí lo hicimos.

Entrevistador: Cursos tradicionales.

Laura: Ajá, ya por el libro. O esa traducción: "A ver, ¿a qué palabra no le entienden? O ¿a cuál no le entienden?, y ya. Nos lo explicaba y así. Pero ahí pues no, porque... igual si había algo en lo que no le entendíamos pues luego, luego el traductor. Y no, pues no, realmente no sirvió nada, creo yo que no.

Entrevistador: Ahora te voy a preguntar algunos aspectos ya más específicos del curso. De las siguientes secciones de las unidades de aprendizaje, reflexiona sobre si se lograron o no los

objetivos que se pretendían alcanzar. Te voy a ir diciendo cada actividad y el objetivo que tenía, y ya tú me dices si sientes que se logró o que te faltó algo para lograr el objetivo.

Laura: Okay.

Entrevistador: Primero estaba la de *Set your objective*, la primera actividad que se enfocaba a establecer un objetivo personal de aprendizaje a partir del objetivo general de la unidad. ¿Crees que eso se logró o que te faltó en cuanto al objetivo que se pretendía?

Laura: No pues sí, sí me faltó.

Entrevistador: ¿Por qué te falta? ¿Por qué crees que te falta?

Laura: Pues por lo mismo, yo creo, ¿no? O sea, por lo mismo de que no... *establecer los objetivos era en parte tedioso y en parte uno no le echaba ganas. Podría decirlo... se va uno a lo más fácil. Entonces, pues no se cumplieron.*

Entrevistador: Okay, ahora, otra actividad era *Organize yourself to work in this learning unit*.

Laura: ¿Cómo, profe? ¿Disculpe?

Entrevistador: *Organize yourself to work in this learning unit*, era la siguiente actividad.

Laura: Ajá.

Entrevistador: Esa se enfocaba a desarrollar un plan para alcanzar el objetivo personal inicial, O sea, ya tenías ese objetivo ahora, o el plan para lograr tu objetivo. ¿Crees que esos planes se lograron o que te faltó para que se lograran?

Laura: Ese sí, sí un poquito más. Bueno, ya el plan o así sí, porque... como, no sé, era una pequeña meta o algo de que nos planteábamos, me... si mal no recuerdo era donde poníamos una hora, ¿no? Una hora para tal... tal actividad y hasta el lugar donde lo hacíamos.

Entrevistador: O programar los tiempos de cada actividad.

Laura: Ajá. Solíamos poner una hora determinada e incluso un lugar para una actividad. Yo estaba como "ay, ya va a llegar la hora y todavía tengo que hacer esto o aquello", así que tenía que acomodarme para hacer el trabajo pendiente y eso me hizo desarrollar mi planificación.

Entrevistador: Okay. Ahora, la actividad de *Engage* se enfocaba a motivarte a aprender, ¿crees que eso se logró o te faltó para que se lograra el objetivo?

Laura: No, profe, eso no. Le digo, no, no, no... no había motivación.

Entrevistador: Ahora, otra actividad era *Explore* en preparación para Reading y *Listening*. O sea, cuando... antes de que hubiera *Reading* o *Listening* venía esta de *Explore*. Esta actividad se enfocaba a familiarizarse con el lenguaje clave del tema que abordarían, o introducirte los conceptos de ese texto. ¿Crees que ese objetivo se logró o que te faltó?

Laura: No pues, sí me faltó, le digo. Porque... pues no, no, uno se iba a lo más fácil también por lo mismo de acabar pronto de acuerdo a los horarios. Y... pues ya, pues sí, no aprendimos o... pues en parte no le preguntábamos al profe y ya rápido buscábamos algo y ya. Entonces, pues no.

Entrevistador: Ahora, el *Task 1* en *Reading* y *Listening*, cuando había actividades de *Reading* o *Listening*, se enfocaba a leer y escuchar la idea principal de un texto o de un audio. ¿Crees que esto se logró o no se logró?

Laura: En mí no, profe. Siempre se me ha dificultado mucho el escuchar. Y el entender así claramente escuchando. Escuchando claramente sí... sí se me dificulta mucho. Si tengo un texto

pues más... lo traduzco así mucho más fácil, me parece más fácil. Pero el escuchar se me dificulta mucho, y al menos en mí no se cumplió. Me faltó.

Entrevistador: Ahora, el *Task 2* en *Reading y Listening* se enfocaba a leer o escuchar detalles. ¿Consideras que esto se logró o no se logró?

Laura: No, no, por lo mismo. O al menos en mí no.

Entrevistador: El *Explore 1* en preparación para *Writing y Speaking*, que son las habilidades productivas, pretendía abordar estructuras gramaticales en lenguaje y propósitos de texto. ¿Consideras que sí se logró este objetivo o que te faltó?

Laura: Ese sí un poquito más porque era en lo que me enfocaba un poquito más para los videos. O sea, me fijaba en sí de qué trataba, en la gramática, o no sé, lo principalito de eso. Y ya era en lo que me enfocaba un poquito más por los videos. Y pues sí, un poquito no.

Entrevistador: La siguiente actividad que se menciona, que es la de *Explore dos*, en preparación para *Writing y Speaking*, esto se enfocaba en lenguaje o vocabulario funcional. ¿Consideras que sí lograste aprender este lenguaje o vocabulario funcional? ¿O no?

Laura: Aprender tal cual no.

Entrevistador: ¿Por qué?

Laura: No, pues... o sea, por ejemplo, si ahorita hablamos de eso pues ya ni me acuerdo, la verdad.

Entrevistador: ¿Pero consideras que no se logró?

Laura: No, no, profe. No se logró.

Entrevistador: Ahora, el *task* en *Writing o Speaking*, se pretendía ahí crear un producto final basado en las actividades anteriores, en las actividades de *Explore uno y dos*. ¿Consideras que esto se logró o no?

Laura: El... ¿el este final viene siendo el video, profe? ¿O no?

Entrevistador: No, cuando trabajaban todavía en la plataforma de... de Oxford, la última actividad que hacían.

Laura: El producto final.

Entrevistador: Sí, por ejemplo, cuando hacían la grabación.

Laura: Ah, okay, ya sé. No, pues no. Igual no, no se logró de igual manera, como debería.

Entrevistador: Ahora, había una actividad final que se llama *Reflect*, donde vienen ahí como unos cuadritos para que pusieras qué tanto lo podías hacer. Los *can do's*, eso se enfocaba a reflexionar sobre tu aprendizaje, ¿consideras que se logró o no?

Laura: No. No por lo mismo.

Entrevistador: Ahora, otra... la siguiente actividad era *Apply your learning*. Aquí sí es donde hacías la presentación multimedia, para demostrar que alcanzaste tu objetivo que te habías planteado al inicio. ¿Consideras que este objetivo de demostrar que alcanzaste lo que planteaste al inicio se logró o no se logró?

Laura: Pues en parte sí. En parte sí porque era... le digo, por ejemplo, para hacer eso, ese producto, pues yo me fijaba un poquito más. Igual yo a veces regresaba y volvía a ver las cosas para recordar un poquito más o ponerme más lista a lo que se me había pasado. Para el video sí. Pero igual pues

en otras cosas no. Bueno, por otro lado no. Porque pues tenía así muchísimo tiempo, entonces no hallábamos ni qué poner en el video. O si poníamos el título de la sesión o en sí lo de esa partecita y ya todo lo demás de tiempo, ¿qué? No hallábamos ni qué.

Entrevistador: Ahora, la sección de *Monitor your progress*, donde hacían el foro. Era para identificar las actividades más difíciles y recibir sugerencias de recursos para practicar adicionalmente. ¿Crees que eso se logró del foro o que no se logró?

Laura: No, profe. No, porque al menos yo nunca supe lo de los comentarios, lo de publicar algo en el foro, nunca entendí eso bien. Y, por ejemplo, me pasó, igual que otros compañeros, de que revisábamos o queríamos meternos bien a eso y había publicaciones que no habíamos hecho nosotros mismos. O sea, por ejemplo, en mi plataforma había que yo no había publicado cosas y ahí estaba publicado algo.

Entrevistador: Pero eso era todavía en Oxford, este foro, donde les ponían las que tú dijeras cuál actividad había sido más difícil, luego ya el maestro te sugería qué actividades hacer para mejorar. En la plataforma.

Laura: Ah, okay. Aunque eso es igual, no... por ejemplo, yo sí llegué a poner de lo que me faltó o así y nunca pude ver los comentarios del maestro.

Entrevistador: Muy bien. Ahora, había otra actividad que es *Evaluate and Improve*, esa actividad, este, se enfocaba a dar y recibir retroalimentación sobre la presentación multimedia a partir de sus rúbricas. O sea, que tú le dieras a un compañero comentarios y tu compañero te diera comentarios también, y luego también a reflexionar sobre el trabajo de la unidad, mediante un texto en el que ya hacen un comentario breve. Pero realmente es un comentario que consideraban, un comentario del maestro, de los compañeros, y las rúbricas de la propia experiencia. Ya cuando hacían un texto, considerando todos sus elementos. Como de reflexión. ¿Crees que esto se logró o no se logró?

Laura: Ya un poquitito, pero hasta el último porque fue cuando le empecé a agarrar. Porque no, al principio no le entendía ni qué, y muchos estábamos igual. Porque buscábamos comentarios así y no, pues es que no hallábamos cómo. Y ya hasta el final le agarramos un poquito.

Entrevistador: Muy bien. Nada más preguntarte ahora, había una sección que se llama, ya ves que ya comenté, *Evaluate and Improve*, lo que comentamos ahorita. Aquí dice que se implicaba el uso de rúbricas para retroalimentación del maestro, de los compañeros y la autoevaluación. ¿Qué tan importantes crees que son estos procesos? ¿Muy importantes, importantes, algo importante o no importante?

Laura: ¿Qué tan importantes son estos qué, profe?

Entrevistador: Lo del uso de las rúbricas para retroalimentar. Que te diera el compañero comentarios, el maestro comentarios, y tu propia autoevaluación. ¿Qué tan importante crees que es esto?

Laura: Pues sí es importante pero siempre y cuando se... lo hubiéramos llevado a cabo, porque sí en lo que cabe sí... sí es importante porque sí sirve, profe, hay veces en que no se notan los propios errores o algún detallito que tiene. Y ya gracias a un compañero... ah, mira, aquí te faltó, aquí fallaste, o no sé. El mismo maestro, pues que sabe más, que nos dijera tal cual sí sirve. Sí sirve que nos retroalimenten cosas, que nos comenten cosas, pero siempre y cuando se hubiera llevado como debería.

Entrevistador: Ahora, en relación a los usos específicos de la tecnología, te quiero preguntar ¿qué tan fácil o difícil fue para ti trabajar con las herramientas de la plataforma para desarrollar las actividades de *Engage, Explore, Task* y *Reflect*? Lo que usabas en la plataforma de Oxford, ¿qué tan difícil se te hizo? ¿O qué tan fácil?

Laura: Pues en lo que cabe sí fue un poquito fácil porque... pues no sé, facilitó cosas de tecnología. Incluso unos compañeros comentábamos que, pues hasta aprendimos un poquito más de tecnología que de inglés, verdad. Pero en sí de fallas o desventajas pues, por ejemplo, a mí no me gusta la tecnología por el hecho de que se va la luz, de que allí en la escuela fallaba muchísimo el internet y batallábamos muchísimo. Hacíamos unas cosas y no las alcanzábamos a guardar, se borraban o equis cosa. Entonces pues en relación con ese detalle, este, se me hizo también muy latoso por el hecho de estar batallando por el internet, principalmente. Pero sí... también nos facilitó, pues, un poquito el cómo manejar una computadora o cómo manejar el programa.

Entrevistador: La plataforma.

Laura: Ajá, la plataforma.

Entrevistador: Okay, ahora, te voy a preguntar específicamente del sitio *Weebly*, para saber el portafolio técnico. Quiero que me digas qué tan fácil o difícil fue cada una de las siguientes actividades. Primero, agregar tu objetivo personal de aprendizaje, ya en *Weebly*.

Laura: Sí, fácil.

Entrevistador: ¿Por qué?

Laura: Pues, sí... o sea, estaba fácil. Leíamos así de qué se iba a tratar y todo y pues no, no se me dificultó.

Entrevistador: ¿Subir tu plan de trabajo fue fácil o difícil?

Laura: También muy fácil. Bueno, en una ocasión batallé mucho por el hecho de que no se podía descargar. No sé si se trataba de la computadora o del mismo internet. No se podía descargar y no se podía editar, entonces tuve que batallar mucho para tomar captura, y luego esa captura editarla, y luego borrar lo que ya estaba, y en eso batallé y me tardé mucho. Pero en sí pues era algo fácil.

Entrevistador: Elaborar tu presentación multimedia con *PowToon*

Laura: No, ahí fue problema del tiempo. Le digo, el tiempo... y si fue muy, muy tedioso.

Entrevistador: Publicar tu presentación multimedia

Laura: También. En eso batallamos porque no sabíamos cómo, fue una de las cosas que nuestros compañeros nos fueron diciendo conforme las íbamos haciendo. Ya en el último video pues ya, yo sola, pero así en los primeros nos fueron diciendo.

Entrevistador: Publicar comentarios de retroalimentación a compañeros

Laura: Pues le digo, también difícil porque no le hallábamos a la plataforma. No sabíamos ni cómo, o escribíamos, pero, ¿cómo publicarlo? No sé, sí batallábamos.

Entrevistador: Subir evidencia de tu práctica adicional a partir del foro.

Laura: Pues sí, porque no le hallábamos bien al foro. Fue difícil también.

Entrevistador: Y, finalmente, agregar tu reflexión final.

Laura: Ah, la reflexión fue fácil porque nada más ahí mismo escribíamos y ya, subir y ya.

Entrevistador: Bueno, vamos a la última parte. Preguntarte en referencia al inglés, ¿cuál consideras que fue tu mayor aprendizaje del curso?

Laura: No, pues no, profe. No, no aprendimos. No, la verdad no.

Entrevistador: Ahora, en referencia al uso de la tecnología como medio para aprender, ¿cuál fue tu mayor logro?

Laura: Ah, pues le digo, aprendimos a manejar un poquito más la tecnología.

Entrevistador: Sobre otras áreas como, por ejemplo, técnicas de aprendizaje o estrategias, ¿cuál fue tu mayor aprendizaje?

Laura: ¿Como qué técnicas o qué estrategias?

Entrevistador: Por ejemplo, lo de... una estrategia es, por ejemplo, el plantearse un objetivo, hacer un plan, evaluar si lo lograste o no.

Laura: Es que sería más bien eso. El determinar pues un objetivo, una meta, y también a determinado tiempo, por el mismo hecho de que... pues sí, tratar de cumplir las cosas.

Entrevistador: O sea, el manejo de un plan en tiempo, ¿verdad?

Laura: Ajá.

Entrevistador: Apegarse al tiempo o distribuir el tiempo, o algo así.

Laura: Sí, y acomodarse uno con el mismo trabajo que está ahí para cumplir a la hora que es.

Entrevistador: ¿Consideras que los aprendizajes de este curso pueden aplicarse en distintos contextos fuera de la clase de inglés? Sí o no y por qué.

Laura: Los aprendizajes... no, bueno, si se trata... no, pues no, es que en dado caso sería el poquito aprendizaje sobre la plataforma o ese tipo de plataforma. Y en otra ocasión donde tengamos que volver a estar frente a una de ellas y pues ya sabemos un poquito más cómo se manejan. Pero pues no, muchas cosas no. En relación a inglés o así a la clase que debería pues no.

Entrevistador: ¿En qué medidas se cubrieron tus expectativas de este curso? Plenamente, regularmente, mínimamente o no se cumplieron.

Laura: No, pues no, no se cumplieron. O en dado caso, mínimamente, pero realmente no era lo que esperábamos como el curso. Esperábamos el típico curso de libro y... pues trabajar, así como lo hacemos, y ya conforme entramos y todo pues ya el maestro nos fue diciendo que era por vía electrónica y todo. Entonces, pues, no. Ya como que muchos, no sé si se dio cuenta, pero hasta varios dejaron de asistir porque muchos como que se decepcionaron, no sé, les pareció aburrido o no sé. Y sí, la verdad nada que ver con lo que esperábamos.

Entrevistador: Ah, okay. Finalmente, ¿qué cambiarías del curso si lo volvieras a tomar?

Laura: Ay, qué... no, pues todo.

Entrevistador: ¿Todo?

Laura: O al menos la facilitación de la plataforma.

Entrevistador: ¿De cuál? ¿De la de Oxford o de la de *Weebly*?

Laura: *Weebly*, porque sí, le digo, batallábamos mucho en relación a que no le hallábamos, no le entendíamos y, este, pues aparte pues como que se bloqueaba o no sé. De repente ya no quería para nada. Los correos o la contraseña que nos dio el maestro no quería, teníamos que mandar un correo a quién sabe dónde y luego hasta que nos contestaran, y no, era un *show*.

Entrevistador: Pero más bien, la de *Weebly* que la de Oxford, ¿o las dos?

Laura: Sí, pues, en parte las dos, pero más la de *Weebly*.

Entrevistador: Bueno pues, es toda la entrevista. Te agradezco mucho tu tiempo y pues estamos en contacto. Gracias por contestar la entrevista.

Laura: Ah, okay, profe. No, de nada.

Entrevistador: Gusto en saludarte, que estés bien.

Laura: Igualmente, profe.

Entrevistador: Hasta luego.

Appendix IIE Jorge

(27:04 minutes)

Jorge: Monótonas, realmente, porque siempre era como estar haciendo las mismas actividades, la mayor parte en el mismo orden, y este... empezaba con las actividades más básicas y estaba desarrollándolas, al menos yo sentía como que... si continuaba, si más avanzaba en la sesión, me iba perdiendo más y más en el tema, porque me... no sé, como que se me hacían tediosos, algunos.

Entrevistador: Okay, pero en general cómo... ¿qué pasaba en la sesión? O sea, empezaban con cierta actividad, ¿y luego después que hacían? ¿Cómo se desarrollaba la sesión?

Jorge: Este... pues específicamente el nombre de las actividades no me acuerdo cada una.

Entrevistador: Pero en general.

Jorge: O sea, pues sí, empezábamos con, este, los objetivos y ya después íbamos a hacer una de las actividades que nos encargaban para terminar realizando lo que era el video. O sea, como que pues era más bien ver siempre objetivos, las actividades que estuvieran y al final el video. Siempre era como que la rutina a seguir.

Entrevistador: Okay, ¿con qué frecuencia te sentías motivado para asistir al curso y realizar las actividades? Siempre, casi siempre, algunas veces, o no te sentías motivado.

Jorge: Pues casi siempre, porque sí me motivaba el hecho de estar realizando las actividades, pero por el mismo hecho de que eran monótonas, este algunas veces las hacía más por obligación que por querer, este... realizarlas por cuenta propia.

Entrevistador: Okay. ¿Qué ventaja y/o desventaja tenía este curso en relación con otros cursos de inglés que has tomado?

Jorge: Ventajas, que esta vez pude, este, entender o aprender nuevas cosas que realmente siento que hubiera sido más tedioso aprender en un curso normal. La mayor desventaja que yo pienso que era, es este... el hecho de que, por ejemplo, en unas actividades te daba la oportunidad de ver las respuestas de... pues del trabajo, por ejemplo, y eso a mi punto de vista como que te desamertaba, porque en vez de esforzarte en poner un poco más de tu parte para entender las palabras, simplemente puedes responderlo y contestar. Cuando esas respuestas estaban mal, tú ya veías cuáles estaban mal para corregir y pues te da la respuesta, y como que... se me hacía muy fácil, pues. En vez de apoyar pues a las actividades, realmente siento que están como que muy... de responderlas por responder, no tanto por el hecho de aprender.

Entrevistador: O sea, ¿que para ti ya es una desventaja que estuvieran las respuestas dadas o estaban demasiado fáciles?

Jorge: No, se me hizo como una desventaja. Porque como que, si supieras o no la palabra, la respuesta siempre iba a estar ahí. O sea, no... no te esforzabas pues por querer entenderla. Y ya después podías responder.

Entrevistador: Okay, ahora vamos a hablar de algunos aspectos específicos del curso. Te voy a nombrar algunas secciones de las unidades de aprendizaje y tú me dices... te voy a decir también el objetivo de cada una y tú me dices si lo lograste o te faltó algo del objetivo en cada caso. La primera actividad *Set your objective*, se enfocaba en establecer un objetivo personal del aprendizaje a partir del objetivo general de la unidad. ¿Qué lograste y qué te faltó sobre esto?

Jorge: Realmente, los mayores objetivos que yo me planteé fueron básicos y sencillos y pues sí los logré en su mayoría. Los que no pude lograr fueron principalmente por falta de tiempo.

Entrevistador: Ahora, la actividad *Organize yourself to work in this learning unit*, que era la que seguía después de *Set your objective*, se centraba en desarrollar un plan para alcanzar el objetivo inicial personal, o sea el que te habías planteado al inicio. ¿Qué lograste y qué te faltó sobre esto?

Jorge: Logré principalmente mantener en orden mis sesiones de estudio y definir mis propios horarios. Lo único que no logré fue apegarme a ellos. Cuando, por ejemplo, yo ponía que sólo iba a trabajar una hora, algunas veces trabajaba menos o trabajaba más dependiendo de la situación.

Entrevistador: La siguiente actividad es *Engage*, se enfocaba a motivarte a aprender. ¿Qué lograste y qué te faltó en cuanto motivarte a aprender?

Jorge: Pues batallé mucho en motivarme porque pues las actividades eran interactivas, pero, este, algunas eran muy repetitivas, a pesar de que el texto de la actividad cambiaba, era como que el mismo orden de lo que tenías que revisar, y pues se volvía muy monótono entender. Sería como que, sí me motivaba a trabajar, pero no me motivaba tanto a aprender, en general.

Entrevistador: Ah, okay. La siguiente actividad es *Explore*, en preparación para *Reading y Listening*, esa actividad de explore se enfocaba a familiarizarte con vocabulario y lenguaje clave del texto que se abordaría, o introducirte a los conceptos de ese texto. ¿Qué lograste y qué te faltó en cuanto a esto?

Jorge: Lograr, principalmente, pues sería el hecho de poder, este, motivarme a querer leer o más bien a entender el texto, pues tenía que leer todo el texto detenidamente porque íbamos a ver qué me iban a preguntar. Lo único, por ejemplo, en dada desventaja, es que a veces el texto era demasiado largo y entre más palabras hubiera que no entendía, menos entendía el texto y pues sí era un poco más difícil para mí. Al menos entender... entender la siguiente actividad.

Entrevistador: La siguiente actividad es el *Task 1* en el caso de *Reading y Listening*, el *Task 1* se enfocaba a leer y escuchar la idea principal. ¿Qué lograste y qué te faltó sobre esto?

Jorge: Por ejemplo, yo tengo de que escucho bien, este, el inglés, pero hay veces en que no puedo seguir la conversación. O sea, sí entiendo las palabras, pero si van a una velocidad moderada, y había veces en las que los audios eran, pues, muy propios o no estaban como que muy claras las palabras que decían. Eso para mí sería la desventaja, no se entendían o iban muy rápido.

Entrevistador: O sea, ¿te parecía que iba muy rápido el audio?

Jorge: Sí, la velocidad del audio no era como que muy... era rápido en algunas cosas para mí.

Entrevistador: Y en la cuestión, por ejemplo, de los textos, bueno, en el caso de la lectura. ¿Qué te parecieron? ¿Sí leías la idea principal?

Jorge: No, de hecho, sí la leía porque pues sí estaba escrita, pero pues...

Entrevistador: Al momento de escuchar, más bien.

Jorge: Ajá, al momento de escuchar era cuando tenía los problemas.

Entrevistador: Ah, okay. Ahora, el *Task 2*, en *Reading y Listening*, se enfocaba a leer y escuchar detalles, ¿qué lograste y qué te faltó sobre este objetivo?

Jorge: Pues será como ligado al anterior, porque no lograba pues percibir el sonido y qué teníamos que responder.

Entrevistador: O sea, *Reading y Listening* también.

Jorge: Sí.

Entrevistador: Ahora, el *Explore 1* en preparación para *Writing y Speaking*, se orientaba a abordar estructuras gramaticales, lenguaje y propósitos de texto. De esto, ¿qué lograste y qué te faltó?

Jorge: El de... faltaba principalmente... había algunas partes de las actividades a las que yo realmente no le lograba entender muy bien cuál era el propósito, no sé si era porque la instrucción estaba un poco complicada, o no sé por qué, pero sé eran muchos en los que se me hacían fáciles de responder y otros no tanto, como que eran más complicadas.

Entrevistador: Y eso era en la cuestión de gramática, y en... perdón, en propósitos de texto, y en cuestión de gramática, ¿crees que se logró?

Jorge: Sí, eso sí se logró porque sí estaba... sí era como que muy, orientada muy en general a cómo tenías que escribir las palabras, y cómo redactarlas dentro de un texto y cómo acomodarlas, o sea en general. Eso sí se logró, sí lo logré.

Entrevistador: Okay, ahora *Explore 2* en preparación para *Writing y Speaking*, se orientaba a... lenguaje y vocabulario funcional, o sea lenguaje y vocabulario que se usa de manera cotidiana. ¿Qué lograste y qué te faltó sobre esto?

Jorge: De lograr, pude utilizar o conocer, más bien, estas palabras que utilizaría para... pues más que nada mejorar lo que es mi inglés y mi habla, y este que este sonara un poco más fluido, no tan de robot sino más bien como una conversación normal. Eso sería como que lo logré, y pues en presentarse o algo pues no, ahí no se me ocurre nada. La verdad, siento yo que sí logré la mayoría de los objetivos dentro de la misma.

Entrevistador: Ahora, el *Task en Writing y Speaking*, se enfocaba en crear un producto final basado en las actividades anteriores, en este caso *Explore 1 y Explore 2*. ¿Qué lograste y qué te faltó sobre este *Task*?

Jorge: Pues... ¿esa era la de hacer el video o...?

Entrevistador: No, esa se refiere a lo que veías de inglés en la secuencia de actividades de Oxford, que era como producir algo para demostrar que habías aprendido sobre las actividades previas. Era como integrando lo que habías visto en *Explore 1 y Explore 2*.

Jorge: ¿Qué era como hacer un texto también, no?

Entrevistador: Por ejemplo, sí.

Jorge: Pues eso si sirvió bastante por el hecho de que hacía, este, conjugar o mezclar todos los conocimientos que había estado arrastrando, pero por lo mismo de que a veces era muy monótono se hacía un tanto tedioso el querer, este, hacer el trabajo final, por así decirlo. Y no... lo que a mi punto de vista yo no logré fue darle como que toda la atención que necesitaba a ese trabajo final.

Entrevistador: Okay, la sección siguiente es la de *Reflect*, que se enfocaba a reflexionar en tu aprendizaje. A lo mejor te acuerdas que aparecían como unas oraciones en unos cuadritos y decías qué tan bien habías logrado dominar las habilidades o las sub-habilidades que se habían abordado. Y se orientaba a reflexionar en tu aprendizaje, o sea que vieras qué era lo que te faltaba. ¿Crees que esto se logró o qué lograste con esto de reflexionar el tema? ¿Y qué te faltó?

Jorge: Esa sesión me ayudaba principalmente para darme cuenta de qué es lo que me faltaba y qué podía mejorar dentro del mismo aprendizaje, porque me hacía ver lo que estaba bien y lo que estaba mal de lo que estaba realizando. Inclusive me daba la oportunidad de poder, este, como que ver cuáles eran mis puntos débiles y enfocarme principalmente en eso, para futuras actividades que no se volviera a repetir la misma situación.

Entrevistador: La siguiente sección es *Apply your learning*, y aquí el objetivo era demostrar que alcanzaste tu objetivo inicial, aquí sí mediante la presentación multimedia que creabas. ¿Qué lograste y qué te faltó para demostrar que alcanzaste tu objetivo inicial con esta presentación?

Jorge: A mí pues... yo creo que sí pude ejemplificar de la mejor manera las actividades, el problema, al inicio, fue aprender a utilizar PowToon porque era algo tedioso, pero eso nomás como que parte... fue parte de la página. Pero sí me pareció bastante útil porque me permitía hacer una exposición muy llamativa sin tener que estar hablando y era a la vez un video para demostrar que sí entendí sobre la unidad en general.

Entrevistador: La siguiente actividad era *Monitor your progress*, aquí se enfocaban en identificar las actividades más difíciles y recibir sugerencias de recursos para practicar a través de un foro, en la plataforma de Oxford, ¿Qué lograste y qué te faltó sobre esto?

Jorge: Yo principalmente darme a entender de las actividades que a mí se me hicieron difícil, porque algunas de las veces que llegué, bueno, de las veces que llegué pues a... a decir pues que tuve un problema con alguna actividad, yo no lo expresaba bien y a veces los comentarios que me ponían mis compañeras era de que... lo que yo trataba de decir pues, no se entendía en general pues. Sería como que desventaja. Y mi ventaja es que los comentarios que yo les decía a ellas sí les funcionaba para poder reflexionar o simplemente, de que 'aquí está bien que hicieras esto' o 'que lo hicieras de esta manera', mi apoyo por así decir.

Entrevistador: Bueno, mira, aquí era más bien de... identificar los problemas de inglés, no era tanto de dar comentarios a los compañeros. O sea, aquí se trataba de un foro donde tú ponías qué problema habías tenido y luego un maestro te sugería algunos materiales con los que podías tener práctica adicional. En este sentido de la pregunta, ¿lograste monitorear tu progreso a través de esto o algo te faltó?

Jorge: Pues realmente sería... yo al menos no hice ese seguimiento de mi progreso al final pues. Como que no... no le daba tanta importancia a esa opción yo realmente.

Entrevistador: Y lo que me hablabas ahorita yo creo que tiene más que ver con esta otra sección, era *Evaluate and Improve*, donde dabas y recibías retroalimentación sobre la presentación multimedia con rúbricas, y luego lo reflexionabas con el trabajo de la unidad a partir de los comentarios del maestro, de tus compañeros y de tu propia experiencia.

Jorge: De hecho, sí reflexioné con eso.

Entrevistador: ¿Entonces qué lograste y qué te faltó en cuanto a esto?

Jorge: Pues... pues en general darme a entender, porque como que no... no me es sencillo plasmar tanto las palabras para poder, este, pues darme a entender. Como que no me es tan fácil eso.

Entrevistador: ¿Pero crees que eso sí lo lograste?

Jorge: Sí, eso sí lo logré, pues, darlo al final de cuentas.

Entrevistador: ¿En cuestión de dar a tus compañeros tus comentarios o de recibirlos?

Jorge: De darlos, principalmente, porque de recibirlos como que no... como que no das a entender bien la idea en el momento, con el comentario.

Entrevistador: Y en cuestión de reflexionar sobre el trabajo de la unidad mediante el texto que escribías al final a partir del comentario del maestro, de tus compañeros, y las rúbricas de tu propia experiencia, ¿qué lograste y qué te faltó?

Jorge: Me faltó principalmente tomar en cuenta los comentarios de mis compañeros, realmente me basaba más en los comentarios que me hacía el profesor. Me enfocaba más en lo que decía que en lo que me decían los demás, y era como que un poco más... a veces las cosas que me decían sí me servían pues a lo que yo necesitaba.

Entrevistador: La de los compañeros.

Jorge: Sí.

Entrevistador: Ahora te voy a preguntar un poquito más sobre la retroalimentación. Finalmente venían las actividades de cierre, ya posterior a todos los comentarios se pretendía estudiar detenidamente las características específicas del lenguaje utilizado en las etapas anteriores de la unidad. De esto, ¿qué crees que lograste y qué te faltó?

Jorge: Logré principalmente utilizar el vocabulario correcto porque conforme fui avanzando en las unidades me di cuenta que el vocabulario que llego a utilizar para esta actividad final era un poco más propia del lenguaje, y no era tanto improvisado como antes lo hacía en un principio.

Entrevistador: O sea que en tu aprendizaje, ¿tu logro mayor fue en cuestiones del vocabulario?

Jorge: Sí, era como que lo que más... yo pues detecté en ese sentido.

Entrevistador: ¿Y qué te faltó?

Jorge: Me faltó principalmente expandirle un poco más. O sea, el texto demasiado pequeño por lo mismo de que no quería meter tanto la pata y decir, o escribir algo que no estaba bien. Utilizaba frases propias del lenguaje pero eran frases cortas, no me arriesgaba a escribir frases largas para que el texto fuera un poco más enriquecedor en el sentido de que tuviera más, más sentido pues.

Entrevistador: Okay, te voy a decir ahora cinco actividades de las que mencioné anteriormente, y tú me vas a decir cuál te pareció más útil y cuál te pareció menos útil. Primero *Set your objective*, *Organize yourself to work in this learning unit*, que era donde haces el plan, *Apply your learning*, donde hacías la presentación multimedia, *Monitor your progress*, que es donde hacían el foro y *Evaluate and improve*, donde daban y recibían retroalimentación, y luego reflexionaban sobre lo que habían hecho en la unidad. De estas cinco, ¿cuál te pareció más útil y por qué?

Jorge: La más útil para mí es la de hacer tus tiempos para hacer el trabajo.

Entrevistador: La de *Organize yourself to work in this learning unit*.

Jorge: Sí, porque para mí es más sencillo acomodar mis horarios y saber cuándo trabajar y cuándo puedo tener tiempo para otras materias en general, y si, por ejemplo, desde un principio establecía un horario, aprovechaba mejor el tiempo y le dedicaba más al trabajo de inglés. Así que, para mí, lo más útil e importante fue establecer mis propios horarios.

Entrevistador: ¿Cuál te pareció menos útil y por qué?

Jorge: La menos útil para mí pudo haber sido... la retroalimentación, porque a pesar de que era por parte del profesor y de los compañeros, yo a quien tomaba más en cuenta era al maestro porque a fin de cuentas es el que sabe y siento que por eso es el que te retroalimenta más apegado a lo que tiene que ser.

Entrevistador: Ah, okay. Y precisamente en lo que sigue te voy a preguntar al respecto. En esta sesión de *Evaluate and improve*, que dices que te pareció menos útil, se utilizan rúbricas para retroalimentación, tanto en caso del maestro como de los alumnos, y se utiliza también la evaluación y la autoevaluación. Entonces, te quiero pedir que me digas qué tan importantes fueron

estos procesos. Yo te voy a decir cada proceso de estos que mencioné, y tú me dices si fue muy importante, importante, algo importante, o no tan importante.

Jorge: Okay.

Entrevistador: Primero, ¿qué tan importante fue recibir retroalimentación del maestro a partir de rúbricas?

Jorge: Bastante importante, de hecho, sí fue como que el pilar en general.

Entrevistador: ¿Por qué?

Jorge: Porque... como estoy acostumbrado a ese tipo de profesor, siempre te vienen resolviendo las dudas, lo que él me diga es como la voz de la razón. O sea, si él lo dice es porque sabe de qué está hablando y yo a final de cuentas tengo que aprender de lo que él me enseñe.

Entrevistador: Ahora, ¿qué tan importante te pareció recibir retroalimentación del compañero a partir de rúbricas?

Jorge: Eso me pareció medianamente importante porque a veces decían cosas que eran útiles y a veces como que no... no les tomaba tanta relevancia porque a mi punto de vista no... discrepaban demasiado, pues, de lo que decía el profesor.

Entrevistador: Ahora, ¿qué tan importante te pareció la autoevaluación?

Jorge: Bastante importante porque con eso me doy cuenta en qué estoy bien y en qué estoy mal, y en qué puedo mejorar.

Entrevistador: Ahora, te voy a preguntar sobre los usos específicos de la tecnología, tanto en la plataforma de Oxford como en el sitio *Weebly*. Primero, en cuanto al sitio de *Oxford*, ahí se desarrollaban las actividades de *Engage* y *Explore Task*, que era la secuencia de actividades propiamente del inglés. Te voy a decir cada actividad y tú me vas a decir qué te pareció, si se te hizo fácil o difícil. Primero, *Engage*, ¿te pareció fácil o difícil?

Jorge: Me pareció fácil realmente, la verdad.

Entrevistador: ¿*Explore*?

Jorge: Ese también se me hizo fácil.

Entrevistador: Los *tasks*, donde ya demostrabas lo aprendido, ¿también te pareció fácil?

Jorge: Sí porque pues ya le había entendido bien a las actividades anteriores, pues ya podía realizar esta actividad, y si no entendía pues me regresaba para poder entenderle.

Entrevistador: ¿Y *Reflect*?

Jorge: Pues ese me pareció un poco más, como que, difícil, porque a veces no sabía qué ponerle exactamente, la verdad.

Entrevistador: Pero en cuestión de la tecnología, ¿eran muy fáciles o difíciles?

Jorge: En general... fáciles, en general.

Entrevistador: O sea, tú hablas más bien como que del contenido, ¿no? También.

Jorge: Sí.

Entrevistador: Pero en cuestión de la tecnología era fácil.

Jorge: En eso sí fue fácil.

Entrevistador: Ahora te voy a preguntar en cuanto al sitio de *Weebly*, para desarrollar los elementos de portafolio electrónico. Te voy a decir cada actividad y tú me vas a decir si fue fácil o difícil. Primero, ¿qué tan fácil o difícil fue agregar tu objetivo personal de aprendizaje?

Jorge: Fue un poco difícil porque no podía... no sabía cómo ponerlo, pues, el texto en el cuadro, y a veces se llenaba a demás cuadros de los que había.

Entrevistador: ¿Y qué tan fácil o qué tan difícil te pareció subir tu plan de trabajo?

Jorge: Eso sí se me hizo fácil.

Entrevistador: ¿Por qué?

Jorge: Porque la mayor parte del tiempo pues podía hacer... hacer el trabajo en Word y ya nada más le tomaba captura de pantalla y lo subía como imagen en la plataforma, haciéndolo un poco más como que... menos tedioso, pues, en general. Porque no... al menos no recuerdo que se pudieran subir documentos en general, solamente eran imágenes.

Entrevistador: ¿Qué tan fácil o qué tan difícil te pareció elaborar tu presentación multimedia con *PowToon*?

Jorge: Al principio sí fue difícil, no lo negaré, pero ya después, agarrándole la onda a la página, fue realmente fácil.

Entrevistador: ¿Qué tan fácil o difícil fue publicar tu presentación multimedia?

Jorge: Fácil, realmente.

Entrevistador: Okay. ¿Qué tan fácil o qué tan difícil fue publicar comentarios de retroalimentación a compañeros?

Jorge: Difícil porque a veces yo batallaba para poner la opción, pues.

Entrevistador: ¿Qué tan fácil o qué tan difícil fue subir tu evidencia, perdón, subir evidencia de tu práctica adicional a partir del foro?

Jorge: Fácil, también, sí era muy intuitivo.

Entrevistador: ¿Qué tan fácil o difícil fue agregar tu reflexión final?

Jorge: Fácil también.

Entrevistador: Okay, ¿por qué?

Jorge: Porque pues era... era también parecido como con el plan de trabajo, pero ya subir el texto en general como que fue en Word y ya le tomaba la captura de pantalla. Y me evitaba tener que escribirlo dentro de la misma página.

Entrevistador: Vamos a hablar en algunos... de algunos temas en general para cerrar la entrevista. Primero, en referencia al inglés, ¿cuál consideras que fue tu mayor aprendizaje del curso?

Jorge: Mi vocabulario principalmente porque poder desarrollar algo más fluido y no tan, este, trabado en general.

Entrevistador: Ahora, en cuanto al uso de la tecnología como medio para aprender, ¿cuál fue tu mayor logro?

Jorge: Realmente yo batallé mucho, la verdad sí prefiero utilizar el estilo antiguo de libros y libretas porque con la tecnología, al menos en la escuela, siempre ha habido problemas con el Internet, o

que estaba lento, o las computadoras no funcionaban. Esas fallas hacían que fuera muy tardado realizar las actividades.

Entrevistador: En referencia a otras áreas, como técnicas de aprendizaje o estrategias, ¿cuál fue tu mayor aprendizaje?

Jorge: Mi mayor aprendizaje fue poder, este, principalmente del lado de la gramática, porque por las mismas actividades fue que pude desarrollar la misma.

Entrevistador: ¿Y, por ejemplo, en técnicas de aprendizaje o estrategias? ¿No hubo ahí aprendizaje?

Jorge: Sí hubo pero no... no tan relevante, pues, como con el otro. Al menos a mi punto de vista.

Entrevistador: ¿Cuál de gramática dices?

Jorge: Sí, con la gramática principalmente fue el que, a mi parecer, fue la que más este... sobresalió en ese sentido.

Entrevistador: Pero por ejemplo, no abordaste... cuando lo evaluaste, por ejemplo, cuando hacías el plan, el objetivo, cuando reflexionabas, ¿en eso no aprendiste? Era algo que ya habías desarrollado desde antes.

Jorge: Sí, como son actividades que, pues, sí realizo la mayor parte de tiempo para mis clases, son como que más de costumbre.

Entrevistador: Okay. Ahora, ¿consideras que los aprendizajes de este curso pueden aplicarse en otros contextos fuera de clase de inglés?

Jorge: Creo que no porque algunas actividades como son más, este, propias de la misma materia, no son fáciles de... siento yo, al menos, que no serían tan fáciles de desarrollar para otras materias, pues.

Entrevistador: Finalmente, ¿en qué medidas se cubrieron tus expectativas del curso? Plenamente, regularmente, mínimamente o no se cumplieron.

Jorge: Pues la verdad para mí solo se cumplió regularmente porque, debido a los problemas de Internet, muchas veces no podíamos trabajar en las computadoras, haciendo que se cancelara la clase a la mitad del tiempo o que no tuviéramos la clase completa y yo no aprendía tanto por lo mismo de que las actividades a veces se podían resolver solas y no motivan tanto a resolverlas tú mismo.

Entrevistador: ¿En eso te refieres a que tienen ya las respuestas dadas?

Jorge: Sí.

Entrevistador: Si pudieras volver a tomar el curso, ¿qué cambiarías del curso?

Jorge: Pues yo por ejemplo lo haría de 50/50, de que 50 por ciento del tiempo estuviéramos en computadoras, y el otro 50 por ciento en libros y libretas, para poder repasar lo que vimos en la computadora. O viceversa, lo que vimos en la clase del libro, poderlo pasar a las computadoras para hacer alguna actividad.

Entrevistador: Muy bien, no sé si tengas algo más que agregar, Josué.

Jorge: Pues no realmente, no. Si acaso sí, como que enfatizar esa idea de que el curso fuera 50/50 para que no se trabajara totalmente en computadora.

Entrevistador: Okay, muy bien. Pues te agradezco mucho tu tiempo y tu participación para contestar la entrevista.

Jorge: Sí, está bien, no se preocupe profesor.

Entrevistador: Hasta luego, que te estés bien.

Jorge: Hasta luego, igualmente.

Entrevistador: Gracias.

Appendix IIF Melisa

(42:35 minutes)

Melisa: ¿Bueno?

Entrevistador: Hola Melisa, ¿cómo estás?

Melisa: Hola, bien, gracias.

Entrevistador: Te hablo para lo de la entrevista.

Melisa: Sí.

Entrevistador: Este, mira, vamos a empezar hablando de algunas generalidades. Al comienzo del curso hubo unas actividades de preparación para trabajar en el mismo, y eran unos materiales interactivos. Uno era 'Estableciendo objetivos personales para tomar el control de tu aprendizaje y motivarte a seguir estudiando', otro 'El papel de la autoevaluación y las buenas prácticas de retroalimentación para apoyar efectivamente el aprendizaje', y un tercero 'Registros de aprendizaje y diarios de reflexión'. No sé si recuerdes estos materiales.

Melisa: No mucho.

Entrevistador: Eran como interactivos, contestabas y... era en la misma plataforma los ibas contestando y era como... lo podías borrar, podías volver a hacerlo, podías regresar a hacerlo.

Melisa: Ah, ya. Eso era en la plataforma de...

Entrevistador: De Oxford. Al inicio. ¿Qué tan útiles te parecieron para prepararte para el trabajo del curso estos materiales? Muy útiles, útiles, poco útiles o no útiles.

Melisa: Pues poco útiles.

Entrevistador: ¿Por qué?

Melisa: Creo que fue un poco lo mismo que comentábamos, ya cuando terminamos el curso, que pues realmente nos decían como que eran materiales un poco tediosos de trabajar. Y no estábamos acostumbrados a esa clase de actividades, sino más bien a las actividades, este, como más bien prácticas. Por decir, en el salón de clases, este, las actividades a las que estamos acostumbrados son, este, charlas de grupo o en parejas o ejercicios. Ya sea de oraciones, por ejemplo, toda esa clase de ejercicios. Entonces era como... o es más bien como un poco más directo, es más... a esas actividades antes de... y no como a la planeación de las actividades.

Entrevistador: Ah, okay. Ahora, ¿qué tan útil te dio la preparación que te dio tu maestro para trabajar con el sitio Weebly al inicio del curso?

Melisa: ¿Cómo, cómo?

Entrevistador: ¿Qué tan útil te pareció la preparación que te dio tu maestro para trabajar con el sitio Weebly al inicio del curso? De las explicaciones que te dio, las orientaciones para hacer las cosas en Weebly y en la otra plataforma.

Melisa: Pues el profesor estuvo bien pero siento que faltó como un poco más de preparación en el curso directamente... *En este curso de inglés, estábamos siempre trabajando en las computadoras en el laboratorio, pero en todos los semestres anteriores hacíamos todas las actividades de forma normal en el salón de clase. No me pareció bueno porque siento que fue un cambio en cuanto a la forma que estábamos acostumbrados a trabajar.*

Entrevistador: Ajá. Bueno, ahora, ¿podría describir cómo se desarrollaba típicamente una sesión del curso? Cómo iniciaba, qué ocurría posteriormente y cómo terminaba.

Melisa: ¿Una clase?

Entrevistador: Ajá.

Melisa: Bueno, por ejemplo, como era todo en línea no... a veces no ocupábamos mucho tiempo. Y a veces prefería... llegábamos un poquito después de la hora que era nuestra clase, como una media hora después, por aquello de que era temprano y así. Este... llegábamos, el profesor nos daba las indicaciones y ya nos poníamos cada quién a trabajar en *PowToon*. Cada quien en una computadora y era como nos dividía.

Entrevistador: Ah, okay.

Melisa: Y, por ejemplo, estando en el salón de clases pues es más, este, en parejas, en grupos. Como más, o sea más ayudarnos entre compañeros y compañeras, y esto fue más individual. Como eran muy largas las... las tareas o las actividades de una u otra forma, como eran varias y eran un poco largas, o para extendernos de tiempo, a veces no completábamos con el tiempo de clases. Entonces muchos pues nos llevábamos tarea a la casa.

Entrevistador: Ahora, ¿con qué frecuencia te sentías motivada para asistir al curso y realizar las actividades? Siempre, regularmente, unas veces, pocas veces o nunca.

Melisa: Regularmente.

Entrevistador: ¿Por qué?

Melisa: Porque pues... bueno, sí, es digamos que nos aburríamos un poco. Porque las actividades eran pues así muy largas, un poco tediosas, entonces a veces... bueno, también tuvo un poco que ver el internet, la velocidad, a veces estábamos bien, que no cargaba entonces ya era como que no, váyanse a su casa y lo hacen en su casa mejor, para no estar batallando aquí. Otras veces sí lo terminábamos ahí pero... igual, muchas de las veces fue no poder terminar ahí las actividades por... por uno mismo y también tuvo un poquito que ver la velocidad del internet en mi escuela, entonces pues era como que ya pues hacen el trabajo en la casa mejor. Entonces como que nos consumía demasiado tiempo, nosotros estábamos acostumbrados a ir, este, toda la mañana, un día a la semana, y ya utilizábamos toda la semana para pues nuestras otras actividades y nuestras otras materias. Y ahora con este pues era como que íbamos ese día en la mañana, lo utilizábamos toda la mañana haciendo las actividades y todavía nos quedaba trabajo para seguir haciendo en la semana. Entonces no hallábamos el espacio como para hacer inglés, hacer lo de nuestras otras materias. Y este semestre sí nos tocó un poquito pesado, entonces también fue como que otro detalle.

Entrevistador: Ahora, ¿qué ventajas y desventajas tenía este curso en relación a otros cursos de inglés que has tomado?

Melisa: Pues que es en línea.

Entrevistador: ¿Eso es una ventaja o desventaja?

Melisa: Sería como... sería una ventaja. Era... o sea, como que ya estamos en una época en que es como la tecnología lo es todo, es lo principal, entonces ya estamos muy, muy acostumbrados a estar trabajando en computadoras, en... no sé, por ejemplo por correo y cosas así. Entonces pues esa fue una ventaja, fue como más tecnológico. Muchas veces este... por decir los ejercicios pues que no alcanzamos a hacer ahí ya más tarde los enviábamos, este, al profesor. Y no teníamos, por ejemplo, la necesidad de tener que regresar a la escuela o como que vernos en otra ocasión. Simplemente lo enviábamos. Y pues es una ventaja y alguna desventaja pues eso de la cuestión del

tiempo de las actividades que eran largas, entonces ocupaban o abarcaban demasiado tiempo, y no nos dejaban... o sea, no podíamos terminarlas en el momento y ocupaba mucho más tiempo en el resto de la semana. Pues más bien es el tiempo.

Entrevistador: Muy bien, ahora te voy a comentar algunos aspectos específicos del curso y tú me vas a decir cómo te fue con ellos. Te voy a decir algunas secciones de la unidad de aprendizaje, de cada unidad de aprendizaje, y tú me puedes decir si se logró el objetivo que se pretendía o lo que te faltó. Primero, había una actividad denominada *Set your objective*, enfocada...

Melisa: ¿Cómo, perdón?

Entrevistador: *Set your objective*. Enfocada a establecer objetivos personales de aprendizaje a partir del objetivo general de la unidad. ¿Qué lograste y qué te faltó en cuanto a este objetivo?

Melisa: Me puede repetir la pregunta, bueno...

Entrevistador: Sí, ¿qué lograste y qué te faltó en cuanto a establecer el objetivo personal de aprendizaje en esta actividad?

Melisa: Me faltó... ¿qué me faltó? ... como ponerle un poco más de interés.

Entrevistador: Sigue adelante.

Melisa: Fue el hecho de que, este, pues no... me faltó ponerle un poco más de interés. Ni a mí ni a varias compañeras nos pareció interesante o muy necesario, tener que establecer objetivos personales. Por ejemplo, nos parece más sencillo en los cursos normales si hay tantos objetivos de cierta unidad, pues simplemente nos enfocamos en lo que a cada quien le interesa o el que más queremos lograr. Es más cómodo que ya estén establecidos y simplemente tomar lo que queremos a tener que establecerlos.

Entrevistador: Ahora, una siguiente actividad es *Organize yourself to work in this learning unit*, que se enfocaba a desarrollar un plan para alcanzar el objetivo personal que habías planteado. Lo de la tabla de la planeación. ¿Qué lograste y qué te faltó en cuanto a ese objetivo?

Melisa: Pues en ese curso lo de como que organizar más las cosas, pero en realidad pues como no soy una persona organizada no... no fue como que la mejor parte, digamos. *Me faltó pues ponerle un poco más de atención por lo mismo de que no me organicé en mis cosas personales; creo que intentar ser organizado es más difícil cuando uno en lo personal no está acostumbrado.*

Entrevistador: Okay, la siguiente actividad es la de *Engage*, que se enfocaba a motivarte a aprender. Era como una introducción al contenido de la unidad. ¿Qué lograste y qué te faltó de esta actividad de *Engage*? ¿Crees que sí te motivaste a aprender?

Melisa: ¿Esa cuál actividad era?

Entrevistador: Al pasar el plan, ya era la que venía en la plataforma.

Melisa: Era como....

Entrevistador: Como una introducción al tema de la unidad, como un primer acercamiento.

Melisa: ¿La primera, en la parte en la que es enseñar como textos, digamos?

Entrevistador: Sí.

Melisa: ¿Cómo exponiendo el tema?

Entrevistador: La primerita del tema de inglés.

Melisa: Ah, sí. Creo que me acuerdo, de ese...

Entrevistador: Era para motivarte a aprender, eso pretendía. ¿Tú crees que estabas motivada para aprender el tema de inglés en la unidad?

Melisa: Pues no tanto.

Entrevistador: ¿Por qué?

Melisa: En ese curso no tanto, como que no estuve muy motivada. Es más bien... bueno, yo en lo personal más bien como que... no, no se me hizo muy agradable. Porque estábamos acostumbrados a otras cosas, y ya cuando nos dijo el profe que íbamos a hacerle así y así pues le dimos oportunidad, pero no nos agradó. Bueno, a mí en lo personal no me agradó.

Entrevistador: Okay, otra actividad es *Explore*, en el caso de cuando se iba a guardar *Reading y Listening*, *Explore* se enfocaba a familiarizarte con lenguaje y vocabulario clave del texto que se abordaría, o introducirte a los conceptos de ese texto. De eso, ¿qué crees que lograste y qué te faltó? De familiarizarte con el lenguaje y el vocabulario.

Melisa: Eso fue de las partes que más me agradó porque, bueno, uno de mis puntos débiles pues es el vocabulario. No tengo el vocabulario muy extenso, entonces eso se me hizo pues una, una buena parte, digamos. Este... pues sí me estuve como que familiarizándome más con los términos, se me hizo bien que fuera como que todo junto al principio para poder entenderle como que más rápido y no tener que ir como que lento agarrando esos términos. Y me faltó, ¿qué me faltó?... nada, creo que no.

Entrevistador: Okay, la siguiente actividad es el *Task 1*, que cuando se iba a abordar *Reading Reading y Listening*, enfocaba a leer y escuchar la idea principal del texto. ¿Qué lograste y qué te faltó en cuanto a esto? Al leer y escuchar la idea principal del texto.

Melisa: ¿Leer y escuchar? Me faltó pues...

Entrevistador: ¿O sí lograbas, este, leer y escuchar la idea principal?

Melisa: Leerlo sí, lo que me faltó creo que es más un poco de... en la parte de escuchar, con eso batallé un poco. No tanto como cuando... el vocabulario. Pero por ejemplo ahí muchas veces es como que lo escuchaba una vez y alcancé a... a como que a tomar lo que... parte de lo que necesitaba, pero no todo y entonces trataba de escuchar otra vez, u otras dos veces. Entonces creo que ese es como más por parte de mí que por parte del problema.

Entrevistador: Ahora, la siguiente actividad es el *Task 2*, en *Reading y Listening*, se enfocaba a leer y escuchar detalles. ¿Qué lograste y qué te faltó en cuanto a leer y escuchar detalles?

Melisa: ¿Leer y escuchar detalles? Eso creo que no lo recuerdo.

Entrevistador: ¿No recuerdas? Era cuando escuchabas algo específico, o algo ya muy concreto. O leías.

Melisa: No estoy segura. Más bien me recuerda a, por ejemplo, en los exámenes semestrales, en la parte de *listening*, nos ponían un audio y teníamos que rescatar de ahí ciertas cosas para contestar las preguntas. ¿Sí era más o menos así?

Entrevistador: Sí, sí, sí. Leer o escuchar algo muy específico del texto que es lo opuesto a lo anterior porque es leer o escuchar general, aquí es leer y escuchar algo muy concreto, un detalle o un punto, muy concreto. O leerlo también, verdad.

Melisa: Eso se me hace más sencillo que tener que, o sea, agarrarle lo principal. Ahí creo que no me faltó nada pero pues igual sigo teniendo que escuchar más de una sola vez el audio aunque escuche las dos veces. ¿Era qué me faltó y qué logré?

Entrevistador: Sí, qué lograste y qué te faltó.

Melisa: Bueno pues ya para este curso como que fui avanzando un poco y ya no tengo que escuchar más de tres veces un audio para poder agarrar como que las ideas o lo que me preguntan.

Entrevistador: La siguiente actividad es *Explore 1*, en preparación para *Writing y Speaking*, en este se trata... Se pretende abordar las estructuras gramaticales, lenguaje y propósito dentro del texto. ¿Qué lograste y qué te faltó respecto a esto? Estructuras gramaticales, lenguaje y propósito del texto.

Melisa: ¿Estructuras gramaticales? ¿Las actividades donde nos piden formar oraciones, o comentar los textos en línea? Pues creo que ahí nada, no me faltó nada, lo logré...

Entrevistador: Sí lo lograste.

Melisa: Pues sí, sí lo logré. Sí pude realizar las actividades.

Entrevistador: Ahora, viene la sección de *Explore 2*, que en preparación para *Writing y Speaking* se enfocaba al lenguaje o vocabulario funcional, o práctico de uso cotidiano. ¿Qué lograste y qué te faltó en cuanto a este lenguaje o vocabulario funcional?

Melisa: ¿Lenguaje cotidiano? Pues logré aprender ese lenguaje cotidiano, como que uno se acostumbra a estar aprendiendo o decir las palabras, o digamos el vocabulario, formal, y no el que es como el común. Entonces muchas veces es lo que nos decía el profesor, que nosotros, este... muchas de las cosas que sabemos o comúnmente tratamos de hablar lo hablamos como muy formal, y no es algo que se use así... si nosotros llegamos a un grupo de personas que son nativos de esa lengua no hablan realmente así, hablan como que un poco más casual. Entonces como que en esos términos aprendí un poquito más de esas palabras o de esos... sí, como términos populares, digamos.

Entrevistador: Entonces son más cotidianos

Melisa: Ajá, más cotidianos.

Entrevistador: Muy bien. Ahora en el *Task* en *Writing y Speaking* se enfocaba a crear un producto final basado en las actividades anteriores, que eran *Explore 1 y Explore 2*. ¿Qué lograste y qué te faltó en cuanto a este producto final del aprendizaje de inglés?

Melisa: ¿Producto final del de los videos y los textos?

Entrevistador: No, antes de eso esto venía en la plataforma. Ya era como reciclando de lo que habías visto antes y tratándolo de integrar.

Melisa: Era como escribir un texto poniendo lo que habíamos hecho...

Entrevistador: No, más bien aquí era específico del contenido de inglés. De *Explore 1 y Explore 2*, lo que has aprendido de *Explore 1 y Explore 2*, el vocabulario, el lenguaje, la gramática. Era crear un producto final integrando todo eso.

Melisa: De ese sí no me acuerdo.

Entrevistador: ¿Crees que lo lograste o que te faltó ese producto final?

Melisa: No estoy segura de lo que me faltó, no lo recuerdo.

Entrevistador: Y una sección que venía también ya al final de lo de inglés era Reflexionar en tu aprendizaje, que se llama *Reflect*, donde venían unas tablitas donde ponías qué tanto habías logrado dominar algunos aspectos del lenguaje. ¿Qué lograste y qué te faltó sobre *Reflect*? ¿Sí lograste reflexionar?

Melisa: Más o menos, sí... no, yo creo que sí lo logré. De faltarme pues... no, creo que nada.

Entrevistador: Muy bien. Ahora, viene una sección que se llama *Apply your learning*, que aquí sí es lo que decías de cuando creaban un video, una presentación multimedia con PowToon para demostrar que habían alcanzado el objetivo inicial. ¿Qué lograste y qué te faltó sobre esta demostración, con la presentación multimedia?

Melisa: *Yo retomaba un poco de todo lo que vi, pero incluí demasiado en cuestión de los temas y objetivos. Entonces siento que no eran tan necesarios como enfocarme en todo lo que aprendí. Y me faltó pues ponerle más como que atención a esa parte, y motivación, porque no... de mí, bueno a varios compañeros nos agradó pues la idea de tener que hacer un video como que poniendo ya todo lo que habíamos... todo lo que habíamos escrito antes y todo lo que habíamos hecho en la actividad anterior de reflexión. Creo que fue un poco repetitivo y eso fue un factor que me hizo no estar motivada para hacer esa actividad, me hubiera gustado hacer un pequeño examen sobre la unidad al final, un texto, alguna narración con nosotros mismos, o algo por el estilo. Fue como una cosa o un factor que me hizo como que no... no estar motivada para hacer esa actividad, entonces...*

Entrevistador: Okay, ahora vamos a hablar de la sección de *Monitor your progress*, que se centraba en identificar las actividades más difíciles y recibir sugerencias de tu maestro con recursos para practicar adicionalmente. Era un foro que venía en la plataforma de Oxford. ¿Qué lograste y qué te faltó sobre eso?

Melisa: *Identifiqué qué mejorar, pero creo que me faltó analizarlo más profundamente. Por eso siento que me hizo falta participar más en los foros. De más cosas que me han hecho falta para poder en ese momento haberlas... sí, pues haber dicho 'me falta esto y tengo que mejorar en esto'. A lo mejor no alcancé identificar todo entonces creo que sí me faltó un poquito en ese aspecto.*

Entrevistador: Muy bien. Ahora, la sección de *Evaluate and Improve* se enfocaba en dos objetivos principales. Primero, 'Dar y recibir retroalimentación sobre la presentación multimedia a partir de sus rúbricas', y luego 'Reflexionar sobre el trabajo de la unidad mediante un texto breve', incluyendo un comentario del maestro, comentario del compañero, las rúbricas y tu propia experiencia. De esto, ¿qué lograste y qué te faltó?

Melisa: Pues no me faltó nada, creo. Y logré pues conocer... esa fue en la parte como que, como que nos conocimos más entre mis compañeros y yo, y estuvimos viendo como que lo que nos hacía falta a cada uno. Y muchas veces para todo eso, este, así como en clases normales, este... nos ponemos a practicar entre nosotros o así. No digo que todos como grupo porque pues es un grupo... en ese entonces era un grupo grande, ahora sí es más pequeño. Pero sí, creo que eso.

Entrevistador: Okay. Ahora, vienen las actividades de cierre, que ya después de todo lo que es en la plataforma, se enfocaban en estudiar detenidamente las características específicas del lenguaje, utilizado en las etapas anteriores de la unidad. Era como identificar qué habías abordado, qué te faltaba del lenguaje específico de inglés, y ver cómo lo podías pues mejorar o practicar. ¿Qué crees que te faltó de esto?

Melisa: Esa parte no la recuerdo.

Entrevistador: A lo mejor no la desarrollaron.

Melisa: A lo mejor no.

Entrevistador: Ahora, de las actividades que te voy a decir de estas que mencionamos te voy a nombrar cinco, y tú me dices por favor cuál te pareció más útil y cuál menos útil. Por qué te parece más útil y por qué menos útil. *Set your objective*, donde hacías el plan de trabajo, donde hacías tu objetivo; *Organize yourself to work in this learning unit*, que era donde desarrollabas el plan para alcanzar el objetivo; *Apply your learning*, donde demostrabas que alcanzaste tu objetivo con la evidencia multimedia; *Monitor your progress*, donde estaba el foro en donde identificabas tus problemas en las actividades y hacías evidencias para práctica adicional, y *Evaluate and improve*, donde dabas y recibías retroalimentación y reflexionabas sobre lo que habías hecho en la unidad. De esas cinco, *Set your objective*, *Organize yourself to work in this learning unit*, *Apply your learning*, *Monitor your progress* y *Evaluate and improve*, ¿cuál consideras más útil y por qué?

Melisa: Más útil sería la de *Monitor your progress*, creo que es la última.

Entrevistador: La penúltima.

Melisa: Ah, la penúltima. ¿Cuál era la última?

Entrevistador: La de *Evaluate and Improve*.

Melisa: Ah, entonces esas dos.

Entrevistador: Ah, okay. ¿Por qué?

Melisa: Se me hacen útiles en el sentido de que... ya finalizamos la unidad y no nos, o sea no nos quedamos así nada más de 'hasta aquí terminamos', sino que *ahí dábamos una revisión general y rescatábamos los que habíamos aprendido bien y los temas que aún no dominábamos*. Entonces, a partir de ello nos damos como que una ayudadita para poder mejorar en ese aspecto, poder enfocarnos más a ellos.

Entrevistador: ¿La que te pareció menos útil?

Melisa: Esa es la de *Monitor*. Y la última que dijimos que es la de *Evaluate*, ¿esa sí era, perdón?

Entrevistador: O sea, ¿la que te parece más útil está entre *Monitor your progress* y *Evaluate and Improve*?

Melisa: Sí.

Entrevistador: ¿Y la que te pareció menos útil?

Melisa: *Planning*...

Entrevistador: *Organize yourself to work in this learning unit*, donde desarrollabas tu plan.

Melisa: Sí, la de desarrollar el plan. Para mí en lo personal como soy una persona que no organiza sus cosas pues no me pareció muy útil en verdad.

Entrevistador: ¿Y no crees que te puede servir para empezar a trabajar con eso de la planeación?

Melisa: No, no creo.

Entrevistador: ¿Por qué?

Melisa: Como soy una persona que no organiza sus cosas, no me pareció muy útil en verdad. Hay cosas en las que sí me gusta planear y decir 'esto se va a hacer así y así' pero no para todo. Entonces, la actividad de planear lo que haríamos en inglés tiene una finalidad pero a mí no que me pareció útil.

Entrevistador: Ahora, la sección *Evaluate and improve* implica el uso de rúbricas para retroalimentación del maestro o compañeros y la autoevaluación. ¿Qué tan importante fueron esos procesos para ti? Te voy a decir cada uno de los procesos, tú me vas a decir si fue muy importante, importante, poco importante o no importante. Primero, ¿qué tan importante es recibir, o qué tan importante fue, en el curso, recibir retroalimentación del maestro? Por decir las rúbricas.

Melisa: Importante.

Entrevistador: ¿Por qué?

Melisa: Porque era algo como más personal. Al igual siempre ha sido un poquito más personal porque somos un grupo de inglés pequeño, entonces eso le da oportunidad al maestro como de darnos como el apoyo individual, y no tanto como apoyo de grupo.

Entrevistador: ¿Qué tan importante te pareció recibir retroalimentación del compañero a partir de rúbricas?

Melisa: Importante también.

Entrevistador: ¿Por qué?

Melisa: *La retroalimentación entre compañeros es importante porque entre nosotros estamos más en confianza, digamos... somos iguales, por así decirlo. Por ejemplo, el maestro nos da actividades de acuerdo con lo que necesitamos o nos hace recomendaciones, pero entre nosotros como compañeros podemos practicar y decirnos abiertamente lo que nos hace falta.*

Entrevistador: Ahora, ¿qué tan importante te pareció la autoevaluación?

Melisa: Importante, también.

Entrevistador: ¿Por qué?

Melisa: Esa pues porque es como... a partir de esta veo como que cómo estoy y qué puedo hacer al respecto. Entonces ya, en base a eso, veo si puedo hacer esta o tal cosa, pedir, este, digamos ayuda a mis compañeros o al profesor. Y sería pues en base a eso.

Entrevistador: Ahora, vamos a hablar de usos específicos de la tecnología. Hablando de la plataforma de Oxford, ¿qué tan útil fue para ti trabajar con las actividades de *Engage, Explore...*? Perdón, ¿qué tan fácil fue para ti trabajar con las actividades de *Engage, Explore, Task y Reflect*? Te voy a decir cada una y tú me vas a decir si fue fácil o difícil. ¿Qué tan fácil o qué tan difícil fue *Engage*?

Melisa: *Engage...* creo que fue fácil.

Entrevistador: ¿*Explore*?

Melisa: *Explore...* esa fue mi... no fue muy fácil pero tan poco fue difícil.

Entrevistador: ¿*Tasks*? Donde venía una actividad donde ya integrabas todo lo demás.

Melisa: Esa fue como que un poco más difícil. Era como retomarlo todo pero... sí, no pues sí.

Entrevistador: Esta es en cuestión de la tecnología. O sea, si fue fácil o difícil en tecnología.

Melisa: En tecnología fue fácil

Entrevistador: ¿Y *Reflect*?

Melisa: *Reflect...* pues también fue fácil.

Entrevistador: Ahora, vamos a ver el sitio y las herramientas de *Weebly*. ¿Qué tan fácil o difícil fue para ti trabajar con las herramientas de *Weebly* para desarrollar los siguientes elementos del portafolio electrónico? Te voy a leer cada actividad y tú me vas a decir si fue fácil o difícil y por qué. Agregar tu objetivo personal de aprendizaje.

Melisa: Sí... fácil, pero una vez me sucedió que por ejemplo ya terminé de agregar mis objetivos y todo, y le dábamos... ay no, no tenía guardado, como que se guardaba en automático, y cerré mi sesión normal y todo. La siguiente vez que me volví a meter a la plataforma fue como no había nada. Y creo que eso fue lo que me afectó, pero en sí fue fácil.

Entrevistador: Ahora, ¿qué tan fácil o qué tan difícil fue subir tu plan de trabajo?

Melisa: Subirlo... fue... en alguna ocasión sí se me hizo complicado porque no podía subirlo en forma de texto, le daba la opción pero como que no... no sé qué pasaba y no quería, o sea, no se subía el texto así directamente de donde lo había hecho, entonces, este, terminé subiéndolo en forma de imagen. Fue nada más en ese aspecto como que un poquito complicado.

Entrevistador: Ahora, ¿qué tan fácil o difícil era elaborar tu presentación multimedia con *PowToon*?

Melisa: Siento que me faltó enfocarme más en los contenidos de inglés que aprendí, pero al principio del curso no sabía cómo utilizar *PowToon* y tuve que aprender... más que difícil, eso fue tedioso.

Entrevistador: Bueno, otra actividad es publicar tu presentación multimedia, ¿qué tan fácil o difícil te pareció?

Melisa: ¿Cuál, perdón?

Entrevistador: Publicar tu presentación multimedia, o sea, la que habías hecho en *PowToon*.

Melisa: Ah, ya. Esa fue sencilla.

Entrevistador: Ahora, publicar comentarios de retroalimentación a compañeros.

Melisa: Publicarlos era en la parte de tecnología, ¿verdad?

Entrevistador: Sí.

Melisa: Sencillo.

Entrevistador: Subir evidencia de tu práctica adicional a partir del foro. De que mostraras ya tu evidencia de una manera de que habías aprendido algo, o sea que la pudieras... presentar ahí.

Melisa: Creo que fue sencillo también.

Entrevistador: Ahora, ¿qué tan fácil o difícil fue agregar tu reflexión final?

Melisa: ¿Agregar qué, perdón?

Entrevistador: Tu reflexión final.

Melisa: También sencillo.

Entrevistador: ¿Por qué?

Melisa: Tecnológicamente pues fue nomás como que así y lo subíamos. Este ya que como... en modo personal, era como que no complicado sino que era como que ponernos a analizar toda la situación para, o sea, ponernos como a reflexionar.

Entrevistador: Entonces en tecnología sí era fácil. En cuestión de tecnología. Muy bien, entonces vamos a pasar ya al cierre y a hablar de manera general sobre el curso. Primero, en referencia al inglés, ¿cuál consideras que fue tu mayor aprendizaje de este curso?

Melisa: ¿En inglés? Un poco de vocabulario.

Entrevistador: ¿Ese fue tu mayor aprendizaje?

Melisa: Sí, vocabulario. Este, venían... como que los temas eran un poco extensos o no extensos, sino variados, entonces agarrábamos un poquito más de vocabulario. No del todo común pero sí como que sí hay diferencia.

Entrevistador: Ahora, en cuestión del uso de la tecnología como medio para aprender, ¿cuál fue tu mayor logro?

Melisa: Ninguno. Pues fueron nomás... como ya estamos acostumbrados a todo eso de estar trabajando en programas... este, en línea o cosas así, pues no, realmente no se completó tanto.

Entrevistador: Entonces ahí no tuviste ningún logro.

Melisa: No.

Entrevistador: En referencia a otras áreas, como por ejemplo técnicas de aprendizaje o estrategias, ¿cuál fue tu mayor aprendizaje?

Melisa: Pues podríamos considerar, bueno, yo podría considerar un poco la parte de la planeación como aprendizaje. Nunca lo había aplicado y lo apliqué, y lo aprendí pero no... como que no es lo mismo.

Entrevistador: ¿Consideras que los aprendizajes de este curso pueden aplicarse en otros contextos fuera de la clase de inglés?

Melisa: Sí, a lo mejor sí. Es posible.

Entrevistador: ¿Por qué?

Melisa: Está como... bueno, en este caso como lo aplicamos nosotros igual nos faltó bastante organización, y como que un poco más de... bueno, pues sí, en general la organización. Y en otros cursos sí me parece que sería útil, no en todos, pero sí sería útil porque... bueno, por ejemplo, nosotros en enfermería, este, obviamente cada uno así de forma individual tiene sus propias necesidades de aprendizaje de tal y tal cosa, entonces... como que esa forma se me hace pues agradable, pero... así aplicado al mismo caso la cuestión de que sea en línea todo, no estaría muy... muy agradable.

Entrevistador: O sea, sería que tuviera más partes de actividades presenciales. ¿Más cosas? Como una combinación o... o que fuera presencial.

Melisa: O presencial, en general.

Entrevistador: ¿En qué medidas se cubrieron tus expectativas del curso? Plenamente, regularmente, mínimamente o no se cumplieron.

Melisa: Pues regularmente.

Entrevistador: ¿Por qué?

Melisa: Este... pues sí a principio del curso es como 'Estoy voy a aprender' o así... o ya, este, enfocarme más a las cosas que necesito o que me hacen falta hacer o aprender, o practicar más. Entonces en ese sentido pues sí...

Entrevistador: ¿Sí qué, perdón?

Melisa: Se me fue la idea, perdón.

Entrevistador: Me decías que regularmente, porque te enfocas en lo que quieres aprender.

Melisa: Me enfoco en lo que quiero aprender, entonces...

Entrevistador: O sea, ¿sí era lo que tú esperabas del curso?

Melisa: No era lo que esperaba pero... o sea, sí tuve mis logros y fue más bien... la parte en que estábamos como que trabajando así normalmente, como de costumbre digamos, y no por... salirnos como de la rutina, eso fue... se me hizo bien como hasta cierto punto pero no fue... no nos ayudó mucho realmente.

Entrevistador: ¿Por qué?

Melisa: Entonces no creo que haya sido, o sea, por eso fue porque cumplí las expectativas regularmente, porque era una cosa, pero terminó siendo otra pues totalmente diferente.

Entrevistador: Y bueno, pues si tienes algún, bueno, primero preguntarte primeramente si tú pudieras volver a tomar el curso, ¿qué le cambiarías?

Melisa: Este... creo que le cambiaría el uso de tantas plataformas. Era también un poco complicado estar como que 'vamos a trabajar en Oxford' y bueno, por ejemplo, en esa plataforma no se pueden subir... las tareas ni los documentos que se hacían, y si hacíamos una actividad, este, como no se queda ahí guardada, era tener que, por ejemplo, resolverla y luego tener que tomar captura de pantalla, y hacer como un documento con imágenes y mandarlo para que fuera la evidencia de que estaba terminado. Entonces, por ejemplo, la plataforma de Oxford, lo que me parece que le haría falta, sería eso. Que en esa misma plataforma se pudiera guardar las tareas, por ejemplo, en ocasiones que teníamos que hacer audios, creo que sí se evaluaban, si se pudieran guardar en esa plataforma estaría muy bien para no tener que estar usando... no tener que estar intercalando entre *Oxford* y *Weebly*. Porque es como un poco... no, pues no es cómodo. Y en *PowToon*, que era la otra plataforma que también utilizamos.

Entrevistador: La otra era Weebly, *PowToon* era una herramienta.

Melisa: Sí, era herramienta. Creo que ahí en... bueno, esa *Weebly* como herramienta creo que más bien hacerla opcional. Ahí como muchas otras maneras de hacer... no sé, podría ser una presentación en PowerPoint y simplemente darle, darle transiciones con cierto tiempo, y sería mucho más sencillo que trabajar con *PowToon*. O en alguna ocasión también nos daba el profesor la oportunidad de hacer el video en persona, entonces creo que también podría ser otra opción. Y *Weebly* pues era una plataforma sencilla, estaba chiquita, a veces teníamos como que complicaciones en cuestión de que de repente como que se borraban las cosas que habíamos hecho, lo que habíamos avanzado, y era tener que volver a empezar y tener que volver a hacerlo. Y pues nada más, creo que así en general la idea es que si fuera una sola plataforma sería mucho mejor, más sencillo. Más práctico.

Entrevistador: Bueno, pues te agradezco mucho las respuestas que has proporcionado a la entrevista.

Melisa: Okay.

Entrevistador: Muchas gracias, que estés bien.

Melisa: Sí gracias, hasta luego.

Entrevistador: Hasta luego.

Appendix III A Sample Unit at The Oxford Learn Platform

Search Items

Course Overview

Bookmarks

Course Schedule

Contents 13

Teacher resources 3

Student resources 2

Listening ✓

Speaking 5

S1: News 1

S2: Presentations 4

Writing 3

Copyright ✓

S2: Presentations

20 % 1 of 5 items complete

SET YOUR GOAL

Checklist

This Unit on Speaking focuses on:

- Giving a prepared straightforward presentation on a familiar topic within his / her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

This general objective implies the following skills:

- I can prepare for a presentation, preparing the language and structures I will use.
- I can give a short presentation about a familiar topic.
- I can use a range of vocabulary to speak for two minutes on a familiar topic.

Within this general objective and skills, create a SMART goal about what you want to learn or improve in this Learning Unit. Write it down in your ePortfolio's Unit 2.

Engage [Link](#)

ORGANISE YOURSELF TO WORK IN THIS LEARNING UNIT

Checklist

Read the remaining sections of this Learning Unit to plan the time, spaces, and other important resources you need to develop it. For this purpose, use your Google Calendar and insert it in your ePortfolio's Unit 2 along with your SMART goal.

Explore 2 [Link](#)

Task [Link](#) ✓

S2 Task [Assignment](#)

- 1 Select *Record Audio* and do the Task.
- 2 Save the recording.
- 3 You can then add a comment to your teacher.
- 4 Finally, select *Submit to Dropbox*.

MONITOR YOUR PROGRESS

Discussion Topic

Revise the Gradebook to identify which of the previous activities were more difficult and what contents they covered. Reflect on the reason(s) for the difficulties. Publish an individual comment from 25 to 50 words including:

- The name of the most difficult activity(ies)
- The content covered.
- The possible reason(s) for the difficulties.

SUGGESTIONS OF RESOURCES TO HAVE MORE PRACTISE: In a 25-50 word posting, your teacher will give you options of two or more free learning resources (webpages, online software and/or apps) to practise the aspect you have problems with. Your teacher will include:

- A brief description of each learning resource.
- The exact location of the resource on the Web and or where it could be downloaded.
- The reason(s) why the resource(s) are useful to practise the content.

Find the forum space below:

When participating in a discussion forum always keep in mind netiquette rules such as those at https://www.youtube.com/watch?v=NJfx_cHFSi8

APPLYING YOUR LEARNING

 Checklist
Individual Work

In this section you will give an oral presentation and show evidence of it in a video.

Instructions:

1. Access <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>
2. Watch the video and read the DOs and DON'Ts of giving oral presentations and read the useful language.
3. Complete the two tasks at the end of the page: 1) Check your language: ordering-parts of a presentation and 2) Check your language: grouping useful phrases.
4. Choose one of the 6 example presentation topics and, using the ideas and language from steps 1 to 3, prepare 2-minute video-presentation on it.
5. Upload the evidence of completing Step 3 (screenshots) to your ePortfolio's Unit 5 under the heading "Preparation for Applying my learning"
6. Check the pronunciation of the words/expressions you plan to use but are unsure of.
7. Practise giving your presentation several times in front of a mirror and with the support of a more capable classmate or friend.
8. Give your presentation while video-recording it.
9. Upload your presentation to your ePortfolio's Unit 5 under the heading "Applying my learning+ title of the presentation.

FEEDBACK FROM PEERS AND TEACHER

 Checklist

Access a classmate's portfolio to write down a feedback comment on his/her "Applying your learning" activity. Make sure your comment covers the following aspects:

- Focuses on strengths, weaknesses, and suggestions to improve **in connection with your classmate's initial objective** (avoid references to form but focus on content)
- Consider whether or not the presentation was given as requested (see instructions at "Applying my learning")
- Offers praise along with a positive critique.
- Contains between 25 to 50 words.

YOUR OWN REFLECTION

 Checklist

Within your own experience in this Unit and the feedback comment from your classmate and your teacher, write down and publish in your ePortfolio a paragraph between 100 and 150 words to answer the following questions:

1. What was your initial objective?
2. Did you achieve it? Why?
3. To what extent you followed the plan you made in the calendar at the beginning of the Unit? (including dates, periods of time, and spaces to complete the activities)? Why?
4. How do you feel about the results? Why?
5. How could you improve the work you did (i.e. for the next unit)?

N.B. Your writing will be assessed so, before publishing, please check your spelling, grammar, and punctuation with a writing assistant.

Source: <https://lms.oxfordlearn.com/d2l/le/content/453587/Home>)

Appendix IV Rubrics for assessing the Multimedia Presentation (PowToon Video)

CURSO DE INGLÉS PARA ESTUDIANTES DE LA FAEO

RÚBRICAS PARA EVALUAR EL VIDEO CREADO EN POWTOON

ASPECTO \ NIVEL	BÁSICO 1	EN DESARROLLO 2	CAPAZ 3
CORRESPONDENCIA DEL OBJETIVO PERSONAL INICIAL CON EL CONTENIDO	Se observa cierta correspondencia entre el objetivo personal inicial y el contenido de la presentación.	Se observa un claro nivel de correspondencia entre el objetivo personal inicial y el contenido de la presentación.	Se observa un muy evidente nivel de correspondencia entre el objetivo personal inicial y el contenido de la presentación.
COMBINACIÓN DE DIFERENTES MEDIOS	En algunas partes de la presentación es evidente la combinación de dos o más medios (texto, imagen, sonido, video, entre otros) que mantienen la atención de la audiencia.	En la buena parte de la presentación es evidente la combinación de dos o más medios (texto, imagen, sonido, video, entre otros) que mantienen la atención de la audiencia.	En casi toda la presentación es evidente la combinación de dos o más medios (texto, imagen, sonido, video, entre otros) que mantienen la atención de la audiencia.
ASPECTOS FORMALES SOLICITADOS	Algunos aspectos formales fueron del todo considerados. (duración mínima de 3 minutos, uso de software para crear presentaciones interactivas, publicación en tiempo, etc.)	La mayoría de los aspectos formales fueron considerados (duración mínima de 3 minutos, uso de software para crear presentaciones interactivas, publicación en tiempo, etc.)	Todos los aspectos formales fueron considerados (duración mínima de 3 minutos, uso de software para crear presentaciones interactivas, publicación en tiempo, etc.)

Appendix V Learning Objects

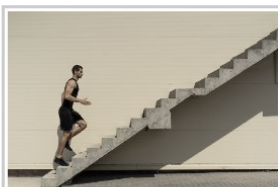
Appendix V A SMART Goals

Contents > Student resources > Herramientas útiles para trabajar en este curso de inglés

Herramientas útiles para trabajar en este curso de inglés



ESTABLECIENDO OBJETIVOS PERSONALES PARA TOMAR EL CONTROL DE TU APRENDIZAJE Y MOTIVARTE A SEGUIR ESTUDIANDO



"Un viaje de mil millas comienza con un solo paso" -Lao-Tse.

Introducción

Establecer objetivos personales implica definir un estándar de desempeño. Tener objetivos le dará significado a tu vida e influirá para avanzar hacia el logro de tus expectativas. En definitiva, establecer objetivos y desarrollar planes para alcanzarlos te permitirá asumir tus responsabilidades como estudiante y como persona. Al final, lo que logres en la escuela y en la vida será para ti mismo y ni tus padres ni tus maestros estarán siempre allí para decirte qué hacer. El curso de inglés te permitirá establecer objetivos personales de aprendizaje, implementar planes para desarrollarlos y evaluar tu progreso.

Objetivo

Este recurso te ayudará a aprender sobre los criterios y procedimientos para establecer diferentes tipos de objetivos.

Actividad 1: Los criterios para establecer objetivos

Al establecer cada objetivo, asegúrate de que sea específico, medible orientado a la acción, realista y medido en términos de tiempo. Estos criterios se integran en el acrónimo inglés **SMART** (que significa inteligente).

Instrucción
Relaciona el criterio de la izquierda con la justificación de la derecha, (sobra una justificación)

CRITERIO	JUSTIFICACIÓN
<input type="checkbox"/> ESPECÍFICO -Describe lo que quieres cumplir con tantos detalles como puedas	Los objetivos tienen que estar determinados dentro de un Plan de Acción. [...] El establecer objetivos correctos provee al plan del soporte necesario para su cumplimiento.
<input type="checkbox"/> MEDIBLE -Describe tu objetivo en términos que puedan ser claramente evaluados.	Si no determinas cómo medir un objetivo, nunca sabrás si lo lograste. Asegúrate de expresar el nivel de desempeño mínimo que aceptarías como evidencia de que has alcanzado el objetivo.
<input type="checkbox"/> ORIENTADO A LA ACCIÓN -Identifica un objetivo enfocado en acciones en vez de cualidades personales.	Asegúrate de identificar tu objetivo de forma que incluya una acción por completar, de otra forma, no sabrás como cumplirlo.
<input type="checkbox"/> REALISTA -Identifica un objetivo que sabes que eres capaz de cumplir.	Los objetivos pueden ser estimulantes, pero no ser realistas. Por lo tanto, debes analizar cuidadosamente los objetivos a fin de determinar que puedes razonablemente esperar alcanzarlos.
<input type="checkbox"/> MEDIDO EN TERMINOS DE TIEMPO -Identifica un objetivo que parta un objetivo a largo plazo en objetivos de más corto tiempo y especifica claramente una fecha para completarlo.	En caso de no contar con un límite de tiempo se puede caer en la relajación y el objetivo se puede ir postergando hasta el infinito.
	Si estableces objetivos vagos, reduces la posibilidad de alcanzarlos. Asegúrate de describir el contexto (curso, situación, escenario) así como el resultado concreto. Evita adjetivos como "bueno", "bien", "entender" y "saber"

[Mostrar comentarios](#)

Referencia:

Myron H. Dembo, Helena Sell. *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning*. Taylor Francis Ltd, United Kingdom (2016), pp. 104-110) ISBN 10: 1138850349 ISBN 13: 9781138850347. <https://abasto.com/consejos/5-pasos-para-fijar-objetivos-smart-este-2013/> [Accesado por última vez el día 20 de septiembre de 2017]



Instrucción

De acuerdo al criterio de la izquierda selecciona el ejemplo más adecuado de la derecha

CRITERIO	EJEMPLO
ESPECÍFICO-Describe lo que quieres cumplir con tantos detalles como puedas.	<input type="checkbox"/> "Quiero obtener un 10 en mi próximo examen de inglés" <input type="checkbox"/> "Quiero que me vaya bien en la clase de inglés"
MEDIBLE-Describe tu objetivo en términos que puedan ser claramente evaluados.	<input type="checkbox"/> "Quiero leer el capítulo 7 en mi libro de texto de biología y contestar todas las preguntas de discusión para el Martes de esta semana". <input type="checkbox"/> "Quiero estudiar mi libro de texto de biología".
ORIENTADO A LA ACCION-Identifica un objetivo enfocado en acciones en vez de cualidades personales.	<input type="checkbox"/> "Quiero completar todas mis tareas antes de la clase de cada día y contestar todas las preguntas sobre las lecturas" <input type="checkbox"/> "Quiero desarrollar una mejor actitud sobre el estudio".
REALISTA-Identifica un objetivo que sabes que eres capaz de cumplir.	<input type="checkbox"/> "Quiero leer dos capítulos en mi libro de texto de historia esta tarde y contestar todas las preguntas de discusión sobre las lecturas". <input type="checkbox"/> "Quiero leer cinco capítulos en mi libro de texto de historia esta tarde y contestar todas las preguntas de discusión sobre las lecturas".
MEDIDO EN TERMINOS DE TIEMPO-Identifica un objetivo que parta un objetivo a largo plazo en objetivos de más corto tiempo y especifica claramente una fecha para completarlo.	<input type="checkbox"/> "Quiero estar en el cuadro de honor este semestre" <input type="checkbox"/> "Quiero graduarme como el mejor promedio de mi clase"

Mostrar comentarios

Referencia:

Myron H. Dembo, Helena Seli. *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning*. Taylor Francis Ltd, United Kingdom (2016), pp. 104-110) ISBN 10: 1138850349 ISBN 13: 9781138850347.

Actividad 2: Los procedimientos para establecer objetivos.

Diversos procesos de pensamiento pueden asociarse claramente con los procedimientos para redactar objetivos SMART.



Instrucción

Relaciona el procedimiento para redactar objetivos SMART (izquierda) con el proceso de pensamiento que corresponda (derecho).

PROCEDIMIENTO	PROCESO DE PENSAMIENTO
1. Identifica el área sobre la que quieres redactar un objetivo.	<input type="checkbox"/> "Teniendo en cuenta que mis resultados han sido tan bajos en trabajos anteriores, puede que no sea tan realista querer obtener un 10 en mi siguiente redacción. Me pondré como objetivo un 8 y luego buscare obtener un 10"
2. Evalúa tus logros presentes y pasados, tu interés o desempeño en el área para considerar en que medida tu objetivo esta orientado a la acción y es realista.	<input type="checkbox"/> "Quiero obtener un 8 en la redacción que tengo que entregar este 15 de octubre"
3. Establece lo que quieres lograr. Empieza con las palabras "Quiero..." e incluye un criterio específico, describe el objetivo de tal forma que sea medible e incluya una fecha definida para completarlo (medición en términos de tiempo)	<input type="checkbox"/> "Quiero obtener una calificación de 10 en la redacción que tengo que entregar este 15 de octubre"
4. Evalúa tu objetivo. ¿Es SMART? (es decir, ¿especifico, medible, orientado a la acción, realista y medido en términos de tiempo?)	<input type="checkbox"/> "He estado teniendo problemas en el curso y me gustaría demostrar algún avance en el siguiente trabajo".
5. Si es necesario, haz modificaciones en el enunciado de tu objetivo.	<input type="checkbox"/> "Quiero redactar un objetivo acerca de mi siguiente composición".

Mostrar comentarios

Referencia:

Myron H. Dembo, Helena Seli. *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning*. Taylor Francis Ltd, United Kingdom (2016), pp. 104-110) ISBN 10: 1138850349 ISBN 13: 9781138850347.

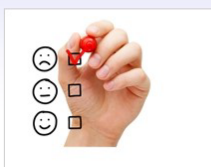
Appendix V B Feedback and self-evaluation

Contents > Student resources > Herramientas útiles para trabajar en este curso de inglés

Herramientas útiles para trabajar en este curso de inglés



EL PAPEL DE LA AUTOEVALUACIÓN Y LAS BUENAS PRÁCTICAS DE RETROALIMENTACIÓN PARA APOYAR EFICAZMENTE EL APRENDIZAJE.



Introducción

Siguiendo el paradigma de aprendizaje centrado en el estudiante que caracteriza el curso de Inglés, se espera que tomes un papel activo no sólo en tu aprendizaje, sino también en tu evaluación. En consecuencia, a lo largo del curso, se te pedirá con frecuencia que participes en la autoevaluación y la retroalimentación de tu ePortfolio.

Objetivo

Este recurso te ayudará a aprender sobre la autoevaluación y las buenas prácticas de retroalimentación con el fin de apoyar eficazmente tus procesos de aprendizaje y los de tus compañeros.

Actividad 1: La importancia de la autoevaluación

La autoevaluación como elemento central para desarrollar alumnos que asuman su responsabilidad en el aprendizaje sin depender de profesores o cursos. Esta idea se basa en algunos supuestos importantes procedentes del ámbito educativo.

Instrucción

Relaciona el supuesto de la izquierda con el razonamiento correspondiente de la derecha.

1. La autoevaluación es una habilidad necesaria para el aprendizaje permanente	<input type="checkbox"/> En el mundo de la vida y del trabajo, después de la educación formal, los titulados deben ser capaces de saber cómo continuar su aprendizaje, controlar su rendimiento sin referencia constante a compañeros de profesión y asumir la plena responsabilidad de sus acciones y juicios.
2. La autoevaluación debe desarrollarse en los cursos universitarios	<input type="checkbox"/> Es evidente que los estudiantes no han aprendido del todo a autoevaluarse cuando acceden a la enseñanza superior; también se espera de ellos que continúen aprendiendo eficazmente después de graduarse.
3. La autoevaluación es necesaria para un aprendizaje eficaz	<input type="checkbox"/> Se espera que los estudiantes supervisen lo que hacen y modifiquen sus estrategias de aprendizaje en consecuencia.
	<input type="checkbox"/> Se espera que los estudiantes aprendan a valorar sus propios logros en relación con determinados campos y tipos de conocimiento.

Mostrar comentarios

Referencia: Boud, D. (2013). *Enhancing learning through self-assessment*. Routledge

Actividad 2: Involucrar a los estudiantes en una autoevaluación eficaz

Involucrar activamente a los estudiantes en una autoevaluación eficaz se ha asociado con mejoras significativas en su trabajo. Este proceso suele constar de tres pasos.

Instrucción

Pon los pasos en el orden correcto.

Selecciona el orden ▼	Los alumnos crean un borrador de la tarea y supervisan el progreso comparándolo con las expectativas en forma de lista de control o rúbrica; identifican el progreso en términos de los aspectos cubiertos y los que aún necesitan trabajar.
Selecciona el orden ▼	Los alumnos cubren las lagunas encontradas para orientar la revisión y la mejora real de la tarea.
Selecciona el orden ▼	El profesor o el profesor y los alumnos articulan expectativas claras sobre la tarea o el rendimiento mediante una lista de control o una rúbrica, de modo que los alumnos sepan lo que cuenta y la calidad que debe tener en la tarea.

Mostrar comentarios

Referencia: Heidi Andrade & Anna Valtcheva (2009) Promoting Learning and Achievement Through Self-Assessment, Theory Into Practice, 48:1, 12-19, DOI: 10.1080/00405840802577544

Actividad 3: Retroalimentación de buena calidad

No toda retroalimentación que se proporciona es de buena calidad; sin embargo, la retroalimentación de buena calidad debe llevar al receptor de la misma a solucionar sus problemas de rendimiento y a autocorregirse.

Instrucción

Marca la característica de retroalimentación de buena calidad que esté incompleta:

A) Se proporciona a tiempo (antes de que sea demasiado tarde para hacer cambios).	<input type="checkbox"/>
B) Se centra en los puntos fuertes y débiles.	<input type="checkbox"/>
C) Se dirige a objetivos y estándares de aprendizaje de orden superior.	<input type="checkbox"/>
D) Incluye elogios y críticas constructivas.	<input type="checkbox"/>

Mostrar comentarios

Actividad 4: Retroalimentación del profesor contra retroalimentación de los compañeros

La retroalimentación entre compañeros es superior a la retroalimentación del profesor en varios aspectos. Esta actividad explora brevemente las razones para favorecer el primer tipo de práctica.

Instrucción

Empareja el comentario de los alumnos de la izquierda con la explicación más adecuada sobre la retroalimentación entre compañeros de la derecha. :

COMENTARIO DE LOS ESTUDIANTES	EXPLICACIÓN
"No entiendo los comentarios del profesor, pero las correcciones que me sugiere un compañero suelen quedarme clarísimas".	<input type="checkbox"/> A los alumnos se les facilita explicar puntos de aprendizaje a sus compañeros, que a los profesores.
"Parece que tu presentación no cubrió todos los aspectos solicitados; al evaluarla, me di cuenta de que, en mi propia presentación, tampoco cubrí esos aspectos".	<input type="checkbox"/> Cuando los alumnos desarrollan las capacidades reflexivas necesarias para emitir juicios objetivos sobre el trabajo de sus compañeros, estas capacidades pueden aplicarse también a su propio trabajo (autoevaluación).
"Las correcciones de mis compañeros me han parecido útiles, pero siento que la de el profesor es difícil de admitir".	<input type="checkbox"/> A veces, a los alumnos les resulta más fácil aceptar las críticas de los compañeros que las de los profesores.
	<input type="checkbox"/> Sobre todo en clases numerosas, los alumnos pueden ofrecer comentarios más detallados y de mayor calidad que los profesores.

Mostrar comentarios

Referencia: Heidi Andrade & Anna Valtcheva (2009) Promoting Learning and Achievement Through Self-Assessment, Theory Into Practice, 48:1, 12-19, DOI: 10.1080/00405840802577544

Appendix VI MSLQ INSTRUMENT

Surveys MAIN STUDY SEPTEMBER-DEC... MSLQ Español GExpPOST-FRANCIS... Upgrade Now ? MR

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Cuestionario de Motivación y Estrategias de Aprendizaje

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* Apellidos

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Q1 Parte A. Motivación y Actitudes

Las siguientes preguntas se refieren a tu motivación y actitudes respecto a las clases de este semestre. Recuerda que * no hay respuestas correctas o incorrectas, simplemente responde con la mayor precisión posible. Usa la siguiente escala para contestar las declaraciones. Si piensas que la declaración es muy cierta, completa el círculo en 7; Si una declaración no es en absoluto verdad, completa el círculo en 1. Si la declaración es más o menos cierta, encuentra el número entre 1 y 7 que mejor te describe.

	Left Anchor	1.	2.	3.	4.	5.	6.	Right Anchor
	1. Para nada cierto sobre mi							7. Muy cierto de mi
1.	En un curso como este, prefiero material de curso que realmente presente un desafío a aprender cosas nuevas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Si estudio de manera apropiada, podré aprender los materiales de este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Cuando hago una prueba, pienso en que tan mal lo estoy haciendo comparado con otros estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Creo que podré utilizar lo que aprenda en este curso en otros cursos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Pienso que obtendré una excelente calificación en este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Estoy seguro de que puedo entender las lecturas más difíciles presentadas en este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Obtener buenos resultados en este curso es lo que me satisface en este momento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Cuando presento un examen pienso en las partes del mismo que no pude contestar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Es mi culpa si no aprendo el material de este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Es importante para mí aprender el material de clase de este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Lo más importante para mí en este momento es mejorar mi promedio general de calificaciones, por lo que mi principal preocupación es obtener una buena calificación en este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Estoy seguro de que puedo aprender los conceptos básicos que se enseñan en este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Si quiero, puedo obtener mejores calificaciones que la mayoría de los otros estudiantes en esta clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Cuando presento exámenes, pienso en las consecuencias de reprobado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Estoy seguro de que puedo entender el material más complejo presentado por el instructor en este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. En una clase como esta, prefiero un material de curso que despierte mi curiosidad, aunque sea difícil de digerir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Estoy muy interesado en el área de contenido de este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Si hago el esfuerzo, entonces entenderé el material del curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Tengo una sensación incómoda cuando presento un examen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Estoy seguro de que puedo hacer un excelente trabajo en las asignaciones y pruebas de este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Espero que me vaya bien en el curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Es una gran satisfacción para mí el tratar de entender el contenido de este curso tan a fondo como sea posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Creo que el material presentado en este curso es útil para que yo aprenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Cuando tengo la oportunidad en esta clase, elijo las asignaciones que puedo realizar fácilmente, incluso si no garantizan una buena calificación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Si no entiendo el material del curso, es porque no me esfuerzo lo suficiente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Me gusta la temática de este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Comprender la temática de este curso es muy importante para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Siento que mi corazón late rápido cuando tomo un examen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Estoy seguro de que puedo dominar las habilidades que se enseñan en este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Quiero obtener una buena calificación en esta clase porque es importante mostrar mi habilidad a mi familia, amigos, empleador u otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Teniendo en cuenta el maestro, mis habilidades y la dificultad de este curso, creo que me irá muy bien en el mismo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

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Q2

Parte B. Estrategias de Aprendizaje

Las siguientes preguntas se refieren a sus estrategias de aprendizaje y habilidades de estudio para este semestre. Una vez más, no hay respuestas correctas o incorrectas; Simplemente responde con la mayor precisión posible. Responde a las preguntas sobre cómo estudias en tus clases con la mayor precisión posible. Utiliza la misma escala para responder a las preguntas restantes. Si piensas que la declaración es muy cierta, completa el círculo en 7; Si una declaración no es en absoluto verdad, completa el círculo en 1. Si la declaración es más o menos verdad, encuentra el número entre 1 y 7 que mejor te describe.

	Left Anchor							Right Anchor
	1. Para nada cierto sobre mi	2.	3.	4.	5.	6.	7. Muy cierto de mi	
32. Cuando estudio las lecturas de este curso, hago un resumen del material para ayudar a organizar mis pensamientos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
33. Durante el tiempo de clase a menudo pierdo puntos importantes porque estoy pensando en otras cosas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
34. Cuando estudio para este curso, seguido trato de explicar el material a un compañero de clase o un amigo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
35. Normalmente estudio en un lugar donde puedo concentrarme en mi trabajo para este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36. Cuando leo este curso, me hago preguntas del tema para ayudar a enfocar mi lectura.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
37. Generalmente me siento con tanta flojera o aburrido cuando estudio para este curso, que dejo sin terminar lo que había planeado hacer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

38. A menudo cuestiono los temas que oigo o leo en este curso para ver si los encuentro convincentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Cuando estudio para esta clase, leo el material a mí mismo una y otra vez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Aunque tenga problemas para aprender el material de esta clase, trato de hacer el trabajo por mí mismo, sin ayuda de nadie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Cuando me confundo acerca de algo que estoy leyendo, vuelvo atrás y trato de aclararlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Cuando estudio para este curso, reviso mis lecturas y notas de clase e intento encontrar las ideas más importantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Hago un buen uso de mi tiempo de estudio para este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Si las lecturas en esta asignatura son difíciles de entender, modifico la forma en que estoy leyendo el material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Trato de trabajar con mis compañeros de clase para completar las actividades del curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Al estudiar este curso, leo las notas de la clase y las lecturas del curso una y otra vez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Cuando una teoría, interpretación o conclusión es presentada en clase o en una lectura, trato de determinar si tienen buenos argumentos de apoyo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Me esfuerzo para hacer bien las cosas en este curso, incluso si no me gusta lo que estamos haciendo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Hago gráficos simples, diagramas o tablas para ayudarme a organizar el material del curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Al estudiar este curso, a menudo dedico un tiempo para discutir el material con un grupo de estudiantes de la clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Veo a los contenidos como un punto de partida y así trato de desarrollar mis propias ideas,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Se me dificulta seguir un programa de estudios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Cuando estudio para esta clase, recopiló información de diferentes fuentes, como conferencias, lecturas y discusiones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Antes de estudiar un nuevo contenido a profundidad, muchas veces le doy un vistazo general para ver cómo está organizado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. Me hago preguntas a mi mismo para asegurarme que entiendo los materiales que he estado estudiando en clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Trato de cambiar la manera en que estudio para así ajustarme a los requerimientos de la asignatura y estilo del profesor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Muchas veces me doy cuenta que he estado leyendo pero no le encuentro sentido a la lectura.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Le pido al instructor que aclare los conceptos que no entiendo bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Yo memorizo las palabras clave para recordarme conceptos importantes en esta clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Cuando el trabajo en la clase es difícil, me rindo o sólo estudio las partes fáciles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Trato de ver más allá del tema para deducir qué debo aprender de éste, más que simplemente leerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Trato de relacionar ideas en este tema con las de otros cursos siempre que sea posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Cuando estudio para este curso, repaso mis notas de clase y hago un esbozo de conceptos importantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Al leer para esta clase, trato de relacionar lo material con lo que ya sé.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Tengo un lugar reservado para estudiar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Trato de generar ideas relacionadas con lo que aprendo de esta asignatura.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Cuando estudio este curso, escribo breves resúmenes de las ideas principales de las lecturas y mis notas de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Cuando no puedo entender el material de este curso, pido ayuda a otros estudiantes de esta clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Trato de comprender el material de esta clase haciendo conexiones entre las lecturas y los conceptos de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Me aseguro de estar al día con las lecturas y asignaciones semanales para este curso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Cuando escucho o leo una afirmación o conclusión en clase, pienso acerca de posibles alternativas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Hago listas de elementos importantes para este curso y memorizo las listas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Asisto regularmente a esta clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. Aún cuando los materiales del curso son pesados y poco interesantes, me las arreglo para seguir trabajando hasta que finalizo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Trato de identificar a que estudiantes de esta clase puedo pedir ayuda si es necesario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Cuando estudio para este curso trato de identificar que conceptos no entiendo bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. A menudo descubro que no dedico mucho tiempo en este curso debido a otras actividades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Cuando estudio para esta asignatura, me propongo metas personales con el propósito de organizar mis actividades en cada periodo de estudio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Si al tomar apuntes en clase me surge una confusión, me aseguro de aclararla de inmediato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Rara vez encuentro tiempo para repasar mis notas o lecturas antes de un examen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Trato de aplicar ideas de las lecturas del curso en otras actividades de clase tales como exposiciones y discusiones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix VII Pre- and Post- DIALANG Results per Study Participants in the Context of the Class

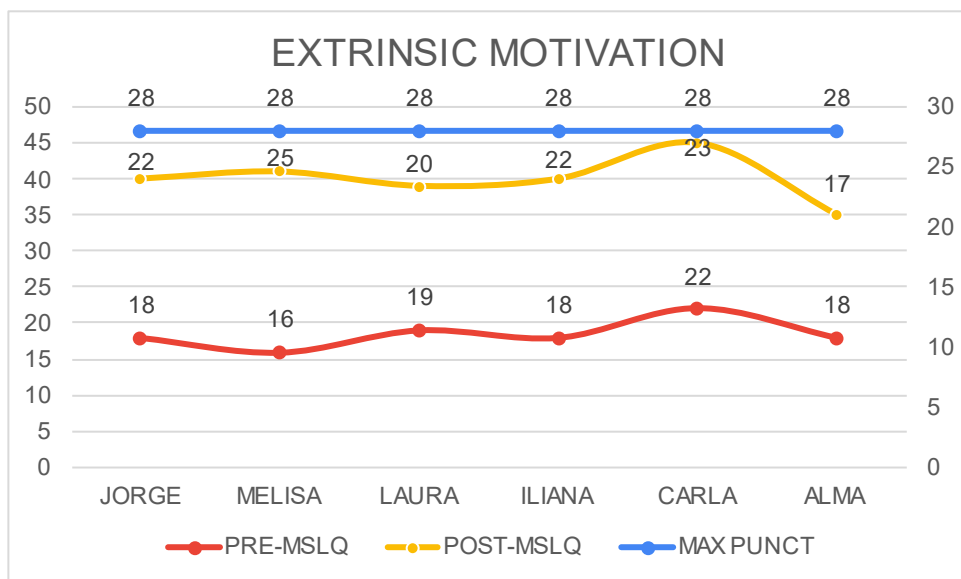
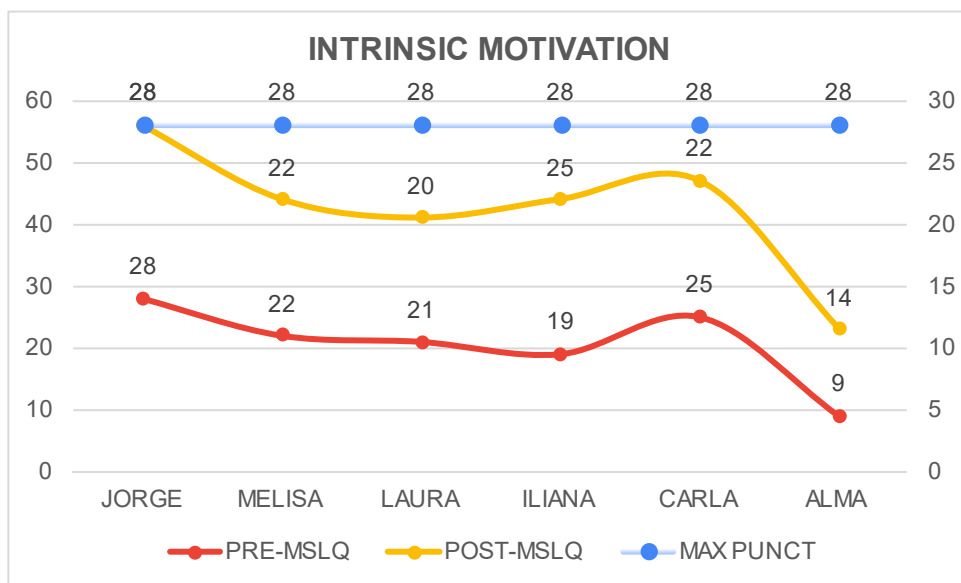
S1=Laura, S2=Carla, S3=Melisa, S4=Iliana, S9=Alma, S10=Jorge

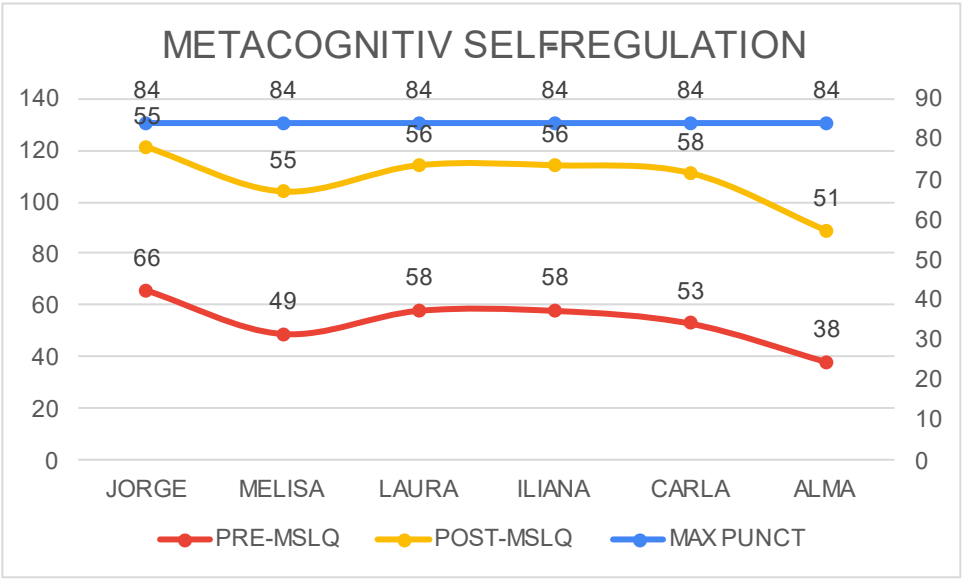
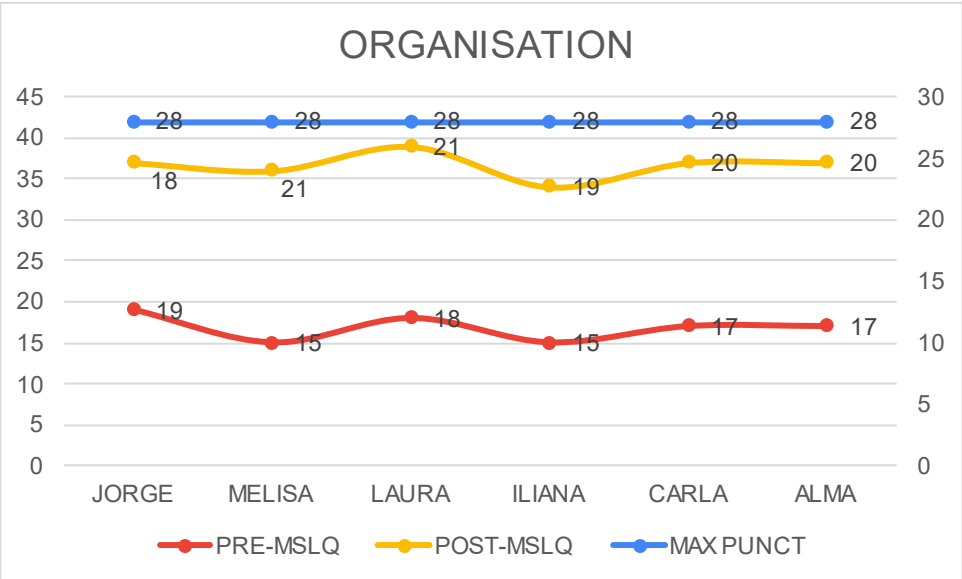
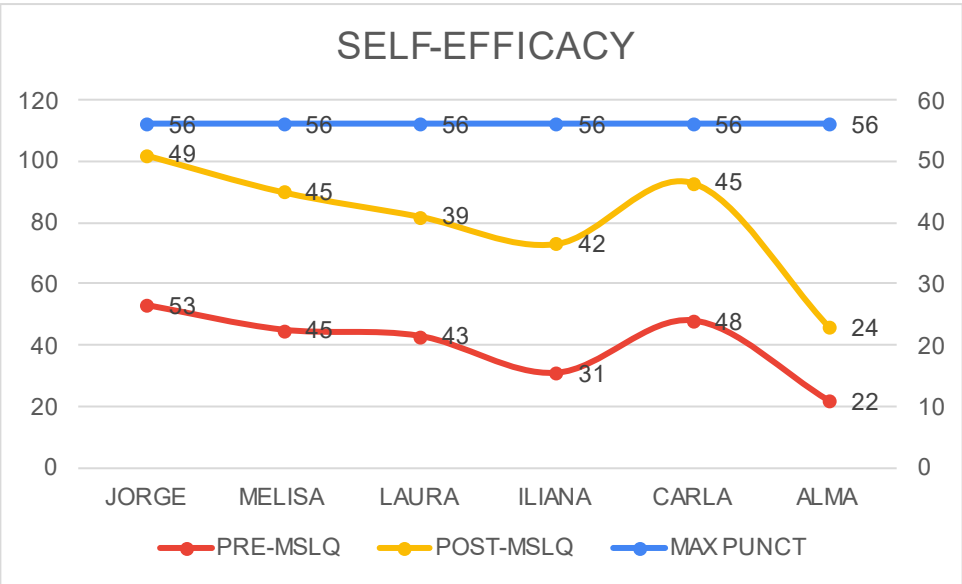
	Listening	Writing	Reading	Structure	Vocabulary	Average Results
CODE						
S1	A1	A1	B1	B1	A2	A2
S2	A2	A1	B1	B1	B1	B1
S3	A2	A1	A2	B1	B1	A2
S4	A1	A1	B1	A2	B1	A2
S5	A1	A1	B1	A2	B1	A2
S6	A2	A1	B1	B1	B2	B1
S7	A2	A1	B1	B1	A2	A2
S8	A2	A1	B1	A2	B1	A2
S9	A1	A1	A1	A2	A2	A1
S10	A2	A2	A2	B1	A2	A2
S11	A2	A2	A2	A2	B1	A2
S12	A2	A1	B1	B1	B1	B1
AVERAGE	A2	A1	B1	B1	B1	A2

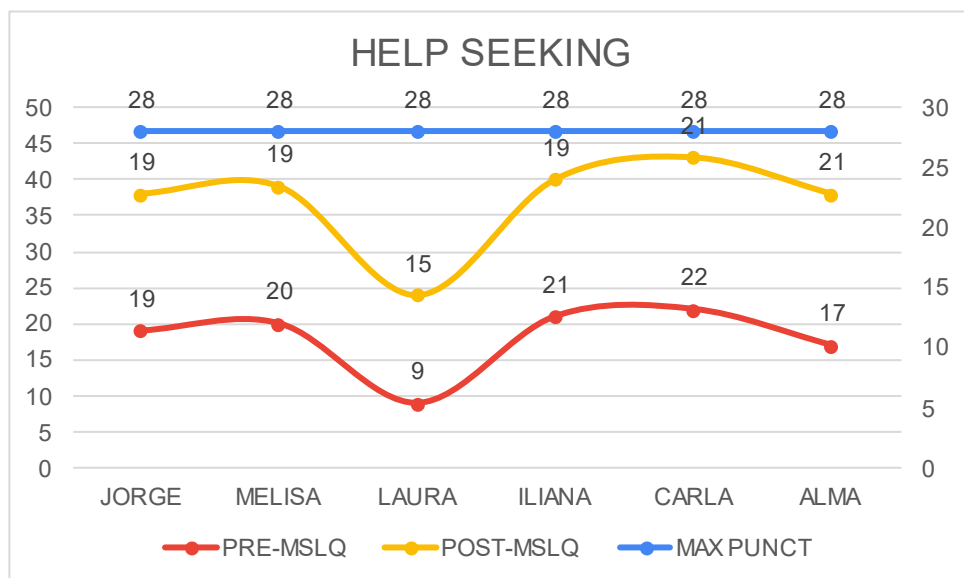
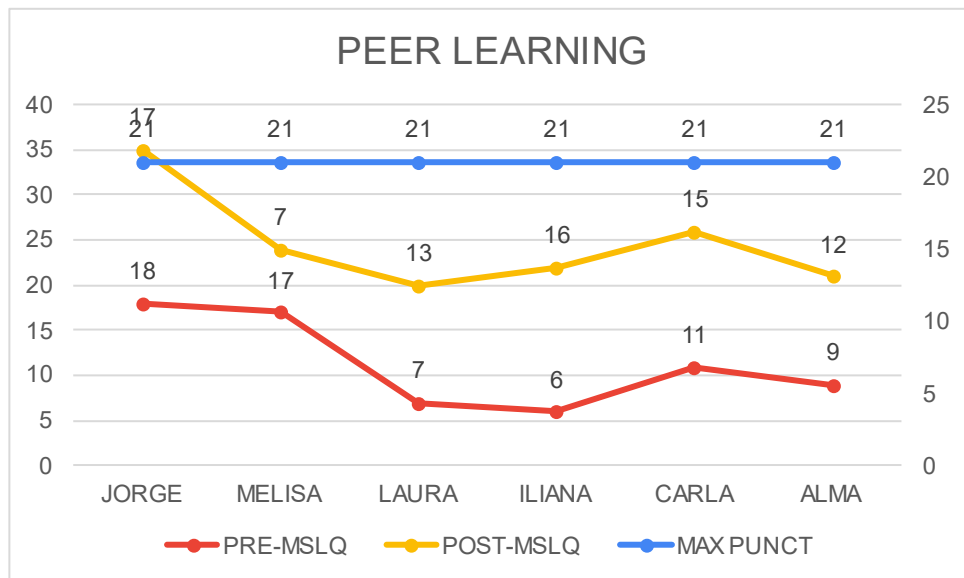
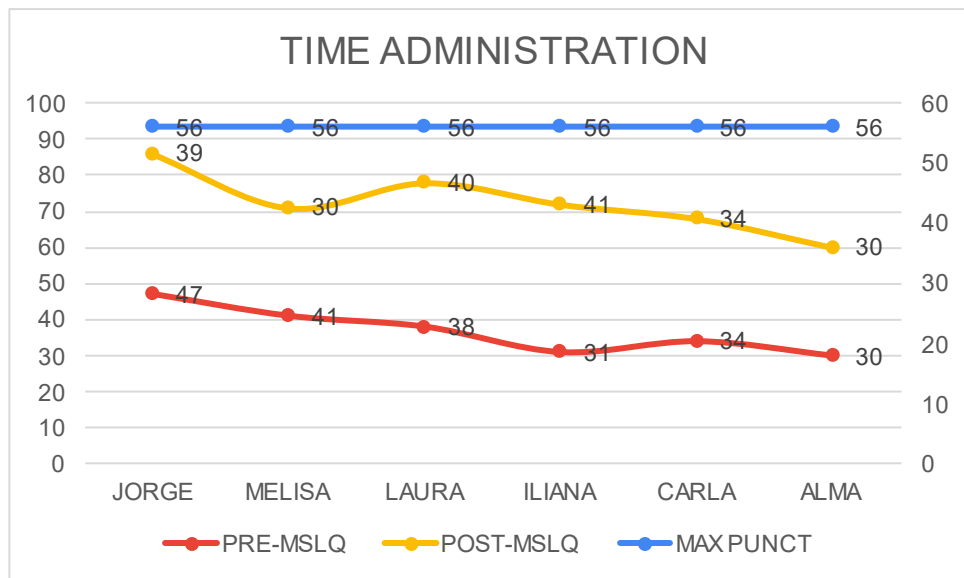
	Listening	Writing	Reading	Structure	Vocabulary	Average Results
CODE						
S1	A2	A2	B1	B1	B1	B1
S2	A2	A2	B1	B1	B1	B1
S3	B1	A2	B1	B1	B1	B1
S4	A2	B1	B1	B1	B1	B1
S5	A2	A1	B1	A2	B1	A2
S6	B1	A2	B1	B1	B1	B1
S7	B1	A1	B1	B1	B1	B1
S8	A2	A1	B1	B1	B1	B1
S9	B1	B1	B1	B1	B1	B1
S10	B1	A2	B1	B1	B1	B1
S11	A2	A2	B1	B1	B1	B1
S12	A1	A2	B1	B1	B1	B1
AVERAGE	A2	A2	B1	B1	B1	B1

Appendix VIII Pre- and Post- MSLQ Results per Study

Participant







Appendix IX Post- Self-Efficacy Survey of Study Participants in the Context of the Class

S1=Laura, S2=Carla, S3=Melisa, S4=Iliana, S9=Alma, S10=Jorge

	7. Totalmente de acuerdo	6. Mayormente de acuerdo	5. Un poco de acuerdo	4. Ni de acuerdo ni en desacuerdo	3. Un poco en desacuerdo	2. Mayormente en desacuerdo	1. Totalmente en desacuerdo
1. Fue de gran importancia para mí tener un buen desempeño en este curso.		S1,S2,S7, S12,S8,S4	S9	S6			
2. Este curso proporcionó una gran cantidad de información práctica.		S7,S12	S1,S2	S8,S4	S6	S1,S9	
3. Estuve muy interesad@ en el contenido de este curso.		S2,S12,S8	S9,S7	S1,S4	S6		
4. Completar este curso me llevó un paso más cerca de alcanzar mis objetivos profesionales.		S2,S7,S12	S9		S6,S8,S4	S1	
5. Fue importante para mí aprender el contenido de este curso.	S7	S2,S12,S8	S9,S6	S1	S4		
6. El conocimiento adquirido en este curso se puede aplicar en muchas situaciones diferentes.	S7	S2,S12	S9,S8		S1,S6,S4		

7. Incluso frente a dificultades técnicas, estoy seguro de que puedo aprender el material presentado en un curso en línea.	S8	S7,S12	S2,S6	S1	S4		S9
8. Estoy seguro de que puedo aprender sin la ayuda de un instructor presencial.		S7,S12		S2	S1,S9,S6, S8	S4	
9. Estoy seguro de que puedo hacer un trabajo sobresaliente en las actividades a mi propio ritmo de un curso en línea.		S7,S12	S2,S6,S8	S1,S2	S9,S4		
10. Estoy seguro de que puedo entender el material más difícil presentado a mi propio ritmo en un curso en línea.		S7,S12	S6	S1,S2,S8		S4	S9
11. Incluso con distracciones, estoy seguro de que puedo aprender material presentado en línea.		S7,S12	S6	S2	S9,S8,S4	S1	
TOTAL	3	29	17	14	19	6	2