

**Individual and Contextual Factors of Self-regulation in a Group of Eleventh Graders of
EFL at a Public School in Bogotá.**



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**Universidad Pedagógica Nacional
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NOTE OF ACCEPTANCE

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Artículo 42, Parágrafo 2:

«Para todos los efectos, declaro que el presente trabajo es original y de mi total autoría; en aquellos casos en los cuales he requerido del trabajo de otros autores o investigadores, he dado los respectivos créditos».

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Resumen


“Factores individuales y contextuales de la Autorregulación en un grupo de estudiantes de Grado Undécimo de ILE en un Colegio Público de Bogotá” es una investigación llevada a cabo con estudiantes de grado undécimo del colegio público Bernardo Jaramillo IED de Bogotá que busca identificar las estrategias de autorregulación usadas por el grupo durante su aprendizaje del inglés como lengua extranjera y, al mismo tiempo, brinda características acerca de los factores que influyen en la adopción de dichas estrategias. El estudio adopta una metodología mixta que contempla el uso de tres herramientas de recolección de datos: Cuestionario de estrategias de aprendizaje autorregulado del inglés como lengua extranjera (SRFLLSQ, por su sigla en inglés), entrevista semiestructurada y diario de observación de clases. Los hallazgos de la investigación revelan el uso de estrategias cognitivas, metacognitivas y de interacción sociocultural, principalmente. Además, permite verificar el uso creativo y variado de estrategias por parte del grupo mencionado.

Palabras clave: Autorregulación, Estrategias de aprendizaje, Metacognición, Aprendizaje del inglés como lengua extranjera.

Abstract

"Individual and Contextual Factors of Self-Regulation in a Group Eleventh-Grade Students of EFL in a Public School in Bogotá" is a research carried out with eleventh grade students of the Bernardo Jaramillo IED public school in Bogotá that seeks to identify the self-regulation strategies used by the group during their learning of English as a foreign language and, at the same time, it provides characteristics about the factors that influence the adoption of these strategies. The study adopts a mixed methodology that includes the use of three data collection tools: Self-Regulated Learning Strategies of English as a Foreign Language (SRFLLSQ) Questionnaire, a semi-structured interview, and a class observation diary. The findings of the research reveal the use of cognitive, metacognitive and sociocultural interaction strategies, mainly. It also allows to verify the creative and varied use of different strategies by the group mentioned.

Key words: Self-regulation, Learning strategies, Metacognition, English as a foreign language learning.

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Palabras Claves	Autorregulación, Estrategias de autorregulación, Estrategias/habilidades metacognitivas, Autonomía de estudiante.

2. Descripción

Tesis de grado de la Maestría en Enseñanza de Lenguas Extranjeras (EFL) que combina métodos de recolección y análisis de datos de corte cuantitativo y cualitativo, cuyo propósito es identificar, describir las características predominantes en las estrategias de autorregulación de los estudiantes de grado once del Colegio Bernardo Jaramillo I.E.D.

La muestra poblacional que participó en la investigación fue de 29 estudiantes de último grado de educación media vocacional (17 hombres y 12 mujeres), la mayoría de nacionalidad colombiana a excepción de un estudiante venezolano. Las edades oscilan entre los 15 y los 19 años. Este grupo se seleccionó tras obtener el respectivo aval de sus padres y/o acudientes, que firmaron un consentimiento informado para la investigación.

Con el interés de contribuir al campo de la educación con conocimientos que faciliten la implementación de técnicas de enseñanza más efectivas y personalizadas que fomenten la autorregulación, el aprendizaje continuo de los estudiantes y el aprovechamiento de los recursos tecnológicos con los que contamos actualmente, se realizó un estudio pormenorizado del concepto de autorregulación en la literatura contemporánea relativa al aprendizaje del inglés como lengua extranjera. Asimismo, durante el desarrollo del proyecto se utilizaron los siguientes instrumentos para la recolección de datos: (1°) Un cuestionario de aprendizaje de SRFL parcialmente diseñado y adaptado por el autor y (2°) una entrevista semiestructurada; ambos recursos basados en el Cuestionario de Estrategia de Aprendizaje de Lenguas Extranjeras Autorregulado (Srflsq) de Habók y Magyar (2018), los cuales apuntan a conocer cómo es la organización del tiempo, el establecimiento de metas, el uso de recursos, la búsqueda de

retroalimentación y la adaptación de estrategias según las necesidades y desafíos personales de los estudiantes. Además, (3°) se utilizó un diario de observación de clase elaborado por el investigador. Este último, con el fin de cotejar y contrastar las opiniones dadas por los estudiantes, con sus comportamientos durante las clases de inglés de la asignatura English Club que hace parte del énfasis en Pensamiento Lógico y Comunicación del Colegio Bernardo Jaramillo I.E.D.

El análisis y la interpretación de los datos obtenidos arrojó información valiosa sobre las estrategias que son más frecuentemente usadas por los participantes de la investigación. Si bien, es cierto que las estrategias no parecen seguir una tendencia relativamente fuerte en el grupo de estudiantes, se destacan en primer lugar las afectivas y de interacción sociocultural, seguidas de cerca por las cognitivas y metacognitivas. Dichos hallazgos sirven de guía para elaborar una taxonomía válida que oriente a los estudiantes hacia la consecución más eficaz del objetivo de aprender el inglés como lengua extranjera en un contexto globalizado y en constante cambio, donde este idioma es una herramienta esencial para la comunicación y proyección profesional.

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4. Contenidos

El presente estudio de método mixto se divide en seis capítulos:

Cap. 1: Primero, se presenta el contexto del proyecto de investigación para exponer claramente la lógica que lo sustenta. En segundo lugar, se desarrolla el problema donde se identifica el conjunto de hechos que originan la investigación en el Colegio Bernardo Jaramillo I.E.D. Por último, se exponen los motivos para analizar las características de las estrategias de autorregulación en nuestro sistema escolar y las preguntas y objetivos que determinaron el estudio.

Cap. 2: Aborda la teoría de la autorregulación y su relación con la tarea de aprender inglés. Además, presenta el marco teórico donde se detallan los conceptos que fundamentan el estudio y un breve recuento histórico de los principios más relevantes para la investigación.

Cap. 3: Comprende una revisión de la literatura y de otras investigaciones que se han realizado sobre la autorregulación en procesos de aprendizaje. Por otro lado, ofrece algunas ideas sobre el contexto de la investigación y la población involucrada en ella. Posteriormente, evidencia la perspectiva tanto del investigador como de los estudiantes y lo que implica para ellos aprender inglés como lengua extranjera.

Cap. 4: Describe el tipo y el enfoque de la metodología elegida para la investigación y explica los instrumentos de recolección de datos utilizados durante la misma, los cuales permitieron responder a las preguntas y objetivos planteados al inicio del estudio.

Cap. 5: Revela los hallazgos, el análisis de los datos, las conclusiones y algunas limitaciones e

ideas sobre futuras investigaciones en el campo.

Cap. 6: Presenta las conclusiones, implicaciones, limitantes del estudio y brinda algunas sugerencias para la realización de investigaciones futuras.

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CHAPTER 1

Research Statement and rationale

1. Introduction

1.1 Conceptualization of the study

During the last two decades, the teaching of the English language has received more and more attention in Colombia (Ministerio de Educación Nacional 2005, 2006; Congreso de la República de Colombia, 2013, 12 de Julio). Under the premise that students in public and private schools in Colombia need to further develop their language skills to achieve an acceptable level of proficiency in this language, some important bilingualism programs and plans that involve a considerable number of resources have been proposed. The Bilingualism National plan in 2004, Program for Strengthening the Development of Competences in Foreign Languages (PFDCLE for its acronym in Spanish) in 2010, The Bilingual Colombia in 2014, and the National Plan of English: Colombia Very Well! 2015-2025 (PNI for its acronym in Spanish) are some examples of such governmental policies. For instance, authors such as Estrada, Mejía, and Rey claim that the Colombian Government has invested close to 1,4 billion pesos in the most recent National Plan of English: Colombia Very Well! (Estrada, Mejía, & Rey, 2015). The budget invested in all the programs mentioned contemplate resources such as teacher training, English labs, textbooks, content-based books, etc (Fandiño et al, 2012, Cárdenas & Miranda2014. Diaz & Santana 2020). Likewise, pedagogical changes and strategies have been put forward at the national and district levels. Curriculum criteria, pedagogical principles and guidelines: Suggested English curriculum, 6th to 11th grades (MEN, 2016b) and Basic learning rights: English 6th to 11th grades). Didactic

resources have been implemented (Let's Learn English with the Adventures of Bunny Bonita, English for Colombia-ECO, My ABC English Kit: Supplementary Materials for English Learning and Teaching in Primary Schools in Colombia, and English, please!). Pedagogical strategies at the district level have been designed and are being implemented in public schools and with public teachers (District Spelling Bee, Level App, English in Action, English Hub, English Without Borders, Tandem Challenge, English Plus, Boost your English Now, Acompañamiento Curricular, English for teachers Virtual, and the companionship, training and certification of teachers in partnership with institutions such as; Institución Universitaria Colombo Americana-UNICA, Centro Colombo Americano, and Universidad Pedagógica Nacional de Colombia (Gómez, 2024. Secretaría de Educación Distrital de Bogotá, 2023). However, there to overcome; 73% of the students are graduating with A- or A1 level when the goal had been set in B1 level by 2019 according to the PNB 2023-2019 goals (Instituto Colombiano para el Fomento de la Educación Superior, 2024), schools' infrastructure, organization of the curriculum, availability of materials and technological resources, teachers' qualification and language proficiency, number of students per class, working hours, opportunities to use the language to communicate in the local context, (Diaz & Santana 2020. Gómez, 2024

In the report that the Colombian Institute for the Promotion of Higher Education (ICFES) publishes periodically, the results released about official schools during the most recently evaluated period (2023/4) show the following information regarding the English test included in the Saber 11 exam that is applied to all students at the end of their secondary education stage (ICFES, 2024). More than 88% of the students examined have a performance level of A2 or lower according to the Common European Framework of Reference for Languages (CEFRL). The remaining 12% are at level B1 or B+, which correspond to an

intermediate level in the use of English. From the perspective of EFL teachers, these figures can clearly show a picture that represents a major challenge which is taking students to a B1 English level and fulfilling the goals established by 2019, but they are not far from the reality of schools. However, if one considers that the Ministry of Education projected that by 2019 all students graduating from public and private schools would reach an intermediate level (B1), the landscape not only represents a challenge, but also means a failure of the bilingualism policies adopted in the National Bilingualism Plan of 2004 (Fandiño et al, 2012). This situation has led some political representatives to say that Colombia has failed with the bilingualism program and both the quality of the methodology implemented by language teachers and that of their professional training programs have been questioned (López Plazas, 2021). Against this backdrop, various institutions in the country are getting involved in promoting English learning (British Council, 2024; SED, 2023). Both the public and private sectors are interested in developing fundamental language skills in Colombians, as part of the goals of the PBN.

On the public front, as noted above, there is a growing interest in investing a considerable number of resources in education. In the private sphere, several language academies have recently been founded to cover a market that seems to be growing rapidly. Some examples of the programs in which private institutions have gotten involved in partnership with the public sector in Bogotá are English Labs, In-site companionship, Bootcamps, English Without Borders, etc. (British Council, 2024; SED, 2024).

1.2 Problem statement

Like many other Colombian public schools, Colegio Bernardo Jaramillo IED has gone through a period of great interest in developing English Language Skill. The academic community, students, families, teachers and managing board, has embarked on the process of establishing English as one of the main subjects of the curriculum due to the importance that our district government has given to the learning of this language (SED, 2024). However, when it comes to students' performance in English, eleventh graders on average have a level of A1 according to the recent Saber 11 Tests conducted in 2023 (ICFES, 2024).

These two previous facts have gotten the attention of teachers belonging to the Humanities Department at the school. Some of the teachers have insisted in the need for a culture of English. Finding different strategies to create such a culture has been the focus of the English teachers the most worrying aspects of students in secondary schools is a supposedly “poor” performance in language learning and the connection this fact has with their lack of autonomous strategies for learning the language (Dix, 2013. Hederich & Camargo 2015. Lagos & Ruiz, 2007). It is common for students to believe that only by attending class will they be able to speak this language at a C2 CEFRL level. That is why, the teachers in charge of the English subject of the Colegio Bernardo Jaramillo I.E.D, have insisted on the need for a culture of English language practice in spaces other than the classroom. This is a common consideration supported in meetings of the humanities department at school. It is well known by us as English teachers that this autonomous environment favorable for the development of English proficiency, must be strongly encouraged; the concern about how to start doing it has been part of the focus in the department of Humanities of the school.

The enormous number of resources that are available to students on the Internet and in other places such as public libraries or universities also becomes an opportunity to enhance that autonomy that is so indispensable today and that could be of great usefulness in any training process. Accessibility to digital resources can transform learning if used correctly. In fact, the theory of language acquisition and learning has long shown that such autonomy is important for exploiting these tools, which is beneficial in both directions (Oxford, 2017).

Finally, one of the factors that perhaps most complicates the task of promoting a student's autonomy and self-regulated learning (SRL) when learning a language is the lack of knowledge that teachers have about the appropriate route to achieve this end. For this reason, it is of utmost importance to carry out research in the context of Colombian education, so that the results serve as reflection and guidance on how new or better strategies can be adapted.

1.3 Rationale

The original idea behind this project arose from my own observation and experience as an English teacher. During my 15 years of experience as a language student and teacher. Having started in my late twenties to study English, I had to make crucial decisions about the pace of my learning, the sources where I would go to learn the language, the interaction I needed to practice it, the language tasks that provided me with better results and the ways in which I would evaluate my own improvement. Later, as a teacher, I would witness how the students with best results were the ones who “took matters into their own hands”; which means being able to make their own decisions regarding their learning path.

Some authors specialized in learning and teaching English as a foreign language have determined that there are huge differences in the learning outcomes of students who are exposed to similar language learning experiences (O'Malley & Chamot, 1990; Oxford 2017). Some experts have gotten interested in finding out where Pintrich, 2002).

To some extent it has been argued that the cause can be traced back to idiosyncratic factors such as personality, ethnicity, social background, and even gender. However, those theories are not one hundred percent proven (Zimmerman, 2013).

Recent studies (Díaz, 2024;Dix, 2013; Oxford, 2017; Reinders, 2023) in the field of education have pointed out that most of the progress in the learning process is due both to a nurturing social environment in which students can thrive, and to a set of characteristics that students display while participating in the task of learning a particular knowledge or acquiring a skill (Rani, 2015).

The first aspect of the above statement points to the education system as a whole; it is about the policies applied to a particular educational environment, situation and context. It is related to the accessibility to learning resources, the infrastructure offered by government and private institutions, and the organization of learning spaces and time. All these factors together are thought to explain student success or failure (Dix 2013; Zimmerman, 2013). However, it has been shown time and time again that failure and success in language learning are sometimes linked to a different set of factors that have to do with the learner's willingness to learn (Mohd, 2012, p. 12). As a result, some educational theorists (Deci & Ryan, 1995. Oxford, 2017. Pajares, 2006. Panadero, 2017, Zimmerman, 2000) turned their attention to a psychological perspective that has recently been called the self-regulation of learning.

Self-regulation theory, developed by psychologist Barry Zimmerman, focuses on the processes that individuals use to set goals, monitor their progress, and ultimately achieve those goals (Zimmerman, 2000). This theory is particularly relevant in educational and motivational contexts, as it sheds light on how people can effectively manage their own learning and behavior.

Some of the most important ideas that self-regulation describes and explores as its main ones are the following:

At the core of self-regulation theory is the concept of goal setting. People identify specific goals they want to achieve, whether in academic, personal development, or other areas of life. Clear and realistic goals provide a roadmap for self-regulation. (Bandura, 1986; Schunk, 2017).

Self-control: Self-regulation involves continuous self-monitoring, in which people evaluate their current progress toward their goals. This step requires a keen awareness of one's actions and results, fostering a reflective mindset. (Zimmerman, 2013)

Self-assessment: It is crucial to regularly evaluate performance against set goals. Individuals compare their accomplishments to their initial goals, allowing them to make informed judgments about their progress. This process helps identify areas of strength and areas that may need improvement. (Schunk, 2017)

Self-reaction: Based on self-evaluation, individuals engage in self-reaction. This involves implementing strategies to maintain or improve positive outcomes and address

any shortcomings. It may involve adjusting study habits, seeking additional resources, or modifying approaches to overcome challenges. (Schunk, 2017)

Motivation and volition: Self-regulation theory emphasizes the role of motivation in driving behavior. People must possess the motivation to actively pursue their goals. In addition, volition, or the ability to initiate and maintain actions, is essential in the face of obstacles. (Zimmerman, 2013)

Self-efficacy: A central element of the theory is the concept of self-efficacy, the belief in one's ability to perform a specific task. High self-efficacy contributes to a higher likelihood of success, as people who are confident in their abilities are more likely to persist in the face of difficulties. (Bandura 1986; Zimmerman, 2013)

Social influences: While individual self-regulation is essential, the theory recognizes the impact of social influences. Interactions with peers, teachers, and the environment can shape self-regulation processes, emphasizing the dynamic interaction between personal and external factors. (Bandura, 1986; Schunk, 2017, Zimmerman, 2013)

In summary, self-regulation theory provides a comprehensive framework for understanding how people set and pursue goals, monitor their progress, and adapt their strategies to achieve success. It underlines the importance of self-knowledge, motivation, and adaptability in the pursuit of personal and academic goals.

Discovering to what extent Bernardo Jaramillo's students self-regulate while they dedicate themselves to the learning English as a foreign language can end up being crucial, since in this way we can address different teaching methods to stimulate a deeper learning of this language that encompasses both the ideas of the students and those of the teacher. Students who successfully self-regulate in the EFL learning can also thrive in other areas

of knowledge since they may apply the strategic factors of self-regulation upon other areas across their curriculum and later in other scenarios where they may need to learn something else. It has also been remarked that successful students tend to replicate their strategies throughout their lives and, consequently, self-regulation has been shown to have long lasting positive effects regarding professional and economical outcomes.

The benefits of observing how students learn and how much they can do things like set their own goals, monitor their own progress, and evaluate how much they have learned, among other components, will give a clear clue about the type of actions teachers can implement outside and inside their classrooms. This last reasoning is the one that drives the research in question, in search of those students' practices that can be identified as self-regulation strategies implemented by learners and that can be used in favor of a better learning of a language.

1.4. Research Questions

To identify current practices and students' factors or constraints when learning a foreign language in the context of a public school, the following questions were posed to guide this study:

Main Research Question:

1. What do Bernardo Jaramillo-IED-school eleventh grade students' current learning strategies in EFL learning reveal about their self-regulation?

Subsidiary question:

2. What suggestions for the academic community at Bernardo Jaramillo school can be drawn out of the eleventh-grade students' current learning strategies to develop their self-regulation in EFL learning?

1.5. Research Objectives

The objectives of the research in relation to the questions mentioned above are presented in the next section of this introductory part.

General Objective:

1. To describe what the Bernardo Jaramillo school eleventh-grade students' current practices in EFL learning reveal about their self-regulation.

Specific Objective:

2. To provide some suggestions for the academic community based on the eleventh-grade students' current practices in EFL learning to develop their self-regulation.

CHAPTER 2

Theoretical framework

To identify the learning strategies of EFL learning used by the group of students of 1104 at Bernardo Jaramillo school; first, the concept of learning strategies will be described and related to the broader and more recent concept of strategic factors of self-regulation advanced by the American Educational Psychologist Rebecca Oxford (2017). The principles of self-regulation will then be presented as they inform most of the new model of strategic self-regulation model of language learning (S2L) by Oxford (2017). These principles will be preceded by a brief recount of the history of the self-regulation theory that has impacted greatly the landscape of learning strategies in the recent years. The combination of the two theories in Oxford's model offers a template to explore and diagnose the self-regulation development among the population studied.

2.1 Learning strategies.

According to Griffiths (2004) what would later be known as the field of learning strategies was pioneered by researchers such as Rubin and Stern during the mid-seventies. Later, theorists like Robert Ellis and Rebecca Oxford developed research regarding the kind of activities that could be considered as language learning strategies. Most of the ideas advanced during the time continue to be taken as the groundwork for the theory that still today is widely used to categorize and classify the strategic behavior of language learners around the world (Marenco, 2023).

Oxford (2017) asserts that learning strategies should be understood 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) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency. Strategies

are mentally guided but may also have physical and therefore observable manifestations. Learners often use strategies flexibly and creatively; combine them in various ways, such as strategy clusters or strategy chains; and orchestrate them to meet learning needs. Strategies are teachable. Learners in their contexts decide which strategies to use. Appropriateness of strategies depends on multiple personal and contextual factors. (p.48)

Oxford classifies the strategies into six main categories which are the following:

Cognitive Strategies: These strategies involve direct manipulation of learning material, such as repetition, information organization, elaboration, and inference. Examples include notetaking, summarizing, and using mnemonics.

Metacognitive Strategies: These strategies help students plan, monitor, and evaluate their own learning. They include task planning, self-evaluation, and time organization.

Memory-Related Strategies: These help learners store and retrieve new information. Techniques include using flashcards, creating associations, and employing imagery.

Compensatory Strategies: These are used to overcome gaps in knowledge. Examples include guessing meanings from context, using synonyms, and employing gestures.

Social Strategies: These strategies involve interaction with others to enhance learning. They include asking for clarification, working in a group, and practicing with native speakers.

Affective Strategies: These strategies help students manage their emotions, motivation, and attitudes toward learning. They include techniques such as relaxation, the use of positive affirmations, and self-reward.

Oxford (1990) highlights that the effectiveness of learning strategies can vary depending on the cultural and educational context. Therefore, it is crucial to adapt strategies to the specific needs of students and the environment in which they find themselves. Consequently, a central objective of Oxford theory is to

promote student autonomy, allowing them to take control of their own learning and develop skills that allow them to learn independently. (López Padron, 2018)

2.2 Strategic self-regulation model of language learning (S2L).

In 2017 and after some years of intense research in the field of language learning strategies, Oxford (2017) define a new model that combined the findings in learning strategies with the ones that had been developed in a discipline that evolved in a parallel path: self-regulation. The combination of these two fields in educational psychology rendered some novel ideas that can be summarized as follows:

Oxford's Strategic Self-Regulation (S2R) Model of language learning is a comprehensive framework designed to understand what effective learners do to manage their own language learning processes. The model contemplates three meta strategies that are composed of metacognitive strategies that involve the planning, monitoring, and evaluating that the learner performs regarding his or her own learning. Metamotivation strategies through which learners manage their motivation and emotions, and meta social strategies with which the learner manages social interactions and cultural understanding. The rest of the model keeps the other six categories of language learning strategies that were mentioned above, namely: Cognitive, memory related, compensatory, social, and affective strategies. These categories relate directly to the elements outlined in the self-regulation learning model that had been considered as another framework to understand what learners do to incorporate knowledge and skills into their educational development. The next part in this chapter will be focused on a brief exposition of the self-regulation theory historical background followed by a short exposition of its relevant elements.

2.1 History of Self-regulation Theory.

The development of self-regulation theory in educational psychology has been instrumental in understanding how students achieve academic success. Throughout the latter half of the twentieth century, as education gained importance in human development, scholars focused on why some students excel while others do not. This led to the identification of self-regulatory behaviors, such

as goal setting, strategic planning, monitoring progress, and evaluating outcomes, which are crucial for academic achievement. These behaviors were initially studied in higher education but were later recognized as essential at all educational levels, beginning in early childhood. Barry Zimmerman's work was foundational in establishing the cyclical nature of self-regulation.

Research in the late 1980s and early 1990s shifted towards developing intervention strategies to improve self-regulation among students. Studies demonstrated that teaching students' self-regulation techniques, such as goal setting and planning, significantly improved academic outcomes. This period highlighted the dynamic, cyclical relationship between the use of self-regulation strategies and academic success, where each reinforces the other. Methodologies also advanced, with research like Schunk and Swartz's 1993 study showing the positive impact of feedback and instruction on writing skills, further emphasizing the importance of self-regulation in education.

From the 1990s onwards, research has focused on refining tools and methods to measure self-regulation processes in real-time, revealing the complex relationship between self-regulation strategies and academic outcomes. Studies have used technology to track students' actual use of these strategies, often finding gaps between their perceptions and behaviors. Future research is expected to explore the influence of context and culture on self-regulation, improve real-time measurement techniques, and promote self-regulation as a critical skill in a knowledge-driven world. Understanding the historical development of self-regulation theory is vital for democratizing these skills and recognizing their impact on modern society.

2.2 Main tenets of the theory of self-regulation

In the following paragraphs, some of the main principles of self-regulated learning will be explained in detail.

As Panadero (2017) states, one of the most complete concepts that most researchers in the field of educational psychology use are those advanced by Zimmerman in 2009 (Schunk, 2017,) who conceives *self-regulation* as "*...the ways in which students systematically activate and maintain their cognitions, motivations, behaviors and affects, towards the achievement of their objectives*"(p.301). As you can see from the definition of this concept, self-regulation refers to both activating and maintaining different elements while trying to achieve a goal. Therefore, self-regulation should be taken as a process by which certain resources available to the student are applied to achieve their purpose.

Most of what has been said about self-regulation goes back to the establishment of autonomy as an essential right of every human being in democratic societies. However, terminology relating to education and the basic rights of learners has overshadowed the impact of the concept of autonomy in relation to educational environments. That is why, for most people in the American tradition of psychology, it is better to use some terminology (Schunk, 2017) that tries to distance itself a little from the political tradition of the term autonomy and leave it to the use in some other traditions far from the North American tradition of the study of autonomy (Ushioda, 1996).

The next part of the text will take into consideration the concepts that the North American tradition enunciates as those that engage in the process of self-regulation. There are six concepts that are key to understanding the phenomenon of self-regulated learning, namely: Cognition,

behavior, motivation, emotion, interaction, environment (Schunk et al, 2008). More recently, it has been found that these concepts relate directly with some strategic factors in SRL that are the ones this study mostly refers to while characterizing the behavior and learning practices that students of 1104 at Bernardo Jaramillo school activate when learning EFL (Habók & Magyar, 2018). Strategic factors of self-regulation mentioned by Habók and Magyar and validated in their research are cognitive, metacognitive, metaaffective, sociocultural interactive and meta sociocultural interactive.

2.2.1 Cognition

Cognition is a crucial mental subsystem involved in learning and understanding. It encompasses working memory, long-term memory, inhibitory control, task-switching, and executive function. Educational psychologists agree that these cognitive elements are essential for effective learning. Information is processed through the senses and evaluated with the participation of these cognitive elements to eliminate uncertainty and integrate new knowledge. The novelty of information is managed by both working memory and long-term memory, which help students assess the significance of new information. Inhibitory control is necessary to focus attention, while task-switching allows students to manage information overload. Executive function, which involves impulse control, explains why some students can follow instructions and delay gratification for greater rewards.

2.2.2 Behavior

Behavior refers to the observable actions a student undertakes to learn a task or develop a new skill. While cognition occurs in the mind, behavioral activities are its necessary counterpart in self-regulation. These activities can range from simple environmental adjustments to more complex

tasks like recording performance or seeking feedback. Observable behavior is a key indicator of a student's success or failure in self-regulation. Students with high self-efficacy tend to delay gratification, focus better, and tolerate criticism, while those with low self-regulation are more likely to procrastinate, engage in self-defeating behaviors, and blame external factors for their failures.

2.2.3 Motivation

Motivation is the drive and persistence to achieve a goal, even in the face of challenges. It varies in intensity and source, influencing how students approach learning tasks. Students with high self-efficacy are more likely to persevere despite difficulties, while those with low self-efficacy may lose interest and give up. Participation in academic activities is a strong predictor of success or failure. Intrinsic motivation, such as the desire to contribute knowledge or fulfill spiritual beliefs, is generally more effective in sustaining effort than extrinsic motivators like grades or rewards. Self-established incentives, such as rewarding oneself after completing a task, can also enhance motivation.

2.2.4 Affection

Affection refers to the emotions experienced by students during the learning process, which can significantly influence self-regulation. Feelings like fear can have both positive and negative effects: fear of inadequacy may drive students to adopt better self-regulation strategies, while fear of failure may prevent them from attempting challenging tasks. Emotions such as happiness, pride, and responsibility tend to lead to positive learning outcomes, while negative emotions like embarrassment and anxiety can result in self-destructive behaviors like task avoidance and

procrastination. Understanding the emotional aspects of learning can help identify factors contributing to school and college dropout rates.

2.2.5 Interaction

Interaction, also referred to as social commitment by some, involves the interdependence of behavior and cognition within social contexts. Students engage in activities that involve the active participation of peers or role models, which can enhance self-regulation. Teachers often serve as models for students, but peers can also be valuable sources of successful self-regulation strategies. Seeking help from others, whether from teachers or peers, is a highly effective self-regulation behavior. Cooperation and accountability within groups can further enhance self-regulatory performance, as students seek approval from peers and learn from each other's successful strategies.

2.2.6 Environment

The environment includes external conditions that can influence a student's ability to self-regulate. These factors range from living conditions and socioeconomic status to educational environment and school climate. Environmental stressors like poverty, illness, or daily discomforts can significantly impact the deployment of self-regulation strategies. Students often need to manage these stressors while trying to learn, which can drain cognitive and metacognitive resources. The effects of environmental factors can vary widely among individuals, with personal characteristics playing a role in how students respond to stressful situations.

2.2.7 Metacognition

Metacognition, or the ability to think about one's cognitive processes, is a key concept in self-regulated learning. It involves using cognitive resources to assess and modify learning strategies based on their effectiveness. Metacognition operates on two levels: the metalevel, where learners evaluate their cognitive processes, and the object level, where they engage in the task itself. For example, if a student finds that repeating a list of verbs aloud is not effective for memorization, they might choose a different approach to improve their learning outcomes.

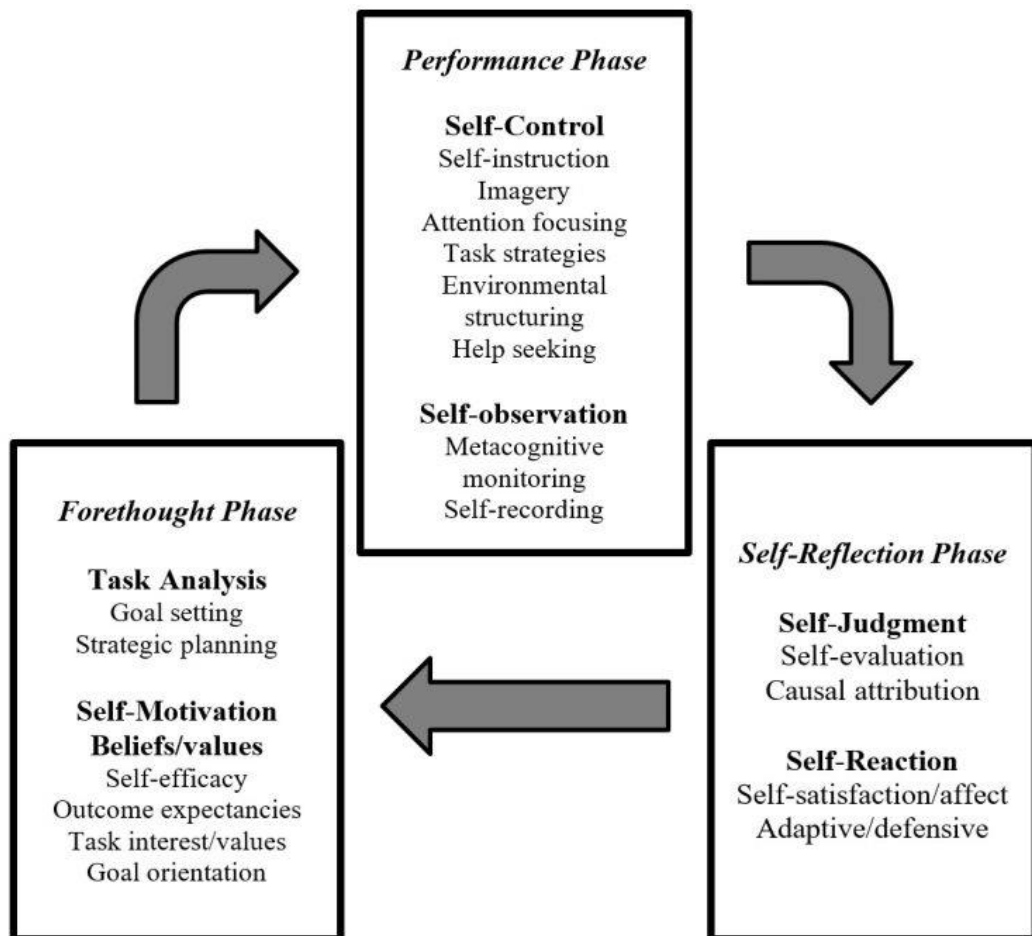


Figure 1 Zimmerman's diagram of self regulation processes

CHAPTER 3

State of the art

The following review of literature was divided into two main phases. During the first phase some of the most recent international articles were selected considering the relationship with the object of the research and the constructs that are dealt with within the scope of the problem of investigation. Three articles were selected, their ideas are briefly exposed and discussed in relationship with the object of the research and some conclusions either about the frame of concepts or the methodology used in each study were linked to the development of the research.

A second phase consisted of the identification of relevant literature within the field of language learning strategies and self-regulation of EFL learning in the local context of Colombian education. Initially, a total of nine works were selected. However, in a closer inspection of all documents, only five demonstrated to have a clear connection with the research object at hand and offer some insights into the language learning strategies of Colombian learners or their self-regulation processes while learning EFL.

3.1 Review of the International Literature:

The study on self-regulation among students at Colegio Bernardo Jaramillo I.E.D. in Bogotá highlights the need for a comprehensive understanding of the self-regulation process, despite not covering all possible constructs. The concepts discussed are grounded in decades of research and are vital for developing an effective framework tailored to the local context of Bogotá's students in the early 21st century. A key figure in this research is Zimmerman, who defines self-regulated learners as active participants in their learning process, engaging in a cyclical interaction of personal, behavioral, and environmental processes. This

approach emphasizes the student's role in taking responsibility for their learning, making it applicable across various educational settings (Panadero, 2017).

Zimmerman's Contributions to Self-Regulation

Zimmerman's work has evolved from a cognitive modeling approach to a more complex, cyclical view of self-regulation. Initially, his triadic model focused on the interaction between person, environment, and behavior, which reinforced or weakened self-regulation processes. His recent models introduce a multilevel framework that includes foresight, self-performance, and self-reflection phases, allowing students to modify their learning strategies continuously. This cyclical nature of self-regulation has been operationalized across different educational contexts, providing a robust foundation for understanding and improving student learning behaviors (Zimmerman, 2000).

Reinders' Perspective on Institutional Support for Self-Regulation

Hayo Reinders, a New Zealand researcher, offers a critical view of the institutional support for self-regulation, arguing that its success depends on long-term cultivation within supportive environments. Reinders emphasizes that self-regulation must be nurtured from an early age and sustained by institutions committed to fostering this skill. He illustrates how students, like Surendra, employ various strategies to achieve their language learning goals, demonstrating the importance of perseverance and self-efficacy in the learning process. Reinders' work underscores the need for a comprehensive approach to self-regulation that extends beyond individual effort to include institutional and environmental support (Reinders, 2023).

Shared Self-Regulation of Learning (SSRL)

An emerging perspective in the field is the concept of Shared Self-Regulation of Learning (SSRL), theorized by specialists like Hadwin and Järvellä. SSRL emphasizes the collaborative nature of learning, where self-regulation, co-regulation, and shared regulation occur within group settings. In SSRL, learning

is seen as a collective process where group members influence each other's strategies and actions. This approach differs from traditional self-regulation models by highlighting the importance of social interactions and group dynamics in achieving learning goals. The nuanced understanding of SSRL provides a richer context for studying self-regulation in complex educational environments like schools, where collaborative learning is integral (Hadwin & Järvellä, 2020).

3.2 Review of Literature in Colombia.

In Colombia, there has been a wide range of research on self-regulation. From different perspectives and areas of research, self-regulation has attracted the continuous attention of experts from both the educational and psychological fields. It is important to point out the findings that these researchers have obtained from these disciplines. The following paragraphs portray some of these findings of the researchers that have been taken into account for our research project in the local context of our country.

In this section, four researchers will be presented since their findings shed light on the entire process of self-regulation from a closer perspective, which in turn will positively impact our explanation of the concept.

a. In her article "Motivation and the Concept of Self-Regulation: Theory and Implications for English Language Teaching and Learning in Colombia," Beatriz Peña Dix (2013) explores the intricate relationship between self-regulation, motivation, and self-determination in the context of learning English as a Foreign Language (EFL) in Colombia. Peña defines self-regulation as an intentional effort to control learning processes and deepen content engagement, aligning it with mainstream theories of self-regulation. She emphasizes that self-regulation is closely tied to motivation, particularly in the context of Gardner's Integrative Motivation (IM), which involves positive feelings towards the language community. However, Peña argues that Colombian students

are more likely to experience instrumental and extrinsic motivation due to limited cultural contact with English-speaking communities, which can hinder the development of self-regulation. Additionally, she highlights the cultural relativity of self-determination theory, elaborating on how collective cultural values in Colombian society might impact students' adoption of autonomous learning practices. Peña concludes by advocating for a broader perspective that integrates Gardner's socio-cognitive theory of motivation and Deci and Ryan's self-determination theory, underscoring the complexity of the relationship between self-regulation, motivation, and self-determination, and calling for critical studies to address the specific needs of Colombian L2 learners. She asserts that self-regulation embodies the highest form of cognitive engagement essential for academic achievement.

b. The article "Principles of Self-Regulation in EFL Mediated by Dialogic Tutoring Sessions," authored by Colombian university professor Imelda Zorro Rojas, explores strategies to enhance self-regulation and autonomous learning among students in a Bachelor of Arts program for English language teaching in Bogotá. The study involved eight instructors trained to promote self-regulation who interacted with 18 students, addressing the prevalent instructional model focused on knowledge reproduction. The research identified four key principles—addressing needs, interests, and beliefs; setting goals; learning scaffolding; and providing quality feedback—that positively influenced self-regulation in the diverse group of instructors and students. These principles are crucial in fostering autonomy and improving learning outcomes in the context of foreign language teaching.

The article emphasizes the importance of creating a supportive learning environment that encourages students to take ownership of their learning journey, highlighting how the principles can enhance self-regulation skills and lead to more effective language learning experiences. While

the principles are primarily applicable to university-level students, the insights offered are valuable for public education in Bogotá. They provide guidance on fostering proactive behaviors in high school students preparing for higher education and help teachers at various stages of the learning process to identify and cultivate effective learning behaviors. Additionally, the findings offer a framework for assessing the development of self-regulation processes in local educational institutions, underscoring their importance for successful language learning.

c. The master's thesis "Development of Self-Regulated Learning with Eleventh Grade Learners of English as a Foreign Language" by Carmen Alicia Galindo Martínez, a Colombian high school teacher, explores the impact of self-regulated learning (SRL) strategies on students at a public school in Bogotá. Through a four-cycle pedagogical intervention, Galindo examined three aspects of the SRL process: metacognitive competence, study skills, and self-efficacy. The research revealed significant improvements in students' metacognitive skills, such as strategic learning and awareness of the learning process. Notable strategies developed by students included goal setting, focusing on topics of interest, and tracking achievements. Additionally, students demonstrated a greater awareness of how the language learning process contributed to their overall well-being. The study also highlighted enhancements in study skills, particularly time management and social learning, which contributed to higher academic achievements both inside and outside the classroom.

Galindo's research further emphasized the increase in students' self-efficacy, defined as confidence in one's abilities to succeed in tasks. Initially, students exhibited low self-confidence and motivation, but these improved markedly as the SRL strategies were implemented. However, the study also identified challenges, such as a significant number of students who maintained low

self-confidence, which Galindo attributed to factors like low responsibility, the school's assessment system, and negative attitudes towards SRL. These factors were linked to broader social, family, and school contexts, influencing students' active or passive roles in the learning environment. Overall, the study underscores both the potential benefits and limitations of SRL in EFL classrooms, pointing to the need for institutional support in public schools to fully develop SRL strategies.

One aspect that is important to highlight is the enormous vision that this study gives us. The implementation of the SRL in an English as a foreign language classroom in Bogota clarifies the benefits and drawbacks of applying this approach. In addition, the findings of the study also show a common panorama in our environment, related to the lack of institutionalized support to develop SRL in public schools.

d. In his master's thesis, Andrés Díaz (2024) explores the roles of metacognition and learner autonomy in English language acquisition among six customer service representatives (CSRs) working in a Bogotá call center. His research provides valuable insights into how English learners in the early 21st-century Colombian context have assumed responsibility for guiding their learning processes. Díaz emphasizes the significance of metacognition—defined as learners' awareness and control over their cognitive processes—and autonomy in effectively navigating the challenges of English as a Foreign Language (EFL) learning. Through a detailed analysis, he presents the strategies commonly employed by learners in Bogotá, offering a robust example of research that bridges institutionalized education and independent learning experiences.

Díaz's findings reveal that the CSRs exhibited high levels of metacognitive awareness and autonomy in their learning processes. The study, which utilized questionnaires and interviews, identified two key components of metacognition: knowledge of cognition and regulation of

cognition. The participants demonstrated a strong understanding of their cognitive processes and effectively regulated these processes to maximize learning outcomes. Similarly, the research highlights the learners' significant sense of autonomy, where participants took full responsibility for their learning decisions, perceiving their success or failure as primarily dependent on their actions rather than external factors

e. In *Language Learning Strategies Research in Colombia: A Review of the Last 10 Years*, the Colombian professor Miguel Marengo (2023) analyzes current trends in the field of language learning strategies in Colombia during the last 10 years. The methodology that was used was a systematic literature review using databases to identify relevant empirical research.

The study found that learning strategies have been explored mainly from a qualitative perspective with small sample sizes. The need for future research with mixed approaches is suggested.

The main implications of the study can be summarized in the idea that the importance of strategy instruction in language teaching curricula to improve student autonomy and achievement is crucially underlined.

3.3 Final reflections from the literature review

The productive landscape of ideas regarding SRL in EFL certainly has a sound and clear effect in the framework of ideas that build up this study.

Firstly, it is important to unveil how much integrative motivation can be found in the students that are part of the investigation. This means that by paying attention to the type of strategies and strategies factors we may identify how close and intrinsically motivated students might feel.

Secondly, even though some suggestions are principally addressed to the teachers and professors, they can also guide us in terms of the key elements that we may look for in students' behaviors. As an instance of the previous, we may look for interest in the students by assessing how much they ask for help, who they ask for help from and what kind of needs they identify as theirs by the type of requests they make regarding their EFL learning process. Regarding the type of tutoring students expect to get from their teacher. Traditionally teachers tend to be seen as sources of knowledge and not facilitators of it. If students tend to ask questions regarding the knowledge a teacher may have, this links directly to the dependence on the teacher as a provider of information, while if the students ask for help regarding the best way to do a task, they may see the teacher as a source of experience who can facilitate the learning process. In that regard, we should look for the different types of requests that come from the student to evaluate their strategic factors of self-regulation.

Thirdly, the three categories studied in Galindo's thesis can serve also as a gauge to measure self-regulation. First, we may need to look for ways in which students are aware of their learning process. How they establish what they know and aim at what they do not know while engaged in a task. Second, another aspect to consider in students' behavior is how they solve tasks and what study skills they tend to use or avoid. Third, the final aspect to observe is that of self-efficacy or to measure how confident they express themselves while learning EFL.

From the last author reviewed, it is advisable to take his clear ideas about metacognition and what they involve in the learning process. An indirect way of examining students' metacognition is to observe how engaged they feel with the micro tasks and the strategies they may put into practice to develop them. In other words, how much students know about how to get satisfactory results in their learning of EFL. If they know how to get good results and can get them,

that is going to represent good levels of metacognitive awareness, otherwise this factor may appear to be low according to Diaz's suggestions.

In this order of ideas, by contrasting and implementing alternative qualitative observations of the students' interest, motivation, self-efficacy, study-skills and metacognitive awareness we may obtain a general picture of what is going on in the EFL learning of a group of students. However, these observations can also benefit in detail by the analysis of quantitative data to confirm or refute such observations.

The following chapter offers a detailed discussion of the methodology of the investigation and the perspective adopted to get the best results from the data gathered.

CHAPTER 4

Methodological framework

The methodology used in this study is described in the following section. Two main factors were taken into account when choosing the type and focus of the research. On the one hand, the nature of the reality to be explored advised to adopt a perspective on how to approach it from a sensitive and precise vision and on the other hand the amount of data collected meant that a useful way of organizing and evaluating it had to be efficient and effective.

The lines that follow will show, firstly, the type of focus that the research has; second, the type of study that coherently emerges from that approach, the third, a brief description of the subjects participating in the study, and the fourth, the data collection process, its instruments and procedures, including the ethical and data collection procedures that were applied to ensure the transparency of the research.

4.1 Methodological paradigm

Educational research can be considered a complex process not only because of the number of variables and elements involved in education; but also because of the multiple relationships and the unpredictability of the mutual effects between the variables considered. Compared to other areas of research, the humanities, and especially education, involve sociological and psychological aspects of human interaction and reflection that require a potent paradigm to observe the inevitably complex realities under scrutiny (Cohen et al. 2007).

There have been many discussions about the basic characteristics of education and the need to conduct research in education in an accurate and appropriate manner (Cohen et al. 2007). This fact entails an enormous responsibility for the researcher who embarks on it. However, the importance of doing research in the educational field implies a deep look at the object under investigation from different perspectives to enrich the possibilities of a powerful explanation of said object.

The above reflections suggest a methodological paradigm that could be successful and fruitful. In other words, the paradigm and design of research can bear the best fruits if it allows a broad use of scientific tools that enable the researcher to capture a plural number of observations and "interactions" in accordance with his or her interest in study.

Different paradigms have been implemented to achieve a comprehensive understanding of "Education" and pedagogical practices. One of them is positivism, which considers education as the technical instrument that allows societies to create, transmit and evaluate knowledge. From this paradigm, the role of the researcher in education is to have representative samples, seeking that the conclusions found can be applied in other contexts, assuming an objective stance of the rigorously observed reality. A second paradigm is the hermeneutical-constructivist theory that considers education as the interaction between multiple individuals and where the researcher has a multifaceted role to the extent that he or she is an active interpreter of reality and a co-constructor of meanings, being aware of the influence that despite his objectivity, has in the research process. There is also the paradigm of critical theory that allows an approach to pedagogical practices and the way in which they directly affect the teaching-learning processes, especially because they entail relations of power, dependence or submission. This third paradigm takes into account the reflective role of the researcher, questioning the pedagogical practices of both others and one's

own, if it is an internal researcher, committing to a change in education, whose power structures must be demystified, revealed and combated; at the same time assuming a political vision of the practice of research in education in a given society.

The above panorama allows us to observe the three paradigms that point out important factors in relation to the object of study "education", all three seem to contribute systematically to achieve a greater understanding of this object of study. That is why it definitely seems much more appropriate to assume a paradigm that can make compatible some of the postulates of the paradigms seen. Complexity theory offers exactly that, as it helps to consider education as an adaptive system with some features in which the usual laws of causality do not seem to work in a linear fashion, control and predictability over the system cannot be achieved in a simple way, and policies can have uncertain consequences if not carefully analyzed.

Researchers in education can benefit from observing the reality of schools, forgetting about the control and manipulation of variables and leaving room for new concepts such as interconnectedness, self-organization, the emergence of subsystems, and feedback loops. That is, from the positivist paradigm, the attitude of experiencing reality is adopted through actions that can allow, through the senses, to establish constant relationships between facts, in such a way that positive results can be given in education by having greater rigor and objectivity in the face of educational practices. From the hermeneutical point of view, on the other hand, there is an aspiration to obtain a deeper understanding of education by considering the point of view of others. Finally, from critical theory, the objective is to unveil unequal power relations and act to overcome them. (Cohen et al. 2007).

4.2 Research Approach

The present research takes a mixed approach to allow the researcher a broader scope of the voices of the participants involved, as well as a broader interpretation of the data collected. As Ponce and Maldonado (2015, p9) say: "A mixed-methods study is research that intentionally combines or integrates quantitative and qualitative approaches as components of research." In other words, a mixed-method approach brings more robust research, as it combines the strengths of more reliable data capture through quantitative procedures and techniques while also giving the researcher the opportunity to understand and interpret first-hand the voices of the people involved in the research (Ponce & Pagán, 2015). This last factor underlines a typical characteristic of a teacher-researcher in the classroom, for whom the relationship with the object under investigation and those who are part of the research has great value and therefore a dialectical relationship is established. The teacher-researcher knows a little in depth and in various ways throughout his research, the realities of the people who are in his classroom, the complexities of working in a social environment where the realities of people from different backgrounds converge to share knowledge and create an environment where a wide range of psychological factors of each participant involved come into play (Creswell, 2003, 2014).

It is worth mentioning that there are several reasons why a mixed-method research approach seems to be advisable for this particular study, an example of which is the nature of the problem investigated: Self-regulation, which inside and outside the classroom cannot be fully deciphered by measuring how many of the processes are activated by a student during a given period of time. This must also be approached from the interpretive and subjective point of view of the student to the extent that you need to manifest your own truth as you experience the learning

process, recognizing that realities are multiple, and can be seen from different angles (Cohen, 2021).

On the other hand, research of research, whose activation complexities of SR processes and strategies can be seen from an external perspective from the researcher's point of view, but students who experience it from within can also offer their own perspectives on how they view the activation of those processes and, more importantly, what triggers them in the first place. The inescapable philosophical question of causality, responsibility and determinism. It can also be approached from a method that allows the plural voices that participate in the study to be heard (Ponce & Pagán, 2015). The research process, on the other hand, whose objective from a mixed approach study is for the researcher to fully understand the reality studied. Self-regulation shows aspects that the researcher can easily measure using procedures that show a high level of reliability in the literature on this area, but it also shows aspects that can only be reported directly by the actor involved in the self-regulation experience. To explore the complexity of this situation, it is necessary to have a research plan in which both types of aspects are considered and evaluated in a coherent and simultaneous manner. However, through the research process, the researcher may find that there are emerging factors that can be explored more accurately by following a quantitative or qualitative approach, so that the study has greater reliability of it, so that changes of perspective are allowed to achieve a manifestation or direct expression from various points of view of the aspect that emerges (Creswell, 2021).

Finally, the researcher's point of view: The researcher's approach must start from observation, where the study of the product is prioritized over the process, without neglecting the latter. Decisions regarding the combination or integration of quantitative and qualitative approaches are made based on their ability to provide information on the complexity of the problem

and address research questions, ultimately achieving the objectives of the study. Self-regulation requires greater flexibility, as it comes in a varied number of ways in which the researcher needs some degree of flexibility to apply his or her own set of criteria to study an aspect of the phenomenon in question (Collins, 2009).

As can be seen in the set of reasons above, a mixed approach is the most appropriate in this study given all the particularities offered by the reality explored.

4.3 Setting

Colegio Bernardo Jaramillo I.E.D. is a public school located in the south of Bogotá. It has 1,848 students for a total of 49 groups of students who attend the school in two days. The morning shift receives 32 groups, and students attend school from 6:30 a.m. to 12:15 p.m. The afternoon shift covers a total of 18 groups and the study schedule is from 12:20 p.m. to 6:20 p.m. Tenth and eleventh graders only attend school on the morning shift, but their school hours are longer, attending school from 7:00 a.m. to 3:05 p.m. The number of groups attending the tenth and eleventh grades is nine groups with approximately two hundred and seventy students in total. The group of students who attend these two grades is traditionally known as "media." This term is related to the Colombian structure of the stages of formal education. The stages of public school in Colombia are divided into four main stages in most public schools, namely: preschool comprising three grades, primary school running from first to fifth grade, secondary school running from sixth to ninth grade, and vocational middle school comprising students from the last two grades offered by public education; Tenth and Eleventh. It is also important to underline that the budget supporting public education comes from national and local governments and that education is considered a right of all citizens and compulsory attendance is also enforced for children between five and sixteen years of age.

At Bernardo Jaramillo, classes are held from Monday to Friday and the school offers all the compulsory subjects plus a component of subjects that are called emphasis on entrepreneurship in which children and adolescents study areas related to business and entrepreneurial skills.

In 2021, the school decided to offer its middle vocational students a second emphasis that focuses on communication and logical thinking skills. One of the priorities of this second emphasis is to provide students with tools that allow them to have the skills to achieve satisfactory levels of performance in postsecondary education (technical, technological, and university).

According to the school plan, half of the "intermediate" students are chosen to study in the "second emphasis" program. These students are selected according to the performance shown in previous grades and the students' own preferences. Their performance in language, mathematics and information technologies is taken as an input to make the decision to assign each student the emphasis in entrepreneurship or the emphasis in communication and logical thinking, however, their own opinion about the chosen option is taken as the most important factor in making an appropriate decision. The decision-makers are the school counsellors' team that considers the opinion of the pupils' parents, the coordinators, as well as the principals and teachers who are actively involved in the groups to which the pupils belong.

One of the subjects taken by students with an emphasis on Communication and Logical Thinking is "English Club", whose purpose is to offer students conversational skills in English so that they reach a B1 level according to the CEFR. The first batch of students in this specialty did so in 2023 and from this group of students, the participants were chosen to carry out the study.

In addition, there are several specific factors in the institution that refer to the vision of the English language and the place it occupies in the curriculum, as well as the role it

plays in the school. The following are some other characteristics that should be considered before embarking on the description of the population involved in the study.

English, like any other subject in the school curriculum, is taught four hours a week in most elementary and middle school grades. The curriculum for this area is designed from the beginning of the school year, with the participation of all the teachers in the area and is later reviewed by the heads of the area and implemented by the teachers of the institution's language department.

The definition of standards, objectives, themes, strategies, etc., is a collaborative process carried out by the teachers themselves, who from the beginning of the school year meet with their proposals, considering the diagnosis made to the students and the educational policies for the area.

The groups range from 34 to 40 students, who sometimes have facilities (rooms) specially adapted for language learning, that is, material for learning the English language such as televisions has been acquired, which facilitate access to new ways of knowing and understanding another language.

However, the equipment and teaching materials, although adequate, may soon become obsolete due to the time they have in school.

There is a commitment on the part of language teachers to make a difference in teaching processes and improve the level of English of students, evidenced in the constant search for investment in materials for the area, which has been achieved for the entire Humanities department in the school.

4.4 Participants and sampling

Twenty-nine students participated in the study. Seventeen of the students are men and twelve are women. The ages of the students range from fifteen to eighteen years old and most of them are of Colombian origin, except for one of them who is from Venezuela. Although self-regulation was not studied with respect to students' gender and how self-regulation relates to gender, social origin and ethnicity still needs to be studied, it may generate a new research study. The process of selecting study participants followed the following process:

1- Initially, four groups of students were considered as the population universe that was part of the research. These students belonged to the "medium" population of our school that studied with an emphasis on Communication and Logical Thinking. There was a total of 128 students that the researcher had in his "English Club" class. Of these 128 students, 75 belonged to groups 1001 and 1002. The rest were students belonging to groups 1103 and 1104 students (53 students in total).

2- All students in the groups were informed about the study and were also informed about the next step. Only one of the groups would ultimately participate in the study. From the groups that were selected at the beginning, a sample was taken to carry out the study, a sample that was taken randomly by the researcher and included the participation of a member of each group that participated in the selection process. The group that was selected was 1104 with a total of 30 members, in order to understand in a more detailed way the social context and its nuances, in addition to the group dynamics as mentioned by García and Lerna, citing Clark (2019).

3- 30 students out of 1104 received a formal invitation to participate in the study and, in addition, their parents and caregivers were asked to sign a consent form for the students to participate. All but one of the students brought signed consent forms by the due date. Therefore,

one of the students was not taken as a participant as she was unable to sign her work before the deadline to deliver it to the researcher. As a result, the research was carried out with 29 students in total.

4- The 29 students answered the questionnaire designed as part of the research. Next, 14 students were randomly selected to participate in a focus group in which they answered a semi-structured interview. Simultaneously, the researcher carried out a series of seven observations in class that were collected in the form of a class diary where notes could be taken on self-regulation strategies when observed in class.

4.5 Data collection tools and procedures

The research included the use of three basic instruments for data collection: a questionnaire, a semi-structured interview and a class diary. The three instruments ensured the reliability and validity of the data collected, allowing the exploration of both the students' perspective on their EFL learning process and the teacher's observation of their students' EFL learning process (Ponce & Pagán, 2015), which contributed to this validity.

4.5.1. Questionnaire

The use of the questionnaire in research is essential especially because it allows data to be collected in a systematic and structured way in a relatively short period of time, ensuring that the questions are posed in the same way to all participants, since it is a standardized tool and facilitates the comparison and analysis of results, in addition to reducing the bias of the researcher. because the questions are not subject to the direct influence of the latter.

For reasons such as the one stated, the questionnaire used was designed by combining two well-known questionnaires from experts in the field of self-regulation Experience that allowed the researcher to achieve the parameters of validity and reliability in the processes of design and

application of the instrument. These questionnaires were, firstly, the Foreign Language Self-Regulated Learning Strategy Questionnaire, designed by experts in the field of educational psychology Anita Habók and Andrea Magyar from the University of Kzegeed in Hungary (Habók and Magyar, 2018). Studies such as the one carried out by Fukuda (2022), have been developed with the use of this questionnaire showing the efficacy and reliability attained in an academic context.

The second questionnaire that was considered to create the version used in this study is the Evaluation of Learner's SRL Level designed by TESOL experts Hayo Reinders and Nathan Thomas from the Universities of Anaheim in the US and the University of Oxford in England (Reinders, 2023).

Through an in-depth reading of the available literature in educational psychology (Oxford, 2017, Zimmerman, 2013, Habók & Magyar, 2018), the design of a questionnaire that meets two main characteristics is taken into account; On the one hand, it must be accessible to the population that learns English as a foreign language with which it is going to be used and on the other, it must contain sufficient elements to provide the necessary information to contribute to the research. That is why it was necessary to adopt a model in Spanish that was both ephemeral and that encompassed most, if not all, of the elements of self-regulation that we wanted to investigate. Initially, a first draft of the questionnaire was designed, taking into account the characteristics of the population and especially what was really sought with the instrument, considering all the elements of SRL, 63 questions are taken. The piloting of this instrument lasted approximately one hour and 15 minutes, since it was originally designed in English and was applied with students from groups 1001 and 1002. A total of 72 students answered the questionnaire and the results showed some inconsistency due to some students not fully understanding some of the statements, so it took too

much time, so it was an exhausting and time-consuming exercise for the students with whom the instrument was piloted.

Due to the above, a shorter version was designed, in Spanish, based on the first version and the information that the researcher had received from the results of the first piloting exercise. This second version consisted of 30 statements divided into six components. The entire questionnaire was written in Spanish and the language used in all statements was simplified to make the questionnaire accessible to the population. This second version of the questionnaire was tested with the group of students in 1103. A total of 21 students responded to the questionnaire and on this occasion, the results showed a greater degree of validity and reliability, since the questions were posed clearly and precisely, in addition to the fact that taking into account the implementation at first, there were results from some students in a similar way, which allows us to keep in mind the reliability of the instrument.

The researcher then made the decision to use this second version of the questionnaire in the study. A copy of this instrument can be found in the Appendix section of this document (see Annex A).

The questionnaire consists of six sections and 30 questions. It was designed in digital format on the perspective form platform, approximately ten minutes are taken to complete and delves into the six well-established aspects of EFL SRL: cognition, metacognition, meta-affect, cultural interaction and meta-cultural interaction (Habók and Magyar). At least six questions were considered to address each of the aspects of the SRL studied. This also results in the validity of the results.

4.5.2. Semi-structured interview (focus group)

The semi-structured interview favors the research process to the extent that it allows freedom for a dynamic interaction between the interviewer and the interviewee, in addition to contextualizing the answers, an important element to correctly interpret the information collected. Because of this, a group of 14 students is taken at random to carry out the interview; this second instrument was designed following the parameters highlighted by Ana Galletta (2013), where the effectiveness of the interview is summarized, which is precisely the exchange of opinions between interviewer and interviewee, and, in fact, that is the main intention with the design of the semi-structured interview that was finally adopted. The interview includes a total of twelve open-ended questions of different varieties that explored in detail the activation, monitoring, evaluation, and modification of SRL strategies and practices developed by participants in learning EFL in and out of the classroom. The interviewees took it in writing so that the researcher could dig deeper into the answers and keep the documents as evidence. The interview is designed considering its validity, as in the case of the questionnaire; The instrument had to show consistency. That is why a pilot version was also applied with 1103 students. The results of the piloting process showed that in 94 percent of the answers the students showed consistency in their answers, which gave the researcher the confidence to apply it with the research subjects. A second aspect considered was to open the spectrum of the answers given by the participants. In the interview, the time needed to answer the questions was longer, asking the students to be as honest as possible in their answers. No restrictions were placed on the answers they provided, and no time limit was set as a restriction. Participants took an average of 38 minutes to complete their interviews and were also asked to make follow-up comments about the research. Some of them did, but most of them chose not to.

4.5.3. Class observation diary

One of the particularly complex challenges was that of combining the identity of the teacher in the classroom with that of the researcher, because although they coexist, objectivity is not easy, which leads to distancing oneself a little from the object to be investigated and for that matter, the teacher was especially careful in this sense, since much of the research depended on how to work cautiously in the classroom without intervening or being a direct or indirect source or a "trigger" factor for the activation of your students' SRL practices. It should be noted that the objective of the study was simply to describe which SRL processes are activated automatically and autonomously by the students themselves. Therefore, any intervention by the teacher could undermine the reliability of the data collected. Thus, the third instrument used in the study made it possible to observe the SRL behaviors and practices of the participants within their daily lives.

The designed class diary had these two characteristics: allowing the teacher to lead his classes with enough freedom to behave as usual. Any modification of the environment can end up in a distortion of the data collected. On the other hand, the diary had to be efficient, that is, it should not take too long to complete, and the entries or notes should be as simple as possible so that the teacher could continue working as normally as at any time in the class. The task was extremely time-consuming, but thanks to the wise advice of the tutor, who suggested an ingenious way of working with the available resources, an innovative format was used. There was a real need for the format of the diary to be both efficient and simplistic. Therefore, it was decided to make a voice note every time an SRL practice was noticed. These annotations were collected in a logbook in the form of a table containing information about the participant, the type of SRL observed, and any other additional information that the researcher considered appropriate to include. The matrix that was finally decided was the result of paying attention to the practicality and efficiency of the

information collected in each session observed. Seven sessions were observed in total. Each session lasted approximately 110 minutes. The students were then observed for a total of nearly 13 hours of class. The sessions took place between July 27, 2023, and September 12, 2023. The recordings were successfully saved in the One Drive application of the Microsoft 365® platform that was available to the researcher as part of the tools as a public teacher. Table grids are also available in the same app. They can be consulted at the following link [Grids and recordings](#)

4.6 Ethical perspective

All participants in the study were formally asked for their consent before carrying it out. The university provided a consent form as part of the ethical policies that all master's students must follow (see Annex 4). Participants were fully informed about the use of the information collected and made sure that everyone was aware of all the rights they had regarding their data. The confidentiality and security in the use of any part of the information is fully guaranteed in accordance with the Colombian habeas data law (law 1581/2012)

To increase the confidentiality and security of all information collected, all participants were given numerical codes instead of using their proper names. The number was from 1 to twenty-nine and, although this procedure turned out to be slower for the researcher's work, it was considered worthwhile, since the management of the security of the participants' personal data was of utmost importance, especially since minors are part of the research.

CHAPTER 5

Data Analysis and Findings

5. Data collection instruments and procedures

This chapter documents the process of analyzing the data collected and the findings that emerged from it. As mentioned above, three instruments were used for data collection: an SRL questionnaire, a semi-structured interview and a class observation journal. First, the procedure for the analysis of the data will be explained in detail. Subsequently, the findings of each of the instruments will be independently examined and explored, and finally, the most conspicuous findings will be analyzed in a dialogue with each other to highlight recurrences and discrepancies between the types of data collected comparatively.

5.1 Self-regulation questionnaire (SRFLLSQ)

The questionnaire was taken and adapted from the research article Validation of a Self-Regulated Foreign Language Learning Strategy Questionnaire Through Multidimensional Modelling (Habok & Magyar; 2018): Cognitive, metacognitive, sociocultural interaction, meta sociocultural interaction and meta-affective. According to the findings on the validity of the questionnaire studied, the items have a high degree of reliability according to the authors of the study “*both Cronbach’s alpha and omega coefficients for each were acceptable for all five factors. Their values ranged between 0.74 and 0.88 on the five subscales, suggesting satisfactory reliabilities*” (p.7) to be used in school environments and offer immediate feedback on the learning processes to both students and teachers. The only factor that obtained a low reliability measurement

was the affection one that was found to not have neither reliability nor validity after applying a Confirmatory Factor Analysis.

In this regard, the questionnaire used with the participants of this study is based almost entirely on the findings of experts from the University of Szeged. However, the original questionnaire is composed of 34 items that are divided into the five sections listed above, the questionnaire and adapts the language used in them to make them more accessible to the population under study. The questionnaire was translated into Spanish to be comprehensible to the eleventh-grade students of the Bernardo Jaramillo I.E.D. School.

Exemplification with the results of one of the participants: In order to clarify the way in which the results are analyzed in relation to this first data collection instrument, the results of the first participant who is identified with the number 1 will be presented. We will look at their responses accordingly and analyze what they represent in terms of self-regulation of learning.

The instrument is divided into six-strategic factors of self-regulation of foreign language learning according to Oxford (Oxford, 2017), these factors are: SRL activation, cognition, metacognition, meta-affectivity, affection and sociocultural interaction. Each one is introduced with an expression such as "How often do you make the following statements before you start studying English?", which is followed by a set of five statements that the respondent can answer with different options ranging from "never" to "always" and consider other options such as "almost never", "frequently" and "almost always". These options were given a score according to a Likert scale.

We will take as an example the first item of the SRL strategic factor called "SRL Activation". At the beginning of this part of the questionnaire, the respondent is faced with the question, "How often do you make the following statements before you start studying English?".

Next, the respondent finds the first statement: "1. Antes de empezar a estudiar planeo metas a corto plazo."

The following options are then displayed; from which the responder chooses one:

OPTIONS	NEVER	ALMOST NEVER	OFTEN	ALMOST ALWAYS	ALWAYS
Numerical equivalence	1	2	3	4	5

Table 1 sample option scale for questionnaire

According to the data collected, respondent number one answered this particular item "almost always" and, consequently, obtained a total of 4 points on the Likert scale as numerical equivalence.

Table number 3 shows the way in which the results were obtained discriminated individually and as a group. On the one hand, each of the columns provides various types of information. The first column indicates the identification of each participant with the help of a number. From the second to the seventh column, we find the results averaged by strategic factor. Consequently, the second column, identified with the name of activation of self-regulation and the yellow color, presents the average results of the participants' responses around that specific value. The column identified with the name metacognition presents the results of the participants regarding this second factor of self-regulation and in this way the numerical information referring

to each of the participants in terms of the average score obtained by each of them in all the factors of self-regulation studied are presented in the following columns.

The last column of the table presents the total averages for each participant. Consequently, the average obtained by participant number one in terms of all the factors of self-regulation averaged is 3.46, which indicates a development at a medium level of the factors of self-regulation studied.

The last row of the table shows the group results. The average scores of each column were in turn averaged to extract the group average of each factor from self-regulation

Once all the results of each factor have been obtained, a numerical mean is established for each of the surveyed subjects. Continuing with the example of participant number one, we have that the factor "SRL ACTIVATION" obtains an average of 2.8.

This scale can be translated into a direct assessment of the reported strategic self-regulatory factors. The research contemplates a discrimination of the results according to the following SRL strategic factor analysis scale. The scale was divided into four levels; high that goes from 4.00 to 5.00 and is identified in table 2 with the color green. The middle level that ranges between 3.00 to 3.99 and is identified by the color blue; the low scale that goes from 2.00 to 2.99 and is identified with the purple color. The very low level that goes between 0,1 to 1.99 and is identified with the red color. The chart below represents the equivalence scale of evaluation of SRL factor.

EVALUATION OF THE SRL FACTOR SCALE	
QUALITATIVE SCALE	NUMERICAL EQUIVALENCE
HIGH	≥ 4.00 to 5.00
MIDDLE	≥ 3.00 to 3.99
LOW	≥ 2.00 to 2.99
VERY LOW	≥ 0.01 to 1.99

Table 2 Equivalence scale for the scores in the SRFLLS

In this order of ideas, the evaluation we have for the strategic factor of "SRL ACTIVATION" of participant number one is 2.8, which is equivalent to saying that he has a low activation of his self-regulation of learning English as a foreign language. In practical terms, this statement leads us to conclude that student number one does not have a high capacity to activate self-regulation processes when learning English. Consequently, it would benefit greatly from the implementation of strategic activities leading to such activation. For example, the teacher can design activities that involve planning short-term goals, preparing spaces and moments of concentration to study English, warm-up and concentration activities, etc.

The example studied in the previous lines serves to clarify the way in which the analysis of the data obtained with respect to the questionnaire (SRFLQ) is carried out. Below, table number 1 shows the numerical results of the 29 participants in the study.

	1	2	3	4	5	6	AVERAGE
ID	SRL ACTIVATION	METACOGNITION	AFFECTIVE	COGNITION	META-AFFECTIO N	INTERACTIVE SOCIOCULTURAL	SRL SELF-REPORT INDEX
1	2.8	1.8	4	4.6	4.2	3.4	3.466667
2	3.6	3.8	3.6	4.6	3	3.2	3.633333
3	2.4	1	4.4	4.2	3.6	3.4	3.166667
4	4.8	4.6	4.4	3.8	3.8	3.4	4.133333
5	2	1	2	1.8	2.2	1.2	1.7
6	2.8	1.4	2.6	2.4	2.2	2	2.233333
7	4.2	3.8	4.6	3.2	2.6	3	3.566667
8	2.8	3	3	3.2	3	2.6	2.933333
9	3.4	4.2	4.6	4	3.4	3	3.766667
10	3.4	3	4.2	3.8	3.4	3	3.466667
11	3	3	3.2	2.8	2.4	2.6	2.833333
12	4.2	4	4	2.8	2.8	2.6	3.4
13	1.8	1.4	2.8	3	2	2	2.166667
14	3.2	2.2	3.6	3	2.4	2.4	2.8
15	4.4	3	4.4	4.6	4	3.8	4.033333
16	3.8	3.8	4	2.6	2.4	2.4	3.166667
17	3.4	3.6	4	2.8	3.4	2	3.2
18	4	3.4	3.8	3.8	3.4	2.2	3.433333
19	2.4	2.2	2.6	3.6	3	3.2	2.833333
20	4	3	3.2	2.8	2.8	3.4	3.2
21	3.4	2.2	3.8	3.6	3.8	2.4	3.2
22	3.4	3	4.2	4	3.8	2.8	3.533333
23	3.2	1.4	1.4	1.2	1.6	1.8	1.766667
24	3.2	3.8	4.2	4.8	3.6	2.8	3.733333
25	4.2	3.4	3	2.8	3	2.8	3.2
26	3.4	3.8	3.8	4	3.8	3.6	3.733333
27	4	3.8	4.4	4	2.8	2	3.5
28	4.2	3.6	3.4	3.4	2.6	2.8	3.333333
29	2.8	2.8	3.6	3.2	3	2	2.9
AVE	3.386207	2.931034	3.613793	3.393103	3.034483	2.682759	3.173563

Table 3: Numerical results of the SRFLQ of 1104 students of the Bernardo Jaramillo IED

The first column shows the numbers that identify each of the participants surveyed in group 1104. The following columns (columns 2 to 7) show the average results of each participant differentiated by each strategic factor.

The text describes the presentation of strategic factors in a table, where each factor is associated with a specific color. The second column displays the SRL activation factor (yellow),

the third shows metacognition (green), the fourth presents the affective factor (blue), and the fifth covers cognition (pink). The sixth column details the meta-affective factor (orange), and the seventh shows sociocultural interaction (light blue). Each column provides individual participant results, with the final row showing the average results for each factor across all respondents.

The last column on the far right, which is identified with the number seven and whose name is SRL SELF-REPORT INDEX, shows the average results of each of the participants and in turn classifies these results in different colors according to the SRL strategic factor rating scale. Taking the number one student as an example, he obtained an average of 3.466667, indicating that this participant has an "average" level in the SRL factors in EFL. The colors in this column correspond to the scale presented above in which participants are classified into four levels of development of SRL's strategic factors in EFL.

With this brief explanation, we will begin to analyze the results presented in the table cited above. We will explore the findings of the data for each of the strategic factors studied.

Each of the factors will be studied independently. The most relevant facts within each of them will be pointed out and the data will be classified according to the SRL strategic factor development scale that has also been presented above.

5.1.1. Activation:

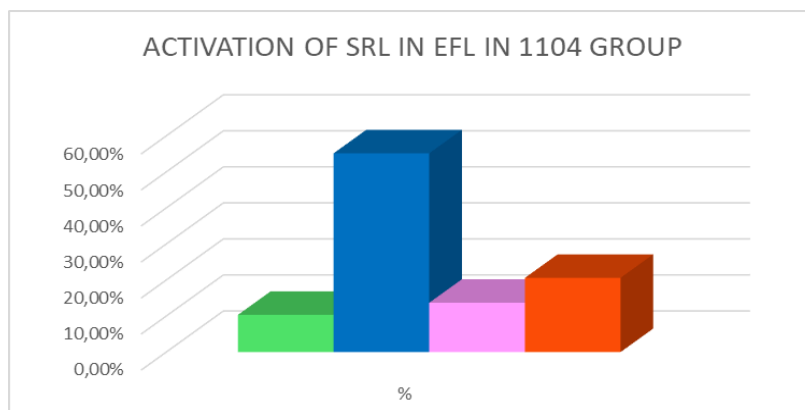


Figure 2 Activation of srl in efl in 1104 group

This graph titled "Activation of of SRL in EFL in 1104 group" illustrates the levels of self-regulation activation among learners of 1104 group at Bernardo Jaramillo School in an English as a Foreign Language (EFL) context , divided into four categories: High, Middle, Low, and Very Low. The y-axis represents the percentage of learners within each category, while the x-axis displays the activation levels.

Interpretation:

Middle Activation (Blue): This category shows the highest activation level, with approximately 60% of learners falling into this range. This suggests that a majority of the learners exhibit a moderate level of self-regulation, indicating a substantial but not optimal engagement in self-directed learning strategies. These learners likely apply self-regulatory strategies in EFL learning but might need further development to reach the high activation level.

Very Low Activation (Orange): The second most significant group is in the Very Low category, comprising roughly 30% of learners. This indicates a concerning percentage of learners who exhibit minimal self-regulation. They may struggle to manage their learning autonomously, which could negatively affect their language acquisition progress.

Low Activation (Pink): Approximately 10% of learners are in the Low activation category. These learners are slightly better off than those in the Very Low category but still lack sufficient self-regulation skills. This indicates a need for targeted interventions to improve their ability to manage their learning processes.

High Activation (Green): The smallest group, at around 5%, falls into the High activation category. These learners are likely to be highly autonomous, using self-regulation strategies effectively. They

demonstrate a high level of motivation and strategic management of their learning, which correlates with successful EFL language learning outcomes.

Analysis:

The distribution of learners across these activation levels reflects a common challenge in EFL learning environments, where a substantial portion of learners do not reach the optimal level of self-regulation necessary for effective language acquisition. The dominance of the Middle and Very Low categories highlights the need for educators to focus on developing self-regulation strategies among students. Those in the Middle category may benefit from support that helps them move toward the High activation level, while learners in the Very Low and Low categories need more intensive interventions to develop basic self-regulatory habits.

Overall, the graph suggests that while a significant number of learners are moderately engaged in self-regulated learning, there is a critical need to address the gaps in both low and very low activation levels to enhance overall language learning outcomes.

5.1.2 Metacognition:

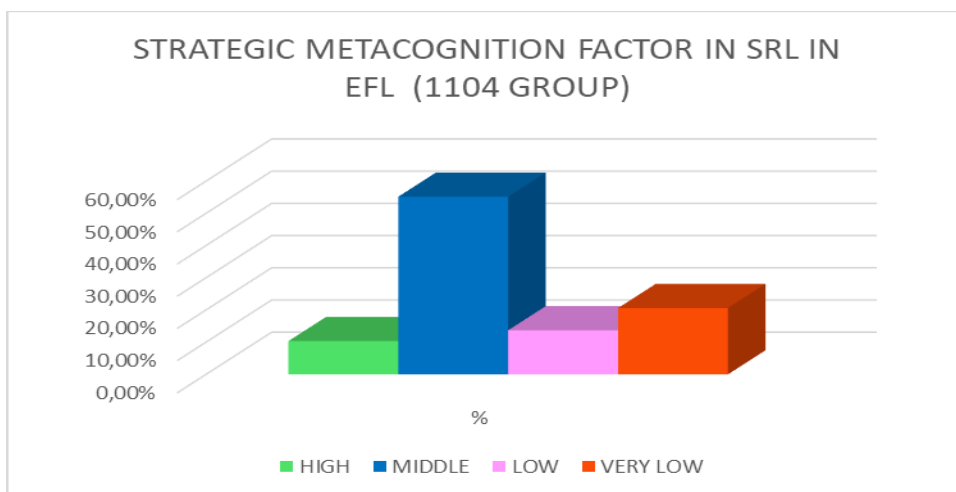


Figure 3 Metacognition in SRL in EFL in 1104 group

The graph titled "Strategic Metacognition Factor in SRL in EFL (1104 Group)" shows the distribution of metacognitive strategy use among eleventh-grade students in the context of Self-Regulated Learning (SRL) in English as a Foreign Language (EFL). The four levels of metacognition represented are High, Middle, Low, and Very Low, with corresponding percentages displayed on the y-axis.

Interpretation:

Middle Metacognition (Blue): The majority of students (around 60%) fall into the Middle category. This suggests that these students have a moderate understanding and application of metacognitive strategies. They are likely aware of their learning processes and employ strategies such as planning, monitoring, and evaluating their progress. However, their skills are not fully developed, indicating room for growth.

Very Low Metacognition (Orange): Approximately 30% of students are in the Very Low category, representing a significant portion of the group who struggle with metacognitive awareness. These students may not engage in reflective practices, struggle to set goals, or have difficulty monitoring their progress during EFL tasks, which could hinder their language acquisition.

Low Metacognition (Pink): About 10% of students are in the Low category. These learners are slightly more metacognitively aware than those in the Very Low category but still lack the necessary skills to regulate their learning effectively. They may sporadically engage in metacognitive activities but lack consistency and depth in their application.

High Metacognition (Green): A small percentage (around 5%) of students demonstrate High metacognitive strategy use. These students are likely to be proficient in planning, monitoring, and

evaluating their learning processes. Their ability to reflect on their cognitive strategies likely contributes to more effective EFL learning outcomes.

Analysis:

The data indicates that while the majority of students (Middle) are somewhat engaged in metacognitive processes, a substantial portion (Very Low and Low) are struggling with the development of these essential skills. Metacognition, or the awareness and regulation of one's own learning processes, plays a critical role in academic success, especially in language learning (Schraw & Dennison, 1994). Learners who actively engage in metacognitive practices can better manage their cognitive resources, adjust strategies when faced with challenges, and ultimately perform better in language learning tasks.

However, the fact that only a small percentage of students demonstrate High metacognitive use points to a need for targeted interventions. The development of metacognitive skills requires intentional instruction and opportunities for practice (Veenman, Van Hout-Wolters, & Afflerbach, 2006).

Recommendations:

Explicit Instruction in Metacognitive Strategies: Teachers should provide direct instruction on how to plan, monitor, and evaluate learning activities. For example, helping students set specific goals for each EFL task, teaching them how to self-question during reading or writing activities, and reflecting on what strategies worked or did not work can enhance their metacognitive awareness (Zimmerman, 2000).

Modeling and Scaffolding: Educators should model metacognitive strategies during lessons and gradually release responsibility to the students. This could involve think-alouds where the teacher

demonstrates how to approach a complex language task, showing the decision-making process and adjustments made along the way (Fisher & Frey, 2014).

Metacognitive Journals: Encourage students to maintain reflective journals where they record their learning goals, strategies used, and reflections on their effectiveness. This practice can help students become more conscious of their learning processes and make adjustments when necessary (Boud, 2001).

Collaborative Learning Activities: Group work and peer tutoring can provide opportunities for students to verbalize their thinking processes and receive feedback from peers. This collaborative metacognitive reflection can lead to deeper understanding and refinement of strategies (Gillies, 2007).

Regular Feedback: Provide students with regular, formative feedback on their use of metacognitive strategies. Highlighting specific examples where they successfully used metacognitive practices can reinforce these behaviors, while constructive feedback can guide them toward improvement (Hattie & Timperley, 2007).

Conclusion:

The graph reflects a need for focused efforts to develop metacognitive strategies among eleventh-grade students in an EFL context. By implementing structured and intentional metacognitive training, educators can help students move from low to higher levels of metacognitive awareness, ultimately enhancing their language learning outcomes. As Veenman et al. (2006) suggest, fostering metacognitive skills should be an integral part of the curriculum to support students in becoming more autonomous and effective learners.

5.1.3 Affection:

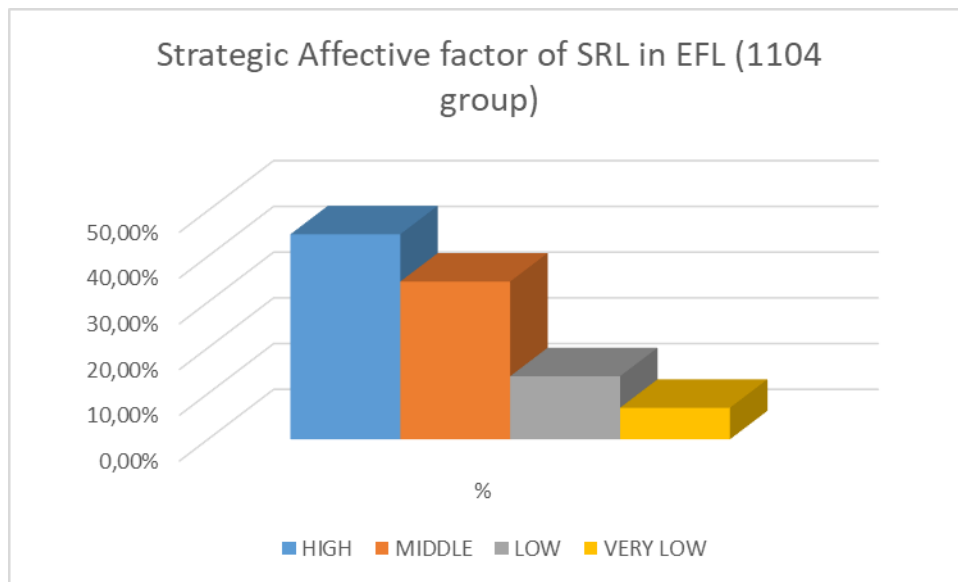


Figure 4 Affective factor of SRL in EFL 1104 group

The provided graph illustrates the distribution of eleventh-grade students across different levels of the strategic affective factor of Self-Regulated Learning (SRL) in the context of English as a Foreign Language (EFL). Four categories are represented: HIGH, MIDDLE, LOW, and VERY LOW, with their corresponding percentages.

Analysis

The majority of the students in this group fall into the HIGH and MIDDLE categories, representing approximately 45% and 35%, respectively. This suggests that a substantial portion of the students demonstrate a relatively high level of affective strategies, such as self-motivation, positive attitude towards learning, and emotional regulation in their language learning process. Affective strategies play a critical role in maintaining students' motivation and perseverance, especially when they encounter difficulties in learning a foreign language (Oxford, 2017). These students likely employ strategies such as goal-setting, positive self-talk, and anxiety reduction techniques, which contribute to their self-regulation and overall academic success.

On the other hand, around 15% of students fall into the LOW category, and a smaller group, approximately 5%, are in the VERY LOW category. These students may struggle with managing their emotions, staying motivated, or dealing with frustration, which can hinder their language learning progress. According to Dörnyei (2005), learners with low affective strategies may experience higher levels of language anxiety, lower confidence, and less persistence in overcoming challenges. Therefore, this group might benefit from targeted interventions aimed at developing affective strategies to enhance their self-regulation skills.

The data indicates a strong presence of strategic affective factors among most students, which is crucial for their success in learning English as a foreign language. However, attention should be directed towards the students in the LOW and VERY LOW categories to provide them with additional support and guidance in enhancing their affective strategies, ultimately leading to improved SRL and language learning outcomes.

5.1.4 Cognition:

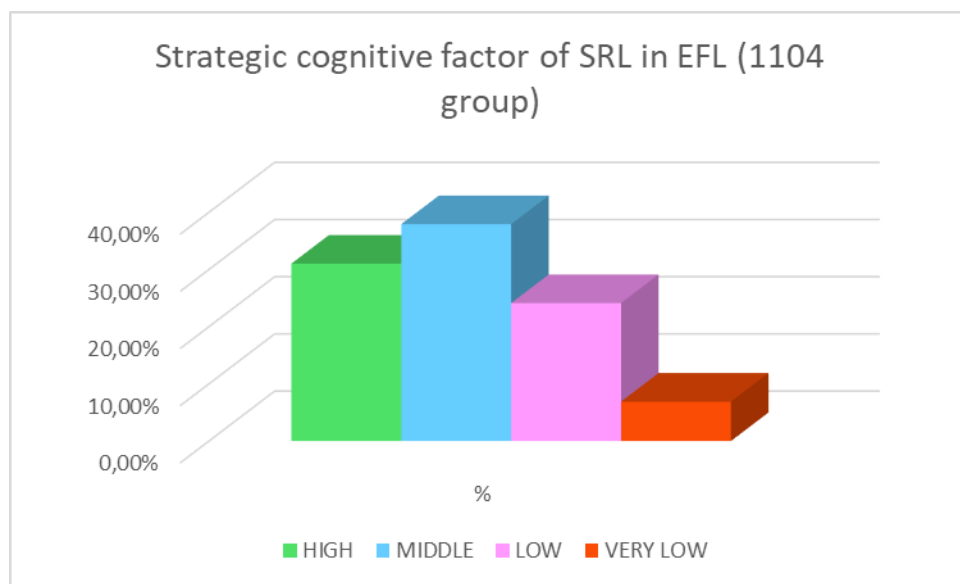


Figure 5 Cognitive factor of SRL in EFL in 1104 group

The findings related to the strategic cognitive factor of self-regulation learning among eleventh-grade students at Bernardo Jaramillo School present a varied distribution of proficiency levels. The results indicate that while a significant proportion of students demonstrate moderate to high levels of self-regulation in learning English as a Foreign Language (EFL), there is also a notable presence of students at the lower end of the spectrum.

1. High and Middle Levels of Self-Regulation: The data reveals that 31.03% of the students exhibit a high level of strategic cognitive self-regulation, while 37.93% fall within the middle range. Together, this accounts for nearly 69% of the student population. This suggests that a majority of the students possess at least a moderate degree of self-regulation, which is critical for effective language learning. According to Zimmerman (2000), self-regulation in learning involves setting goals, selecting appropriate strategies, and monitoring progress, which are crucial for success in complex tasks such as language acquisition. The presence of a substantial middle group indicates that many students have foundational self-regulatory skills but may need further support to elevate their proficiency to higher levels.

2. Low and Very Low Levels of Self-Regulation: On the other hand, 24.13% of the students demonstrate low levels of self-regulation, and 6.89% fall into the very low category. This portion of the population, representing over 30% of the students, is at risk of struggling with the autonomy and motivation required for mastering EFL. Bandura's (1991) theory of self-regulation emphasizes the importance of self-efficacy and feedback in the regulation process. The low self-regulation levels in this group may indicate a lack of confidence in their language abilities, inadequate use of metacognitive strategies, or insufficient guidance in developing these skills. Intervention strategies, such as metacognitive training and scaffolded support, could be beneficial in helping these students improve their self-regulation abilities.

The data suggests that while most eleventh-grade students at Bernardo Jaramillo School are equipped with moderate to high self-regulation skills in EFL learning, there is a significant minority that requires targeted intervention. Enhancing these students' strategic cognitive abilities can contribute to improved language learning outcomes. Incorporating self-regulation training into the curriculum may help bridge the gap between lower-performing students and their peers.

5.1.5 Metaaffection:

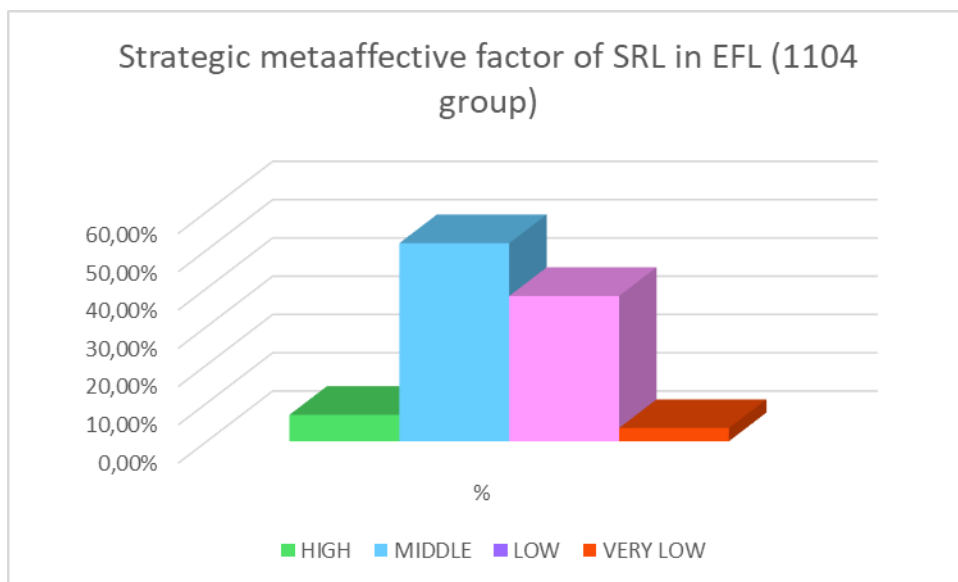


Figure 6 Metaaffective factor of SRL in EFL in 1104 group

The data on the levels of the meta-affective strategic factor of self-regulated learning (SRL) in English as a Foreign Language (EFL) among the eleventh-grade students of group 1104 at Bernardo Jaramillo School presents a distribution that reflects a mixture of strengths and challenges. Meta-affective strategies in SRL involve the awareness, regulation, and management of emotions that influence the learning process. Emotions such as anxiety, motivation, and confidence play crucial roles in language acquisition and can either enhance or impede learning efforts.

1. Middle and High Levels of Meta-Affective Self-Regulation: Over half of the students fall within the middle range (51.72%) for meta-affective self-regulation, and a smaller percentage (6.89%) are at the high level. This combined group, representing nearly 59% of the students, suggests that a majority have some ability to manage their emotions during the learning process. These students may be somewhat aware of how their emotions impact their learning, and they might use strategies such as self-motivation, positive self-talk, or stress management to keep their emotions in check. As Pekrun et al. (2002) highlight, emotions like enjoyment and pride can foster engagement and achievement in learning, while negative emotions such as anxiety or frustration need to be regulated for optimal learning outcomes.

2. Low and Very Low Levels of Meta-Affective Self-Regulation: However, a significant portion of students still struggles with emotional regulation, with 37.93% in the low category and 3.44% in the very low category. This indicates that more than 40% of the students may find it difficult to manage the emotional challenges that come with learning a new language. According to Bown and White (2010), emotional regulation is critical for language learners, as unmanaged negative emotions can lead to decreased motivation, avoidance of language learning tasks, and ultimately, lower achievement. These students may benefit from targeted interventions that focus on developing emotional awareness and strategies to manage emotions effectively during the learning process.

The findings indicate that while the majority of students in group 1104 at Bernardo Jaramillo School demonstrate moderate to high levels of meta-affective self-regulation in their EFL learning, there is still a considerable group that struggles with emotional regulation. Interventions aimed at improving emotional awareness and regulation could help these students better manage their emotions and, in turn, enhance their language learning outcomes.

5.1.6 Sociocultural Interaction:

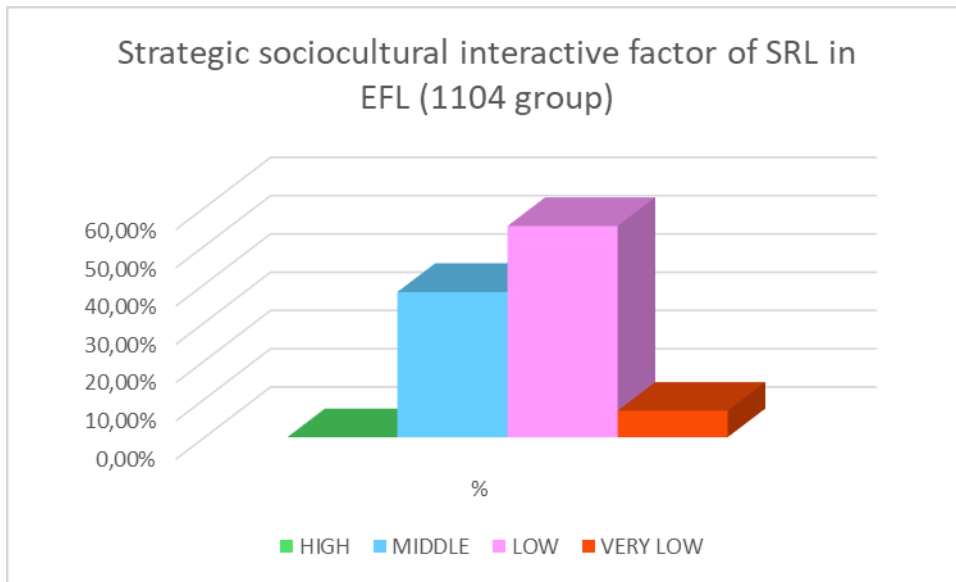


Figure 7 Sociocultural interactive factor of SRL in EFL in 1104 group

The data concerning the levels of the strategic sociocultural factor of self-regulated learning (SRL) in English as a Foreign Language (EFL) among the eleventh-grade students of group 1104 at Bernardo Jaramillo School reveals a concerning trend. Sociocultural factors in self-regulation encompass how students interact with their social environment and cultural context to facilitate learning. These factors include collaboration, seeking help from others, and adapting learning strategies within a social context.

1. **Absence of High-Level Sociocultural Self-Regulation:** Notably, none of the students in this group fall into the high category for sociocultural self-regulation. This indicates that students may not be effectively utilizing social and cultural resources to support their EFL learning. This absence suggests a lack of engagement in collaborative learning or an underutilization of peer support, which are vital in a sociocultural approach to language learning (Vygotsky, 1978). The absence of strong sociocultural self-regulation highlights an area that requires significant development, as students are not maximizing the benefits of their social interactions in learning contexts.

2. Middle and Low Levels of Sociocultural Self-Regulation: The majority of students fall into the low (55.17%) and middle (37.93%) categories, suggesting that over 93% of the students demonstrate insufficient use of sociocultural strategies. Students in the middle category may have some interaction with peers or engage in group activities but are not yet proficient in leveraging these interactions for deeper learning. Meanwhile, the large percentage of students in the low category suggests limited participation in sociocultural learning activities, which can significantly hinder language development. According to Lantolf and Thorne (2006), language learning is inherently social, and learners who engage with others in meaningful interaction are more likely to achieve proficiency.

3. Very Low Sociocultural Self-Regulation: A small group (6.89%) of students demonstrates very low sociocultural self-regulation, indicating almost no engagement with the social and cultural dimensions of learning. These students may be isolated in their learning efforts or may not understand how to use their social environment to enhance their EFL learning. For these students, targeted support and guidance in collaborative learning strategies could be particularly beneficial.

The data suggests that the students in group 1104 at Bernardo Jaramillo School are underutilizing sociocultural strategies in their self-regulated learning of EFL. With no students in the high category and a majority in the low and middle categories, there is a clear need for interventions that promote collaborative learning, peer support, and the use of cultural resources. Addressing this gap could foster a more dynamic and supportive learning environment, leading to improved language learning outcomes.

5.1.7 Final remarks about the SFRLQ questionnaire.

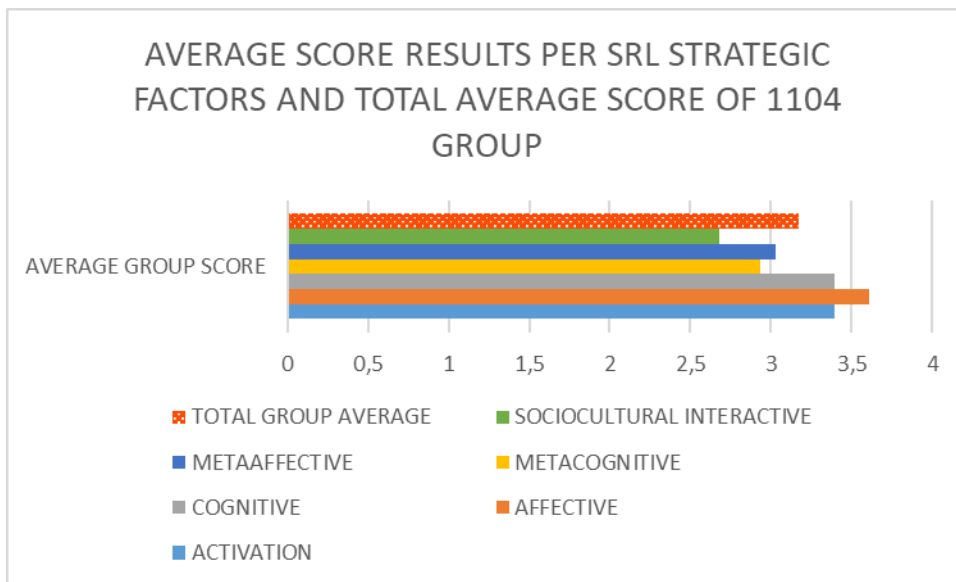


Figure 8 Average score results per SRL strategic factors and total average score of 1104 group

The provided data reflects the average scores obtained by the group of students in 1104 at Bernardo Jaramillo School concerning six strategic factors of self-regulation in learning English as a Foreign Language (EFL). These scores, on a scale from 0 to 5, shed light on the students' proficiency in different areas of self-regulated learning (SRL). The group's overall average score is 3.17, indicating a moderate level of self-regulation across the six strategic factors.

1. Affective Factor (Score: 3.61)

The affective factor shows the highest average score among the six factors, with a score of 3.61. This indicates that students are relatively strong in managing their emotions, which is critical for motivation and persistence in EFL learning. Emotions such as anxiety, motivation, and confidence significantly impact language acquisition (Pekrun et al., 2002). The high score in this area suggests that students in this group have developed some effective strategies to regulate their emotions, which positively influences their learning outcomes.

2. Activation and Cognitive Factors (Scores: 3.39)

Both the activation and cognitive factors have a score of 3.39. Activation refers to how students initiate and sustain their efforts in learning, while the cognitive factor relates to the mental processes involved in understanding and remembering information. The equal scores suggest that students are moderately capable of activating their learning processes and applying cognitive strategies. These findings are consistent with previous Colombian studies that have emphasized the importance of cognitive and motivational strategies in EFL learning (Moncada Linares, 2015). The moderate scores indicate that students are using cognitive strategies but may need further development to fully optimize their learning potential.

3. Meta-Affective and Metacognitive Factors (Scores: 3.03 and 2.93)

The meta-affective factor, with a score of 3.03, reflects students' ability to monitor and regulate their emotions, while the metacognitive factor, with a score of 2.93, represents their ability to plan, monitor, and evaluate their learning processes. These scores suggest that students have some awareness of their emotional and cognitive processes but may lack the full range of strategies to control and optimize them. Colombian research has shown that metacognitive strategies are essential for effective EFL learning, but these strategies are often underdeveloped in students (Dix, 2018). The slightly lower scores in these areas highlight the need for targeted interventions to strengthen students' metacognitive and meta-affective regulation.

4. Sociocultural Interactive Factor (Score: 2.68)

The sociocultural interactive factor has the lowest score at 2.68, indicating that students are not effectively utilizing social and cultural resources for their learning. According to Vygotsky's (1978) sociocultural theory, language learning is inherently a social process, and engaging with peers and

cultural contexts is crucial for language development. This low score suggests that students may not be participating actively in collaborative learning or may not be receiving sufficient support from their learning environment. Colombian studies have emphasized the importance of collaborative learning in EFL contexts (Díaz, 2024), suggesting that promoting peer interaction and cultural engagement could enhance the students' overall language learning experience.

Conclusion

The data reveals a moderate level of self-regulation in EFL learning among the students in group 1104 at Bernardo Jaramillo School, with strengths in affective regulation and areas for improvement in sociocultural interaction and metacognitive strategies. The findings suggest that while students have developed some strategies to manage their emotions and cognitive processes, they need further support in enhancing their metacognitive skills and utilizing sociocultural resources for language learning. Implementing targeted interventions, such as metacognitive training and collaborative learning opportunities, could help students optimize their self-regulation and improve their EFL proficiency.

5.2 Semi-structured interview

Twelve questions were included whose primary purpose was to deepen the findings obtained in the questionnaire. The questions inquire about the strategic factors seen in the surveys, for which the strategies with the highest percentage of support from the respondents were considered.

The previous results of the SRFLQ responses were used to elaborate the semi-structured interview questions. It was designed for interviewees to answer questions related to the type of strategic factors that are activated as they go through the EFL learning process. In other words, the responses of the group of respondents served as an input for the semi-structured interview and, in this way, the type of strategic factors that the interviewees see as most useful in their learning of English were deepened and their most deployed strategies were identified. All the above with the purpose of delving deeper into the characterization of the strategies and self-regulatory factors of the students of group 1104.

Among the strategic factors that they most frequently pointed out are the affective, meta-affective, metacognitive, cognitive and socio-cultural interaction factors. The strategies that most predominated were among the activation factor; the planning of spaces, times, goals, and study materials; regarding the metaaffective the self-evaluation of study spaces. The affective factor; achievements, techniques and strategies; about the cognitive and metacognitive factors; the implementation of processes of vocabulary acquisition, pronunciation practice, reading, about sociocultural interaction; interaction and conversation in English. In relation to the cognitive

factor; expansion of vocabulary by analogy, search for unknown words, obtaining global meaning from a text and inference of local meaning of words and expressions.

The fourteen interviewees were selected from the twenty-nine students who answered the survey. The analysis of the data produced by the semi-structured interview followed this procedure: First, the information was organized by questions (twelve in total); each one was written at the top of a box and the answer was located just below. The first two questions inquire about the activating factor of SRL processes in EFL. The responses were analyzed looking for recurrences and the strategies mentioned most frequently by the interviewees were exposed.

Questions number three, four and six inquire about the metacognition factor. Question five examines the affective factor. Questions seven, eight and nine inspect the meta-affective factor and, finally, questions ten, eleven and twelve evaluate cognitive strategies aimed at the development of communicative competences in English. Through all the questions, it is also sought to identify the sociocultural interaction strategies that are used by the students.

5.2.1 Initiatives.

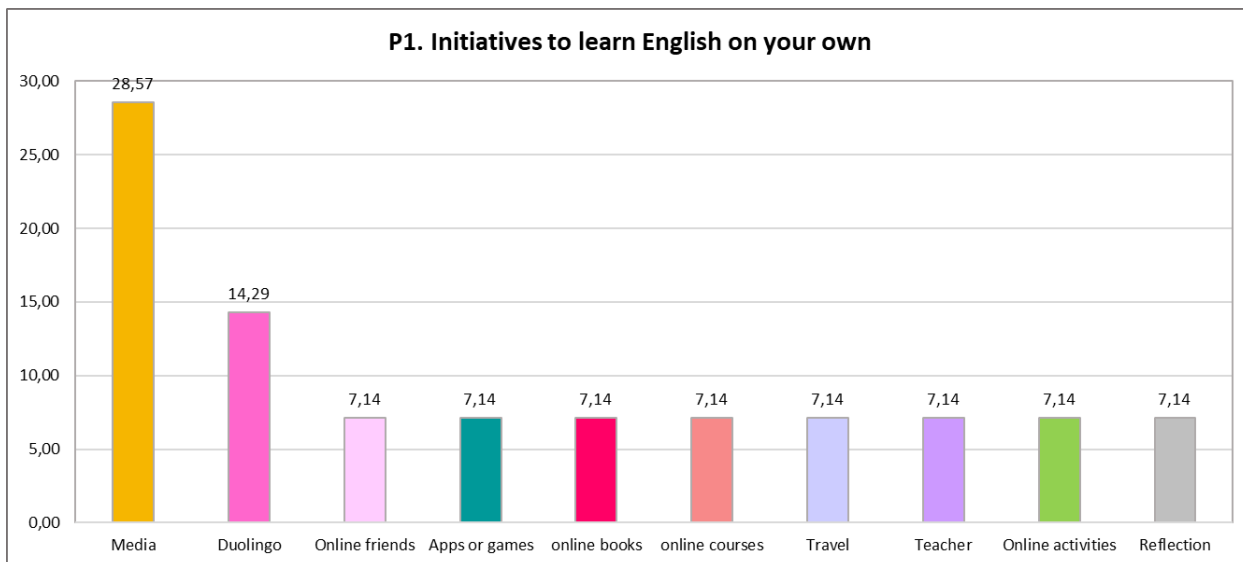


Figure 9 Initiatives to learn English among 1104 students

Question number one inquiries about the strategic factor of self-regulation that we have called *Activation*. The aim of the question is to identify the self-initiated activities they engage in to enhance their English proficiency and to understand the implications of these activities on language acquisition

The data reveal that students employ a variety of methods to learn English independently. The most popular initiative was using media, with 28.57% of the students reporting it as a key learning tool. Duolingo, a language-learning app, was mentioned by 14.29% of the students, indicating its popularity as a user-friendly platform for language acquisition. Other methods, each mentioned by 7.14% of students, include engaging with online friends, playing apps or games, reading online books, taking online courses, traveling, learning with a teacher, participating in online activities, and reflecting on their language learning process.

The findings reflect a diverse range of self-learning strategies. The predominance of media as a learning tool aligns with current research that emphasizes the role of exposure to English through various forms of media in language learning (Kuppens, 2010). The preference for Duolingo is consistent with studies that highlight the effectiveness of gamified learning platforms in motivating students and providing structured learning paths (Loewen et al., 2019). The use of online interactions, such as chatting with friends or participating in online activities, is indicative of the social aspect of language learning, which is crucial for developing communicative competence (Thorne, 2010).

Less frequently reported methods, such as online courses, travel, and teacher support, suggest that while these activities can be valuable, they may require more resources, such as time, money, or access to specialized instruction, which might not be readily available to all students.

In conclusion, the diversity of self-initiated learning activities among students in group 1104 at Bernardo Jaramillo School demonstrates the adaptability and resourcefulness of students in pursuing language learning beyond the traditional classroom setting. The findings suggest that students are leveraging both digital and social resources to enhance their English skills. However, the variation in the popularity of these methods also highlights the challenges some students may face in accessing more structured or resource-intensive learning opportunities. Future educational interventions could focus on providing more equitable access to these resources, especially for students who may not have the means to engage in travel or paid courses.

5.2.2 Resourcefulness

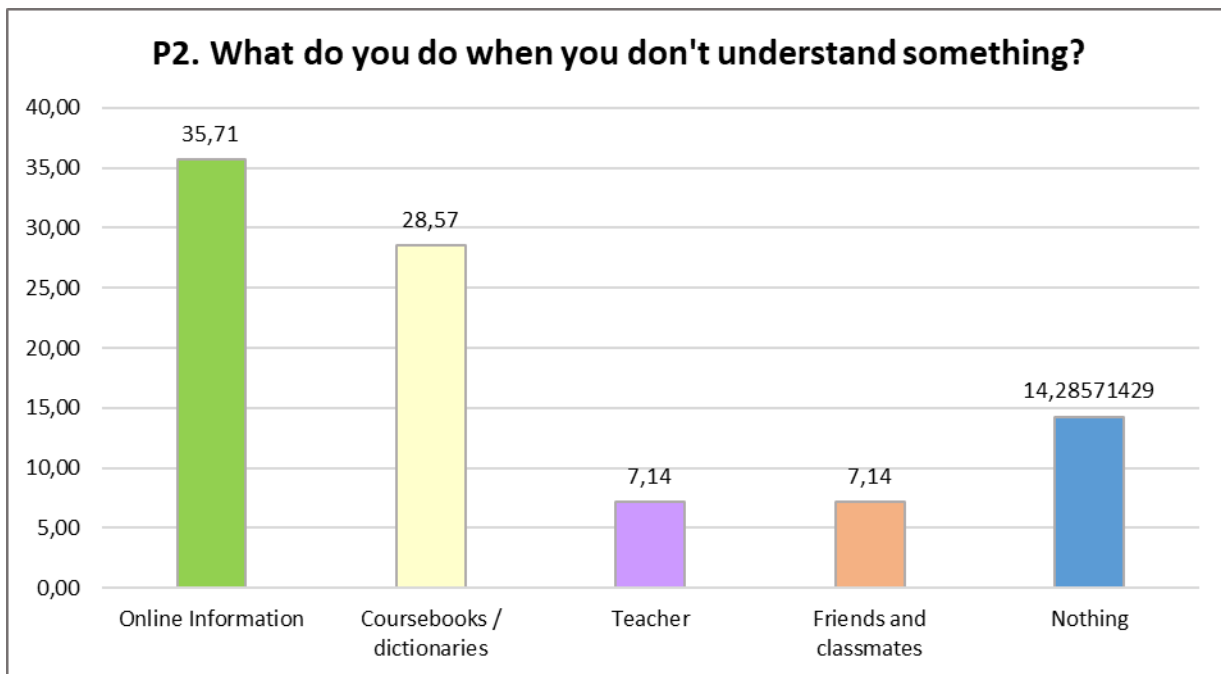


Figure 10 What do you do when you don't understand something?

The data indicate that students use a variety of strategies to address their lack of understanding. The most reported approach was seeking online information, with 35.71% of students relying on the internet to find explanations and clarifications. Coursebooks and dictionaries were the next most popular resource, used by 28.57% of students. Some students turn

to their teachers (7.14%) or ask friends and classmates for help (7.14%). Notably, 14.29% of students reported doing nothing when they do not understand something

The preference for online information reflects the growing reliance on digital resources in education. The internet offers immediate access to a vast range of information, from tutorial videos to explanatory articles, which can help students clarify their doubts (Diaz, 2024). However, the quality of online information can vary, and students may require guidance on how to evaluate and use these resources effectively (Lau & Yuen, 2014).

Coursebooks and dictionaries remain important traditional resources, especially in subjects where authoritative, structured information is crucial. Their continued use by 28.57% of students shows that these resources still play a vital role in the learning process (Grabe & Stoller, 2019).

The relatively low percentage of students seeking help from teachers (7.14%) or peers (7.14%) suggests that students may be hesitant to ask for help directly. This could be due to various factors, such as lack of confidence, fear of judgment, or the perception that teachers and classmates might not always be available or able to provide immediate assistance (Zorro, 2018).

Finally, the fact that 14.29% of students reported doing nothing when they do not understand something is concerning. It highlights a potential lack of engagement or self-efficacy in these students, which could negatively affect their learning outcomes. This underscores the need for interventions to help students develop problem-solving strategies and increase their motivation to seek help when needed (Zimmerman, 2000).

The findings suggest that students in group 1104 employ a range of strategies to address their lack of understanding, with online information and coursebooks being the most popular resources. However, the data also reveal some gaps in student support, particularly the relatively

low use of teacher and peer assistance and the concerning number of students who do nothing when they encounter difficulties. Educators may need to foster a more supportive learning environment that encourages students to seek help and empowers them with the skills to navigate academic challenges effectively

5.2.3 Third question

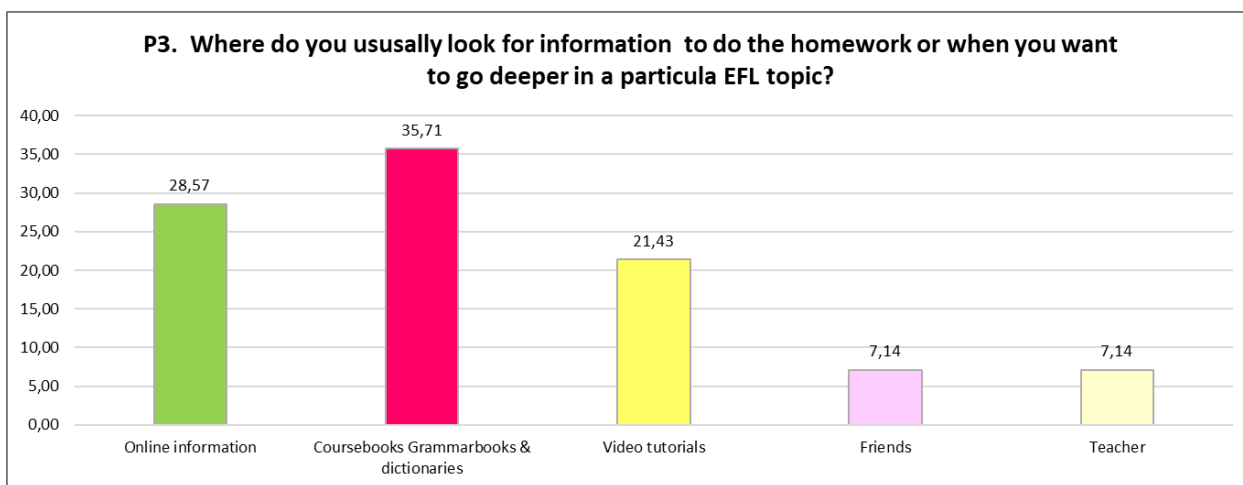


Figure 11 Where do you usually look for information to do homework?

The data reveal that students rely on a mix of both traditional and digital resources. The most used resource is coursebooks, grammar books, and dictionaries, with 35.71% of students reporting them as their primary sources of information. Online information is the second most popular resource, used by 28.57% of students. Video tutorials are also a significant resource, utilized by 21.43% of students. Additionally, 7.14% of students reported seeking help from friends, and another 7.14% consulted their teacher.

The prominence of coursebooks, grammar books, and dictionaries among 35.71% of students indicates that traditional academic resources continue to play a central role in their learning. These resources provide structured and reliable content, which is particularly important

for mastering complex language rules (Larsen-Freeman, 2001). Their widespread use suggests that students value having authoritative and clear reference materials when tackling EFL assignments.

Online information, used by 28.57% of students, reflects the growing trend of integrating digital resources into education. The internet offers a wealth of information and interactive resources that can supplement traditional learning methods (Diaz, 2024). However, the quality and accuracy of online information can vary, making it essential for students to develop critical thinking skills to evaluate digital content effectively (Lau & Yuen, 2014).

The significant use of video tutorials by 21.43% of students points to the increasing role of multimedia in education. Video tutorials provide dynamic, visual explanations that can make learning more engaging and accessible, particularly for language learners who benefit from auditory and visual cues (Paivio, 2014). These tutorials often break down complex topics into manageable parts, making them an appealing alternative to text-based resources.

The relatively low percentage of students who seek help from friends (7.14%) or teachers (7.14%) suggests that students may prefer more independent study methods or may face barriers to accessing these sources of support. Building a collaborative learning environment where students feel comfortable seeking help from peers and teachers could enhance their learning experiences (Vygotsky, 1978).

The findings show that students in group 1104 rely on a variety of resources to complete their homework and deepen their understanding of EFL topics, with traditional resources like coursebooks and grammar books being the most popular. The use of online information and video tutorials also highlights the integration of digital and multimedia resources into students' study habits. However, the lower reliance on friends and teachers for support suggests that more could

be done to encourage collaborative learning and peer assistance. Educators can guide students in making better use of digital resources and foster a classroom culture that promotes collaboration.

5.2.4 Fourth question

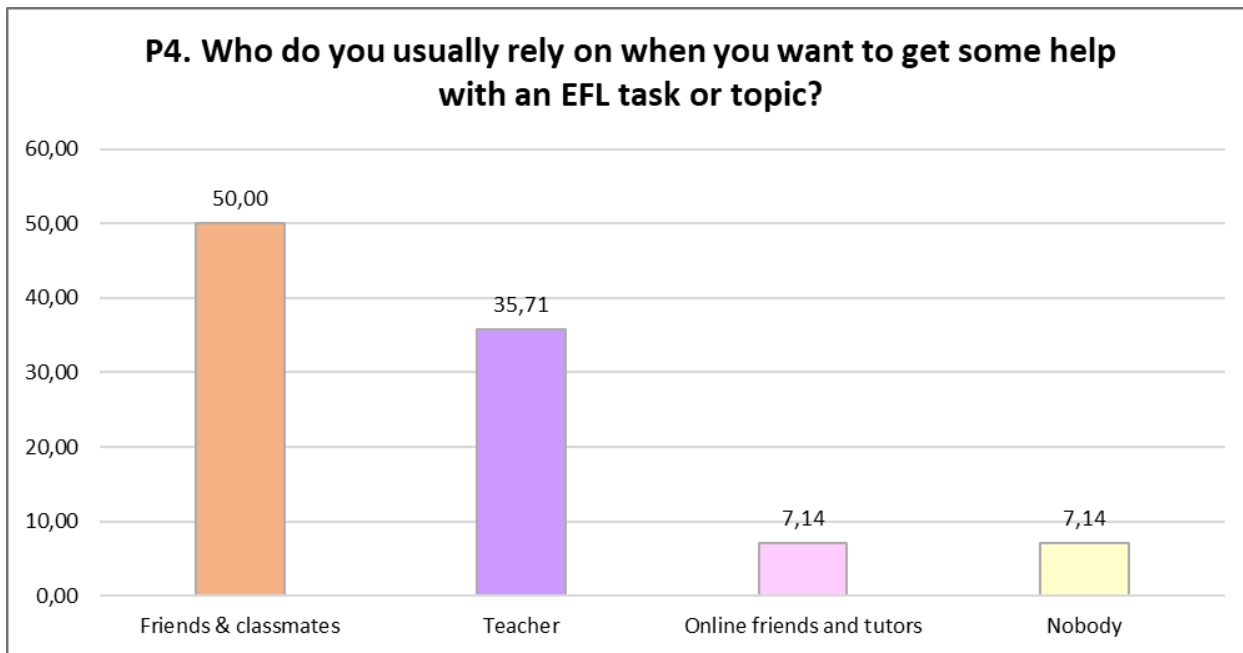


Figure 12 Who do you usually rely on when you want to get some help with an efl task or topic?

The data show that students rely on a variety of support systems when seeking help with EFL tasks. Most students (50.00%) reported that they typically turn to friends and classmates for assistance. Teachers are also a significant source of support, with 35.71% of students relying on their instructors. A smaller percentage of students (7.14%) seek help from online friends and tutors. Notably, 7.14% of students indicated that they do not rely on anyone for help.

The preference for seeking help from friends and classmates, as indicated by 50.00% of students, underscores the importance of peer collaboration in the learning process. Collaborative learning has been shown to enhance understanding and retention by encouraging discussion, explanation, and problem-solving among peers (Johnson & Johnson, 2009). Friends and classmates can provide

a comfortable and informal environment for students to express their doubts and seek clarification, which may explain the high reliance on them.

The significant role of teachers, cited by 35.71% of students, highlights the trust that students place in their instructors as knowledgeable and reliable sources of information. Teachers play a key role in providing structured guidance and expert feedback, which is crucial for language learners navigating complex grammatical rules and language skills (Díaz, 2024). The relatively high percentage of students seeking help from teachers suggests that many students value the expertise and authority of their instructors in EFL learning.

A smaller group of students (7.14%) turns to online friends and tutors for support. This reflects the growing role of digital connections in education, where students can access help from a broader network beyond their immediate physical environment. Online communities and tutors can offer flexible and diverse perspectives, especially for students who prefer digital communication or need support outside of school hours (Stevenson & Liu, 2010).

The fact that 7.14% of students reported relying on "nobody" for help is worrying. This may indicate a lack of confidence, social support, or awareness of available resources. Students who do not seek help when needed may struggle with language acquisition, leading to lower academic performance and disengagement (Galindo, 2014). Addressing this issue may involve creating a more inclusive and supportive learning environment where students feel encouraged to ask for help.

The findings suggest that students in group 1104 rely predominantly on friends, classmates, and teachers for help with EFL tasks, with peer collaboration being the most common form of support. While some students benefit from online connections, a small percentage of students do not seek

help at all, which could hinder their language learning progress. Educators should continue to foster a collaborative learning environment and ensure that all students feel empowered to seek help when needed, whether from peers, teachers, or digital resources.

5.2.5 Fifth question

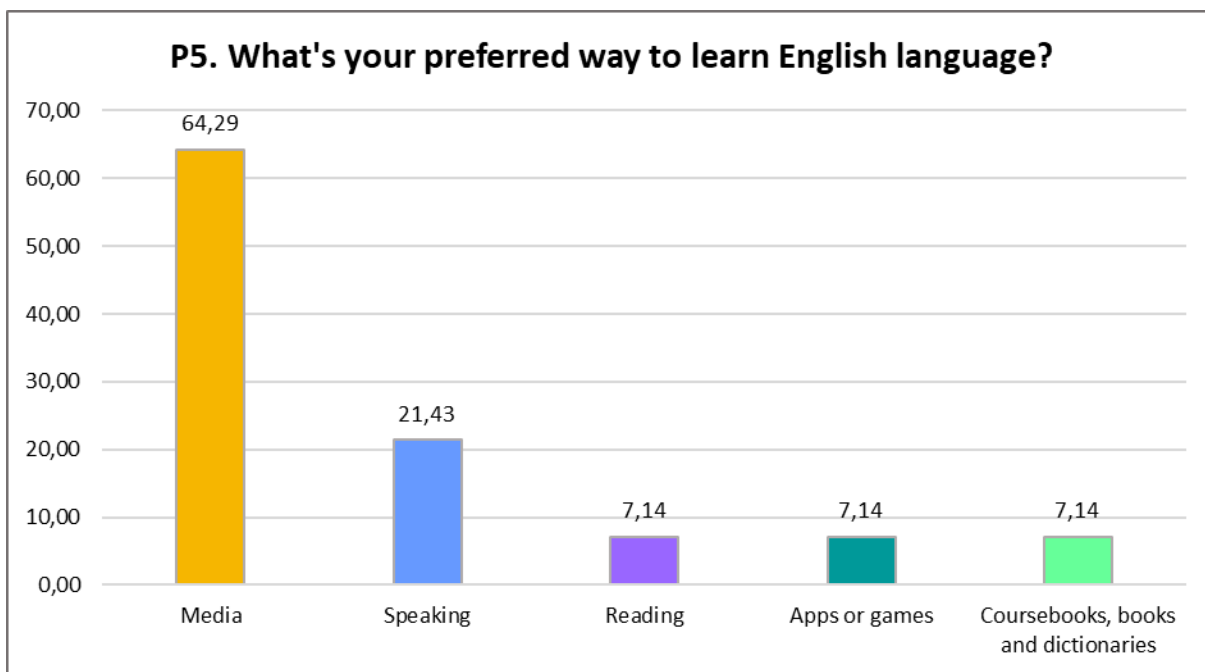


Figure 13 What's your preferred way to learn English?

The data reveal that many students prefer using media as their primary method of learning English, with 64.29% of students choosing this option. Speaking practice is the next most popular method, preferred by 21.43% of students. Other methods, such as reading, using apps or games, and studying coursebooks, books, and dictionaries, were each preferred by 7.14% of students.

The overwhelming preference for media, selected by 64.29% of students, reflects the growing role of digital content in language learning. Media, which can include videos, music, movies, and TV shows, provides an engaging and immersive way to learn English, allowing students to hear natural language use in context (Kuppens, 2010). Media also offers opportunities

for passive learning, where students can absorb the language subconsciously while enjoying entertainment. This method aligns with the concept of incidental learning, where exposure to language in naturalistic settings enhances acquisition without formal instruction (Krashen, 1985).

The emphasis on speaking, chosen by 21.43% of students, underscores the importance of active language use in developing communicative competence. Speaking practice allows students to apply their language skills in real-time, helping them to improve fluency, pronunciation, and conversational abilities. This aligns with communicative language teaching approaches, which prioritize interaction and communication as central components of language learning (Galindo, 2014).

Reading, apps or games, and traditional resources such as coursebooks, books, and dictionaries were less popular, each chosen by only 7.14% of students. While these methods are valuable for building specific skills such as vocabulary, grammar, and comprehension, they may be seen as less engaging compared to media and speaking activities. However, for students who prefer more structured learning, these methods offer the benefit of focused, deliberate practice (Díaz, 2024).

The findings indicate that most students in group 1104 prefer to learn English through media, highlighting the appeal of immersive and engaging digital content in language acquisition. Speaking practice is also valued for its role in developing communicative competence. Although less popular, methods such as reading, using apps or games, and studying coursebooks still have their place in supporting language learning, particularly for students who prefer structured or gamified approaches. Educators can use this information to tailor their teaching strategies, incorporating media and speaking activities into their lessons while also providing opportunities for reading and traditional study methods.

5.2.6 Sixth question

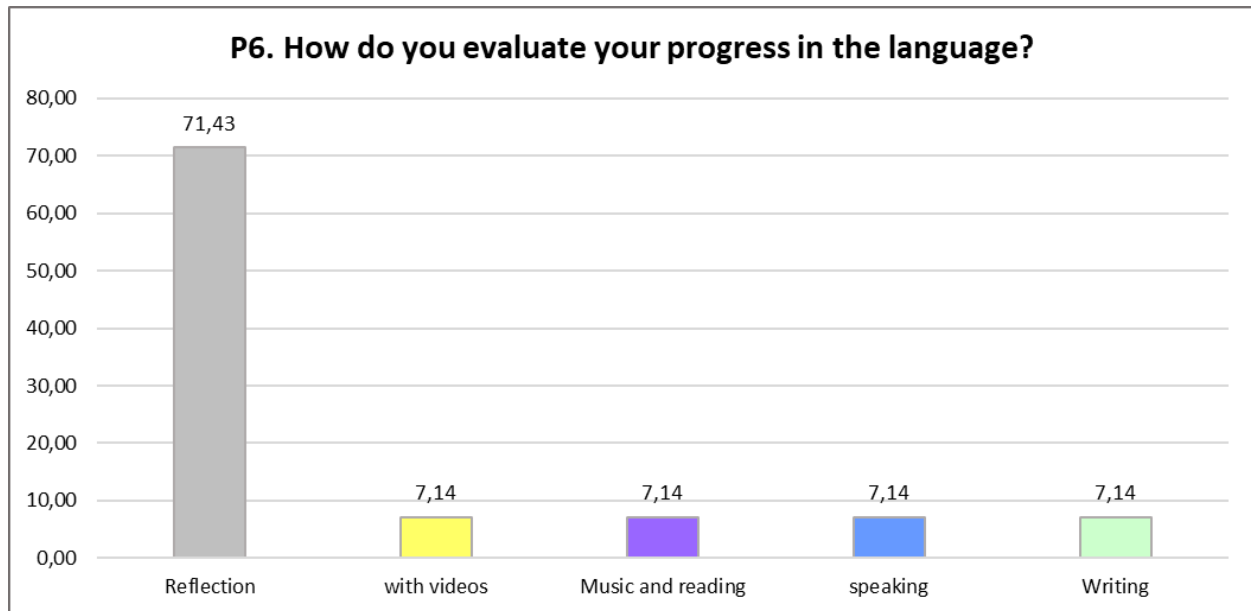


Figure 14 How do you evaluate your progress in English?

The data reveal that most students (71.43%) rely on reflection as their primary method for evaluating their language progress. Other methods, each reported by 7.14% of students, include using videos, music and reading, speaking, and writing.

The preference for reflection, cited by 71.43% of students, suggests that most learners take a personal and introspective approach to evaluating their language progress. Reflection involves self-assessment of one's abilities, identifying strengths and weaknesses, and considering areas for improvement. This method aligns with metacognitive strategies, which have been shown to enhance language learning by encouraging students to think about their own learning processes and outcomes (Zimmerman, 2000). Reflection allows learners to take ownership of their learning and fosters a sense of autonomy, which is crucial for long-term success in language acquisition (Little, 1999).

The use of videos, music, and reading as tools for self-evaluation, each reported by 7.14% of students, indicates that some learners prefer to assess their progress by engaging with authentic language materials. Videos and music provide opportunities to test listening comprehension and vocabulary acquisition in a natural context, while reading helps students evaluate their understanding of written language. These methods offer a way for students to measure their progress against real-world content, which can be motivating and informative (Krashen, 1985).

Speaking and writing, also each chosen by 7.14% of students, reflect the importance of productive language skills in self-evaluation. Speaking allows students to assess their fluency, pronunciation, and ability to communicate effectively in real-time, while writing helps them evaluate their grammatical accuracy, coherence, and expression. These methods align with communicative language teaching principles, which emphasize the importance of both spoken and written output in language learning (Richards, 2006).

The findings show that reflection is the dominant method of self-evaluation among students in group 1104, suggesting that most learners take an introspective approach to assessing their progress. A smaller percentage of students prefer to use videos, music, reading, speaking, and writing as tools for self-evaluation. These diverse methods highlight the importance of both metacognitive strategies and engagement with authentic language materials in the evaluation process. Educators can support students by encouraging reflective practices and providing opportunities for self-assessment through various language activities.

5.2.7 Seventh question

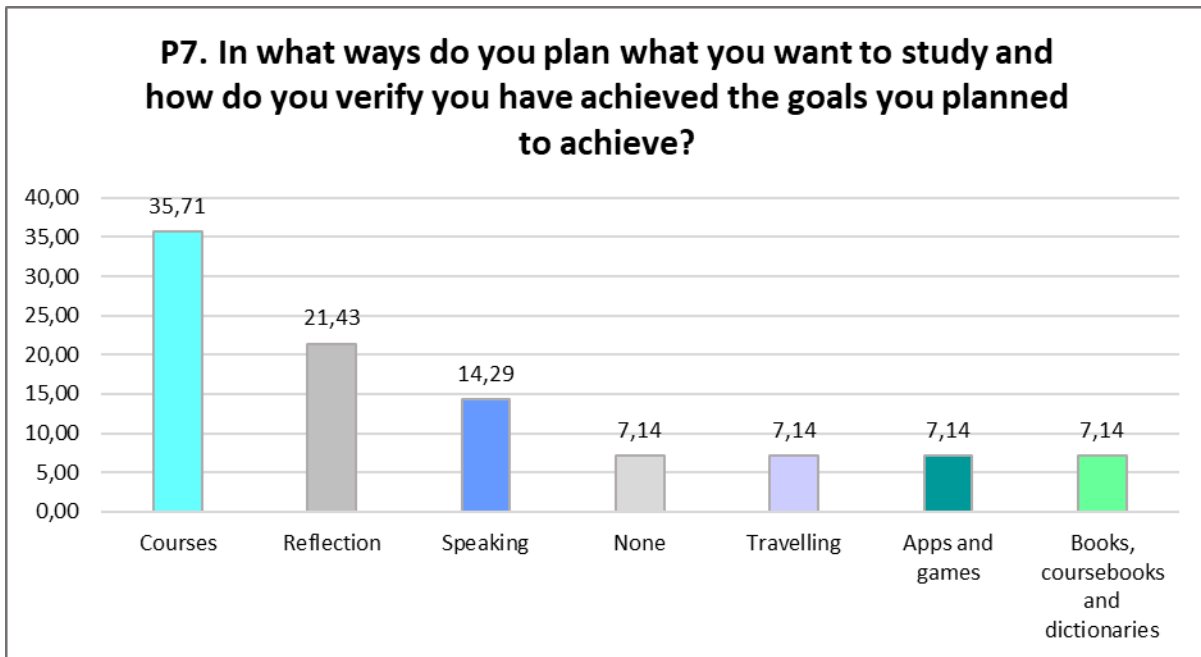


Figure 15 How do you plan what you are going to study?

The data indicate that students use various methods to plan their studies and assess their progress. The most common method is taking courses, with 35.71% of students reporting that they plan their studies through formal education. Reflection is the second most popular method, used by 21.43% of students. Speaking is used by 14.29% of students to plan and verify progress. Other methods, each used by 7.14% of students, include traveling, using apps and games, and relying on books, coursebooks, and dictionaries. Additionally, 7.14% of students reported not using any planning method.

The fact that 35.71% of students plan their studies through courses indicates that structured and formal learning environments are valued by a significant portion of the students. Courses provide a clear curriculum, organized content, and measurable milestones, which can help students stay on track with their goals (Díaz, 2024). This preference for formal education suggests that many students benefit from the guidance and structure that courses offer.

Reflection, used by 21.43% of students, highlights the role of introspective and self-directed learning in their study planning. Reflective learners assess their progress by looking back at their learning experiences, setting goals, and evaluating their achievements based on personal criteria (Zimmerman, 2000). Reflection is particularly valuable for language learners because it fosters self-awareness and the ability to monitor progress independently (Little, 2007).

Speaking, utilized by 14.29% of students, emphasizes the importance of active language use in the planning and verification process. By practicing speaking, students can evaluate their fluency, pronunciation, and ability to communicate effectively, which are key indicators of language progress. This approach aligns with communicative language teaching, which prioritizes real-world language use and interaction as a means of learning (Richards, 2006).

Other methods, such as traveling, using apps and games, and relying on books, coursebooks, and dictionaries, each reported by 7.14% of students, reflect the diversity of strategies employed by learners. Traveling offers immersive experiences that allow students to apply their language skills in authentic contexts, while apps and games provide engaging and interactive ways to learn and reinforce language (Reinders, 2010). Books and traditional resources offer a more structured approach, helping students build foundational knowledge and track their progress through exercises and assessments.

It is noteworthy that 7.14% of students reported not using any planning method. This lack of planning may hinder their ability to set clear goals and measure their progress, potentially leading to less effective language learning outcomes. Encouraging these students to adopt some form of planning and goal-setting strategy could help them stay motivated and achieve better results.

The findings suggest that students in group 1104 use a variety of methods to plan their studies and verify their progress in EFL, with courses being the most common approach. Reflection and speaking also play important roles in their learning strategies, while other methods such as traveling, apps and games, and traditional resources cater to different learning preferences. However, the fact that some students do not use any planning method highlights the need for educators to promote effective study planning and goal-setting practices. Supporting students in adopting personalized planning strategies could enhance their language learning experiences and outcomes

5.2.8 Eighth Question

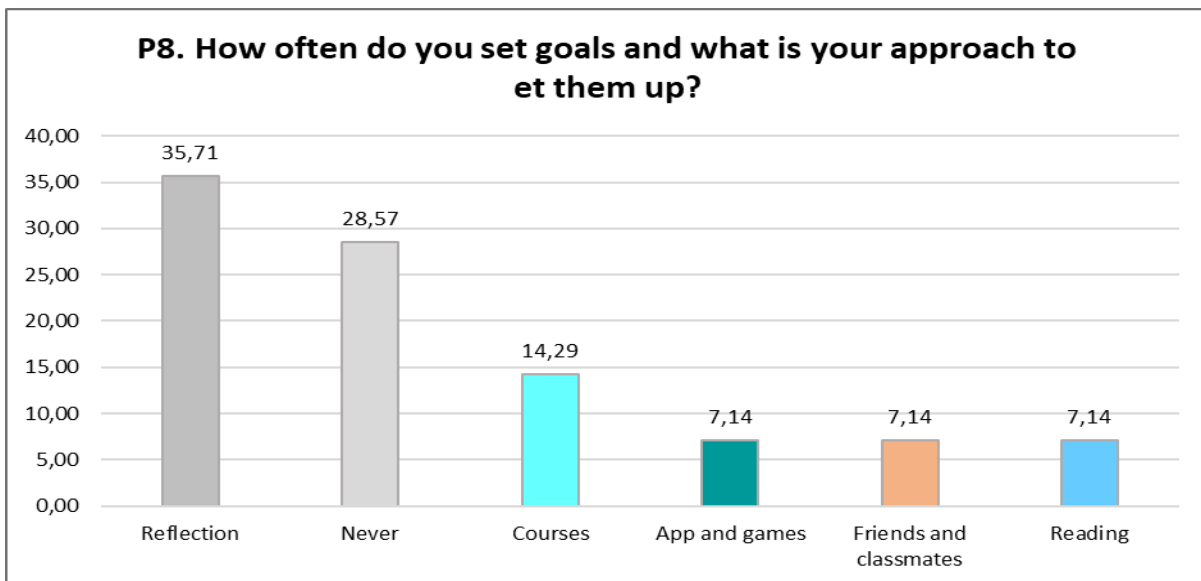


Figure 16 How often do you set goals and what's your approach to set them up?

The data reveal that 35.71% of students use reflection as their primary approach to goal-setting. However, 28.57% of students reported that they never set goals for their language learning. Courses are used by 14.29% of students as a structured approach to setting goals, while 7.14% of students use apps and games, friends and classmates, or reading as their method for establishing goals.

The preference for reflection, chosen by 35.71% of students, indicates that a significant portion of learners take a personal and introspective approach to setting their goals. Reflective goal-setting allows students to critically assess their learning needs and progress, leading to more personalized and meaningful objectives. Reflection is often associated with metacognitive strategies, which help learners evaluate their own performance and adjust their goals accordingly (Zimmerman, 2000).

However, it is concerning that 28.57% of students reported that they never set goals. This lack of goal-setting could hinder their language learning progress, as goals provide learners with a clear sense of direction and purpose (Locke & Latham, 2002). Without specific goals, students may struggle to stay motivated or to measure their progress effectively, leading to less engagement with the learning process.

Courses, used by 14.29% of students, offer a more structured approach to goal-setting. Formal courses typically provide predetermined objectives and milestones, which can help guide students through a systematic learning process. This aligns with research suggesting that structured learning environments can support goal achievement by providing clear expectations and regular feedback (Galindo, 2014).

Smaller percentages of students use apps and games, friends and classmates, or reading as their approach to setting goals. These methods reflect a diverse range of strategies that students use to motivate themselves and track their progress. Apps and games, for example, often incorporate goal-setting features, such as levels or streaks, to encourage consistent practice and engagement (Reinders, 2010). Friends and classmates can provide a supportive social environment for setting and achieving goals, while reading offers a way to set content-specific objectives related to language comprehension and vocabulary.

The findings show that while many students in group 1104 use reflection as a key method for setting goals in their EFL studies, a significant portion of students do not set goals at all, which may negatively impact their learning outcomes. Structured approaches, such as courses, and more interactive methods, such as apps, games, and peer collaboration, also play a role in goal-setting. Educators can support students by

encouraging regular goal-setting practices and helping those who do not set goals to understand the importance of this practice for language learning success.

5.2.9 Ninth Question

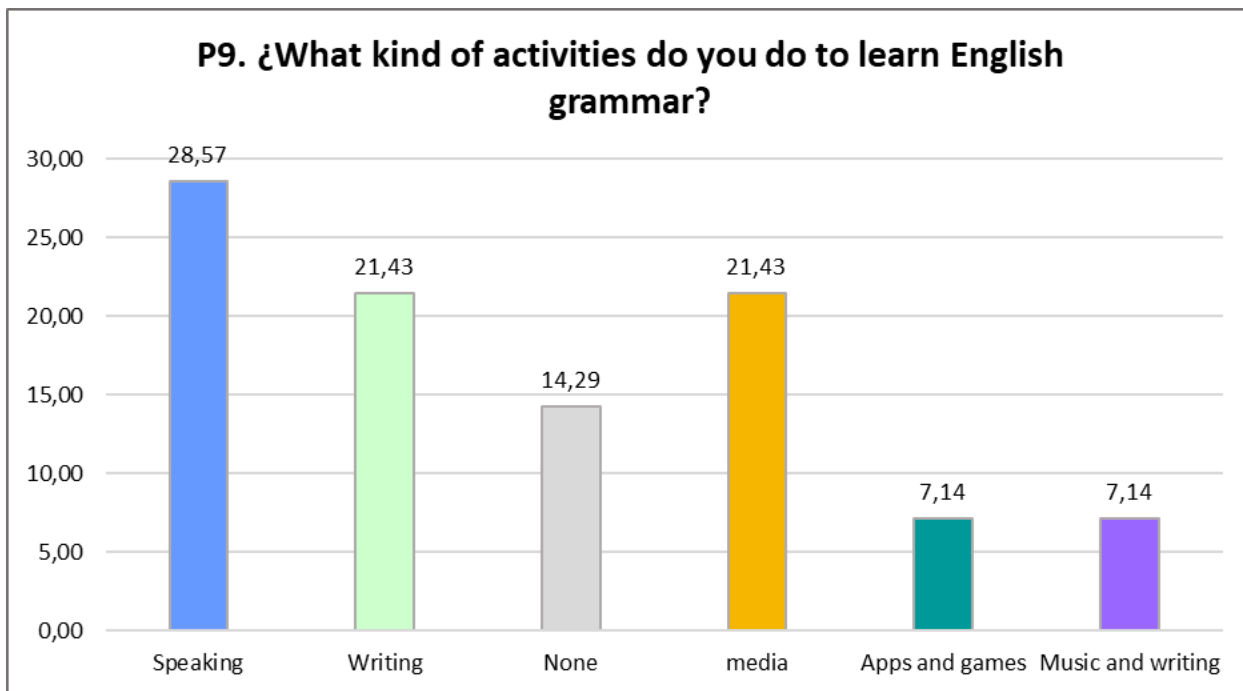


Figure 17 What kind of activities do you do to learn English grammar?

The data reveal that 28.57% of students focus on speaking as a primary activity for learning grammar. Writing and using media are each chosen by 21.43% of students, while 14.29% reported not engaging in any specific grammar learning activities. Additionally, 7.14% of students use apps and games, and another 7.14% combine music with writing to learn grammar.

The preference for speaking, cited by 28.57% of students, suggests that many learners see active use of the language as a key way to internalize grammatical structures. Speaking allows students to apply grammar rules in real-time, promoting fluency and grammatical accuracy. This approach aligns with communicative language teaching principles, which emphasize the

importance of using language in context to develop both communicative competence and grammatical understanding (Richards, 2006).

Writing, chosen by 21.43% of students, is another important activity for learning grammar. Writing provides opportunities for learners to focus on accuracy and structure, allowing them to experiment with different grammatical forms and receive feedback on their use. Writing tasks help students consolidate their understanding of grammar through deliberate practice, a key component of language acquisition (Nation, 2009).

Similarly, 21.43% of students use media, such as videos, movies, and other forms of digital content, to learn grammar. Media can expose learners to authentic language use, allowing them to observe grammatical structures in context. This incidental learning through exposure to real-world language aligns with Krashen's input hypothesis, which suggests that learners acquire language through comprehensible input (Krashen, 1985).

However, the fact that 14.29% of students reported not engaging in any specific activities to learn grammar raises concerns. These students may struggle to develop a solid understanding of grammatical rules, which could impact their overall language proficiency. Encouraging these learners to participate in grammar-focused activities could enhance their language development.

The use of apps, games, and combining music with writing, each chosen by 7.14% of students, reflects more creative and engaging approaches to learning grammar. Apps and games often gamify grammar learning, making it more interactive and enjoyable, while using music and writing together can help reinforce grammar through creative expression (Reinders, 2010).

The findings suggest that students in group 1104 use a variety of activities to learn English grammar, with speaking, writing, and media being the most popular methods. These activities

allow students to engage with grammar in both productive and receptive ways, promoting a balanced approach to language learning. However, the fact that some students do not participate in grammar-focused activities indicates a need for more targeted support. Educators can enhance grammar instruction by incorporating a mix of speaking, writing, media, and interactive tools to cater to diverse learning preferences.

5.2.10 Tenth question

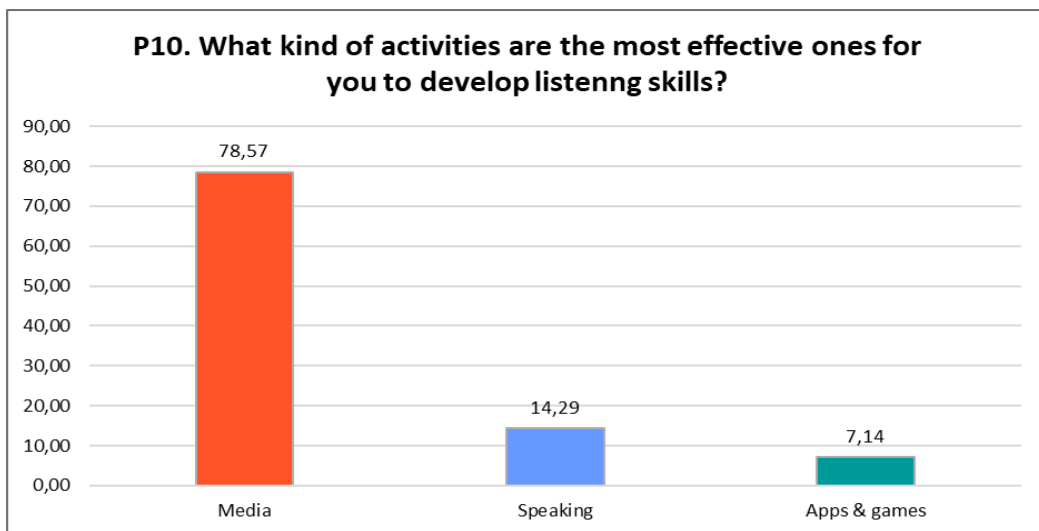


Figure 18 What kind of activities are the most effective ones for you to develop Listening skills?

The data show that a significant majority of students (78.57%) find media to be the most effective activity for developing listening skills. Speaking is the next most effective activity, chosen by 14.29% of students, while apps and games are selected by 7.14% of students.

The preference for media, cited by 78.57% of students, highlights its effectiveness in developing listening skills. Media, including movies, TV shows, podcasts, and videos, provides exposure to authentic language use, diverse accents, and varied speech patterns. This immersive experience allows students to practice listening comprehension in a contextualized and engaging manner. The extensive use of media aligns with research indicating that exposure to natural

language input significantly enhances listening skills and overall language acquisition (Vandergrift, 2007).

Speaking, chosen by 14.29% of students, is also considered an effective activity for improving listening skills. Engaging in conversation requires active listening, which helps students to interpret spoken language in real-time and respond appropriately. Speaking practice often involves interactive listening, where learners must understand and react to their interlocutor's speech, thus reinforcing their listening abilities (Goh, 2008).

Apps and games, selected by 7.14% of students, offer an additional, though less commonly used, method for developing listening skills. These tools can provide interactive listening exercises and auditory stimuli in a gamified format, making the learning process more engaging. While effective, apps and games might not offer the same depth of contextual listening practice as media (Reinders, 2010).

The findings indicate that media is the most effective activity for developing listening skills among students in group 1104, with a strong preference for this method over speaking and interactive tools like apps and games. Media offers extensive exposure to authentic language use, which is crucial for improving listening comprehension. Speaking also plays a role in reinforcing listening skills through interactive practice. Educators should leverage these insights by incorporating media into listening exercises and encouraging conversational practice to support students' listening development

5.2.11 Eleventh question

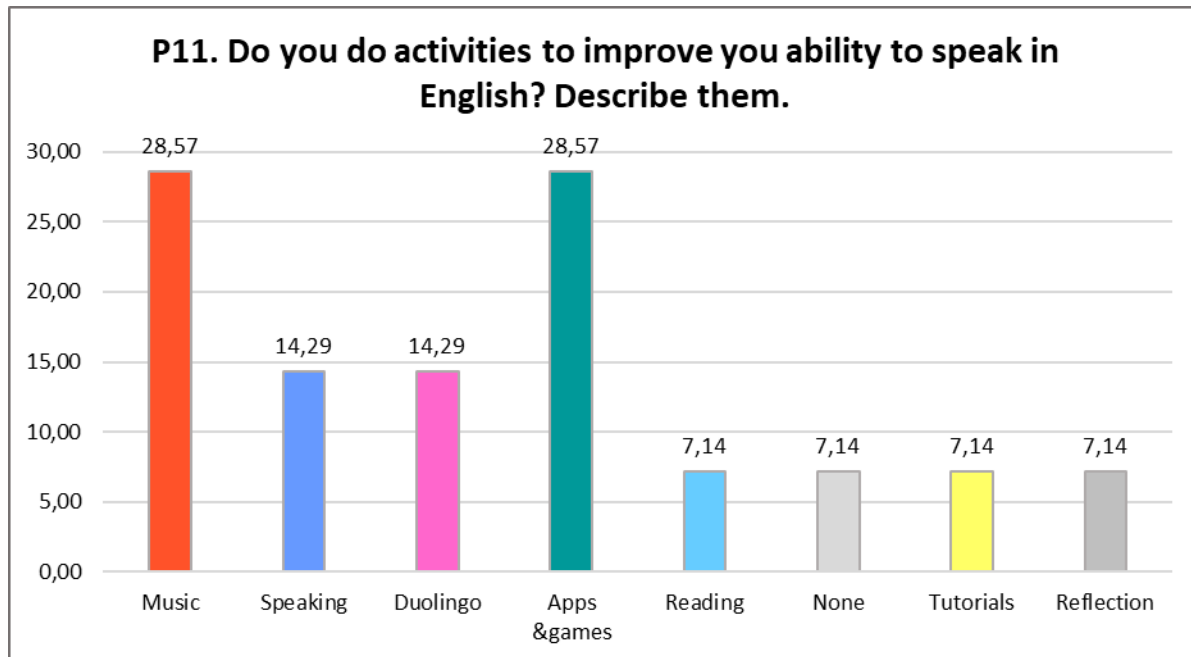


Figure 19 Do you do activities to improve your abilities to speak in English?

The data reveal that 28.57% of students use music and apps/games to improve their speaking skills. Speaking practice and Duolingo are each utilized by 14.29% of students. Other activities, including reading, using tutorials, reflection, and not engaging in any specific activities, are each reported by 7.14% of students.

The use of music (28.57%) for improving speaking skills indicates that students find it beneficial for language practice. Music can enhance pronunciation and intonation through repeated exposure to lyrics and melody, which aids in the development of natural speech patterns. Singing along with music provides a fun and engaging way to practice speaking, reinforcing vocabulary and grammatical structures in context (Bastien, 2010).

Apps and games, also chosen by 28.57% of students, offer interactive and gamified ways to practice speaking. These tools often include speaking exercises, pronunciation practice, and conversation simulations that help learners develop their speaking skills in an enjoyable format.

The interactive nature of apps and games provides immediate feedback and opportunities for practice, which can be motivating and effective for language learners (Reinders, 2010).

Speaking practice, selected by 14.29% of students, remains a fundamental activity for improving oral skills. Engaging in conversation allows students to apply their language knowledge in real-time, enhancing their fluency and confidence. Conversational practice, whether with peers, language partners, or tutors, provides valuable opportunities to refine speaking abilities (Goh, 2008).

Duolingo, also chosen by 14.29% of students, is a popular language-learning app that includes speaking exercises as part of its curriculum. The app's structured approach to language learning includes speaking practice alongside other skills, offering a comprehensive tool for language improvement. Its effectiveness is supported by research showing that interactive apps can enhance various aspects of language learning (Vesselinov & Grego, 2012).

Reading (7.14%) and using tutorials (7.14%) are less commonly used activities for improving speaking skills. While reading can support vocabulary development and provide context for language use, it may not directly address speaking practice. Tutorials can offer targeted instruction and practice but may be less engaging compared to interactive methods.

Reflection (7.14%) involves self-assessment and can help learners evaluate their speaking performance and identify areas for improvement. However, without active practice, reflection alone may not be sufficient for significant skill development.

The fact that 7.14% of students do not engage in any specific activities to improve their speaking skills suggests a need for increased motivation or guidance in finding effective methods for practice.

The findings indicate that students in group 1104 use a variety of activities to improve their English speaking skills, with music and apps/games being the most popular methods. Speaking practice and Duolingo also play important roles in developing oral abilities. While some students engage in less conventional activities or none, incorporating a mix of interactive, engaging, and structured practices can support more comprehensive language development. Educators should encourage diverse practice methods to cater to different learning preferences and enhance speaking skills.

5.2.12 Twelfth question

Graph 1. Q12 - How often do you read in English and what strategies do you use to achieve greater understanding of the texts you read?

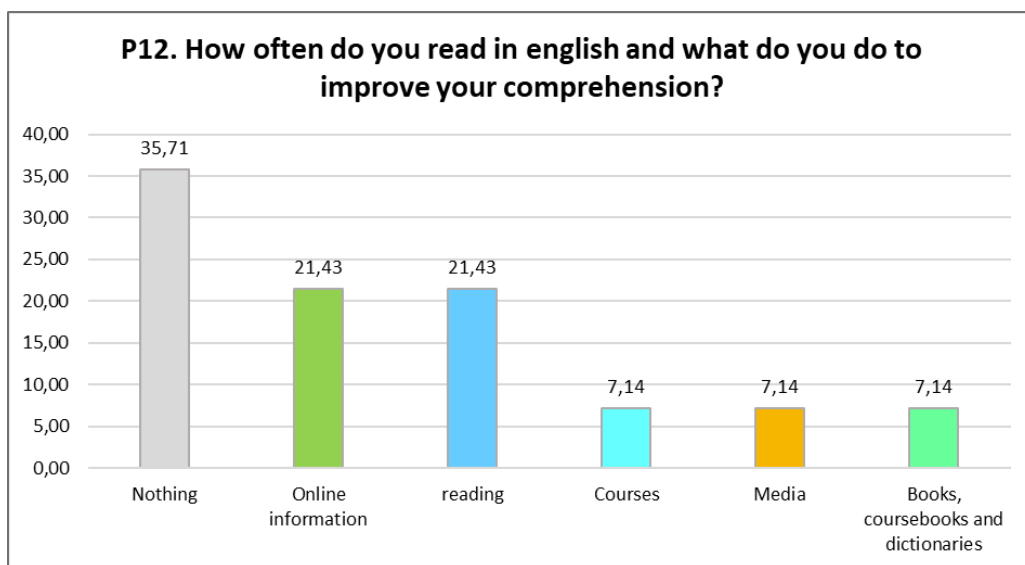


Figure 20 How often do you read in English and what do you do to improve your comprehension?

The data indicate that 35.71% of students do not engage in reading activities in English. Among those who do read, 21.43% use online information and another 21.43% focus on reading as their main activity. Other methods include courses, media, and books, coursebooks, and dictionaries, each chosen by 7.14% of students.

The high percentage of students (35.71%) who do not engage in any reading activities suggests a need for greater emphasis on encouraging reading practices. Reading in English is crucial for developing language skills, including vocabulary and comprehension. Without regular reading, students may miss out on significant opportunities for language exposure and practice (Grabe & Stoller, 2011).

Among students who do read, using online information (21.43%) indicates a preference for digital resources, such as articles, blogs, and websites. Online information provides access to diverse and current content, which can be engaging and relevant for learners. However, the effectiveness of this approach depends on the quality and complexity of the materials used. Online resources can enhance reading comprehension by offering varied contexts and topics, but they may require careful selection to ensure they match the learners' proficiency levels (Díaz, 2024).

Reading itself, chosen by 21.43% of students, is a direct approach to improving comprehension. Engaging with different types of texts, including fiction and non-fiction, helps students develop their understanding of language structures and content. Regular reading practices are associated with improved comprehension and language skills (Krashen, 1985).

Courses, media, and books, coursebooks, and dictionaries, each selected by 7.14% of students, represent more structured and supplementary methods. Courses offer guided reading practice with feedback and structured learning objectives. Media, such as audiobooks or videos with subtitles, provides an integrated approach to reading and listening. Books, coursebooks, and dictionaries offer foundational materials for structured learning and reference. While these methods can support reading development, they may not be as engaging or flexible as more interactive or diverse resources.

With this we conclude the analysis of the results found with the second data collection instrument designed. We will now move on to explore the findings related to the third data collection instrument designed: the class observation diary.

5.3 Class Observation Diary

The third instrument used for the development of the research was a class observation diary designed exclusively to record information concerning the various self-regulation strategies that the teacher perceived in his students in the six class sessions he had with them during the third quarter of 2023.

The name of the class in which the teacher-researcher was a full professor was: "English Club". This class has a practical orientation and is part of the emphasis that Colegio Bernardo Jaramillo I.E.D. has recently developed to strengthen the communicative competencies in EFL of its students with the aim of offering them a better academic and labor positioning for the stages after the completion of their vocational high school.

The English Club is held twice a week with an hourly intensity of four hours a week and in it the teacher focuses his work on developing conversational and oral comprehension and expression skills at a level of approximately B1 in accordance with the Common European Framework of Reference for Languages. The class obeys an institutional educational policy that provides students of the Bernardo Jaramillo I.E.D. School with a qualification in the areas of language, communication and logical thinking.

Next, a brief description of the tool designed for data collection within the classroom is made and at the same time its objective within the research is indicated. The instrument is called "Class Observation Diary" and is based primarily on the observations provided directly by the

researcher's tutor, Professor Jair Ayala Zárate. In addition, what Zabalza (2004) said about the design and effectiveness of a class diary was considered.

DATE	STUDENT NUMBER	TYPE OF INTERACTION	STRATEGIC FACTOR	OBSERVATION
25/07/23	15	Individual	- ACTIVATION	15 is the one who approaches me to ask me about his presentation on family.
25/07/23	Whole group	Whole group	- COGNITION. - METACOGNITION. - ACTIVATION - META-AFFECTION	We were discussing the vocabulary that they should use in order to present your family tree. some of them, they were jotting down, things that they have, resource up on regarding this vocabulary and they've been talking to each other about the best way to do it. What family members want to talk about. And the info they want to include.
27/07/23	22,28,29	Couples	- SOCIOCULTURAL INTERACTION - METACOGNITION - META-AFFECTION	Some students are getting together just to speak about the task that they have at hand, and they are discussing the best way to do so.
1/08/23	19, 21	Small groups	- SOCIOCULTURAL INTERACTION.	My first voice message today. And it deals with some students who are students. 21 is student one and student 19. They are,

				having a little discussion about how to present their family tree, family trees, in this case.
1/08/23	13,19,21	Small groups	<ul style="list-style-type: none"> - AFFECTION. - ACTIVATION 	Three students and later on, I am going to say which one they are. They approached me to ask me about how it is to study English, in a foreign language at a university level.
1/08/23	7, 13	Whole group	<ul style="list-style-type: none"> - METACOGNITION - META-AFFECTION 	They showed me their plan to do the presentation so that's the students 13. I gave her, well, a white flag.
1/08/23	17,23,29	Couples	<ul style="list-style-type: none"> - SOCIOCULTURAL INTERACTION 	There are some students talking to each other. Those are students 2329 I, three and 17.
1/08/23	12, 13, 17,21,23,25, 29	Individual	<ul style="list-style-type: none"> - COGNITION - SOCIOCULTURAL INTERACTION - AFFECTION 	Most of the students use the translation apps on their cell phones or maybe their Google translator that this student who is in this unit number 12. He's been practicing with his dictionary and he's always asking me questions about pronunciation. And that's good.
15/08/23	12,23,24,25,26	Small groups	<ul style="list-style-type: none"> - COGNITION - SOCIOCULTURAL INTERACTION - AFFECTION - META-AFFECTION 	This is August and I'm talking about my diary. And I've seen several things that I want to share, later on and this diary. So, the first thing some

				students approached me and they asked me if the if I knew of some ways to improve their pronunciation. And I advised them how to do that on a website.
15/08/23	6,19,23	Small groups	<ul style="list-style-type: none"> - SOCIOCULTURAL INTERACTION - METACOGNITION - ACTIVATION 	Some students get together to speak a little bit in English. they were talking about their families and the roles that they all have in their families. Right. So, a little bit, just a little bit.
17/08/23	1	Individual	<ul style="list-style-type: none"> - COGNITION - SOCIOCULTURAL INTERACTION 	I've been teaching them some ideas about how to do a presentation. And one of them has approached me is student number one, and she's told me that she has some ideas. And she was just, asking me and how to design her family tree.
17/08/23	23	Small groups	<ul style="list-style-type: none"> - COGNITION - METACOGNITION - SOCIOCULTURAL INTERACTION 	Student number 23 is just, spoke with some other students in English before.
17/08/23	7	Individual	<ul style="list-style-type: none"> - COGNITION - AFFECTION - SOCIOCULTURAL INTERACTION 	Since this kid has been practicing pronunciation exercises with Duolingo app, Duolingo is a good one. I told him that anyway, he needs to

				shake it out with some other sources.
17/08/23	13,14,16,20	Small groups	<ul style="list-style-type: none"> - COGNITION - AFFECTION - ACTIVATION 	Some students are looking for some words that I gave them, in their dictionary so they can find their meanings and they can make up a complete that full story of, that's their family tree.
17/08/23	2,3,4,24,26,27,28	Individual	<ul style="list-style-type: none"> - AFFECTION - SOCIOCULTURAL INTERACTION 	Number 24 Was explaining some or some things in English to other students. He's very good at it. he told me that he wants to study, languages at the University.
31/08/23	Whole group	Whole group	<ul style="list-style-type: none"> - METACOGNITION - AFFECTION - ACTIVATION 	Most students tell me that they want to do the family tree and then some, without any help, but some of them tell me that this is a difficult task for them. So where should they start looking for information? And I was giving some advice on that matter.
31/08/23	6	Whole group	<ul style="list-style-type: none"> - AFFECTION - META-AFFECTION - METACOGNITION - COGNITION 	These are some of the while the notes that I'm going to make today right. The students six is a little bit afraid of making her presentation. So, I reassured her that is going to be okay. She says that she feels so

				threatened by orders of student orders, because of the way that she speaks. She's practicing alone a lot, though.
31/08/23	21	Whole group	<ul style="list-style-type: none"> - SOCIOCULTURAL INTERACTION - AFFECTION - ACTIVATION 	<p>Student 21 again, was discussing the... approach to start drawing or making a little designed on her family tree. The rest of the students were listening to what their peers were saying and trying to copy some of the arguments that the students were presenting.</p>

Table 4 Class observation diary grid.

The diary was designed in the form of a table of several boxes that were completed only after the observations were completed during the six class sessions that were held from July 25, 2023, to August 31 of the same year. The exact dates of the class sessions are July 25, July 27, August 1, August 15, August 17 and August 31. The number of sessions obeyed to two main reasons, first, the class term made it advisable to collect data related to the development of only one academic project that takes place during the term. Second, as advised by the literature regarding this type of instrument (Zabalza, 2011) the amount of data collected was sufficient to give a reliable view of the reality of the strategic factors of self- regulation within the classroom. Each class session lasted two hours and the teacher-researcher only recorded voice notes when he observed behaviors that fell into the categories of strategic factors investigated and useful for conducting the research. This recording was made by the teacher with his cell phone recorder and

recorded the observations at the same time as the class was going on. Then, he transcribed all the voice notes in the corresponding boxes and identified the strategic factors observed during the development of the class sessions. It also identified the numbers of participating students who displayed various strategies or self-regulated behaviors. At the beginning of the research process the researcher informed the group about the manner in which the data was going to be collected. The confidentiality of all the information was of the utmost importance during the recording in-class time and the subsequent storage and retrieval of the information.

Consequently, the class observation journal is made up of four columns. The first indicates the day on which the voice note was made; the second mentions the number of students involved; the third identifies the strategic factors of self-regulation and, in the last column, describes the situation observed during the class. It is also important to note that the observations come from voice notes that can be consulted at the following link: [Grids and recordings](#) where they were stored virtually by the teacher-researcher.

Now we proceed to analyze the data in an interpretative way according to the observations in the classroom.

A total of 18 notes were made during the six class sessions, in most of the situations observed the students were working in small groups or in pairs. On two occasions, the situation was observed as part of the behavior of the group as a whole and in four of the eighteen situations the students were working individually. Most of the situations arose spontaneously during the class, but there were times when the teacher inquired directly about a particular topic with the aim of generating an environment where self-regulation strategies could be developed

Of the eighteen situations that provoked self-regulatory behaviors, we can distinguish a large number of strategic self-regulatory factors in the classroom that are grouped around cognition, metacognition, affection, meta-affection and sociocultural interaction. It should be emphasized that the same observed situation can activate factors of different kinds in different students or even individually, the student can display self-regulated behaviors of different nature.

Take for example the observation made on 07/25/23 with the entire group of students:

"We were discussing the vocabulary that you should use in order to present your family tree. some of them, they were jotting down, things that they have, resource up on regarding this vocabulary and they've been talking to each other about the best way to do it. What family members want to talk about. And the info they want to include."

The situation arises because of a class assignment. The students were asked to make a family tree and present it in front of their classmates to talk about each of the members of their extended family. The presentation takes at least two minutes and should be expressed exclusively in English. Immediately, the students began to design their family tree ideas and wanted to know different expressions that are commonly used to refer to kinship relationships that are very common in Colombia today, such as the words: stepfather, half-brother, half-sister, stepbrothers, etc.

In these small activities, self-regulation and self-directed learning processes can be evidenced, which appears as a first trigger for behaviors that can have a deeper impact on the long-term learning process, such as, for example, the fact of inquiring about other people, whether they are other students with a broader knowledge of English or the teacher himself. Or, on the other hand, researching in their dictionaries or other online sources, implies that students autonomously

want to establish contact with other people who are in their environment to learn the foreign language.

This situation is very different from the one that arises when the teacher arrives in the classroom and says "guys, today we are going to learn the words that are used in English to talk about our families...". Of course, the lexical content that students end up learning is the same, but the impulse or trigger from which learning starts is different and that is what really counts in the processes of self-regulation: the source from which the impulse of learning comes.

In the same situation we can also observe that students begin to plan what to do as part of their presentation, how to design their family tree and which members to include. Independently, they meet with their friends or colleagues with whom they have more confidence, make alliances with those who know more about the subject and consult the pronunciation of some words with some well-known sites on the Internet such as "Google translate" or the "WordReference.com" dictionary. These queries represent diverse ways of acquiring knowledge and demonstrate how these micro-actions can generate a constant change in behavior during their learning and is maintained or sustained for a significant time. In this way, the teacher-researcher must interpret the activities or micro-activities in the light of what the theory says about self-regulation and from there categorize them according to the strategic factor of self-regulation that determines them, which allows unraveling and characterizing the reality of the activities that their students carry out within the classroom where self-regulation strategies are reflected.

To contextualize the analysis, we must first say that the third period of classes in the subject "English Club" is aimed at learning and developing communicative skills related to entertainment and social relations. These competencies encompass the following functional objectives: How to ask someone out, accept or decline invitations, give directions to a place, talk about musical tastes,

make plans to go to an event, talk about new relationships, describe extended family, compare people, and describe family traditions. In this way, different proposals for the end-of-two months' project were discussed and the presentation of the family tree was widely received by the students.

It was in this context that the classes of the third term were held, which despite being considered 20 at first, turned out to be 15 due to institutional reasons (celebrations, holidays, pedagogical days, teacher strikes, etc.). At the beginning it was considered to record them all, but the material would be very abundant to work on the research and at the same time carry out the teaching task in a complete manner, so it was decided to carry out six class sessions so that the data would be sufficient, but not excessive.

During the six class sessions, it was observed that the students developed 18 situations in which various strategic factors were deployed or put into play, which have been described and discussed extensively within this work and which were presented on 36 occasions discriminated in the following way.

In seven situations, the activation factor of self-regulation was deployed. In eight, the cognitive factor. On seven other occasions, the metacognitive factor was evidenced. Similarly, the affective factor was observed in eight of the class situations analyzed. The meta-affective factor was distinguished on five occasions and, finally, the sociocultural interaction factor was observed in eleven of the situations that were observed in the research. The table below presents these data graphically.

STRATEGIC FACTOR	# inst by type of interaction				total number of instances	PERCENTAGE
	WG	SG	C	I		
ACTIVATION	3	3	0	1	7	39%
COGNITION	2	3	0	3	8	44%

METACOGNITION	4	2	1	0	7	39%
AFFECTION	3	3	0	2	8	44%
METAAFFECTION	3	1	1	0	5	28%
SOCIOCULTURAL INTERACTION	1	4	2	4	11	61%

Table 5 SRL in-class situations by strategic factor and type of interaction.

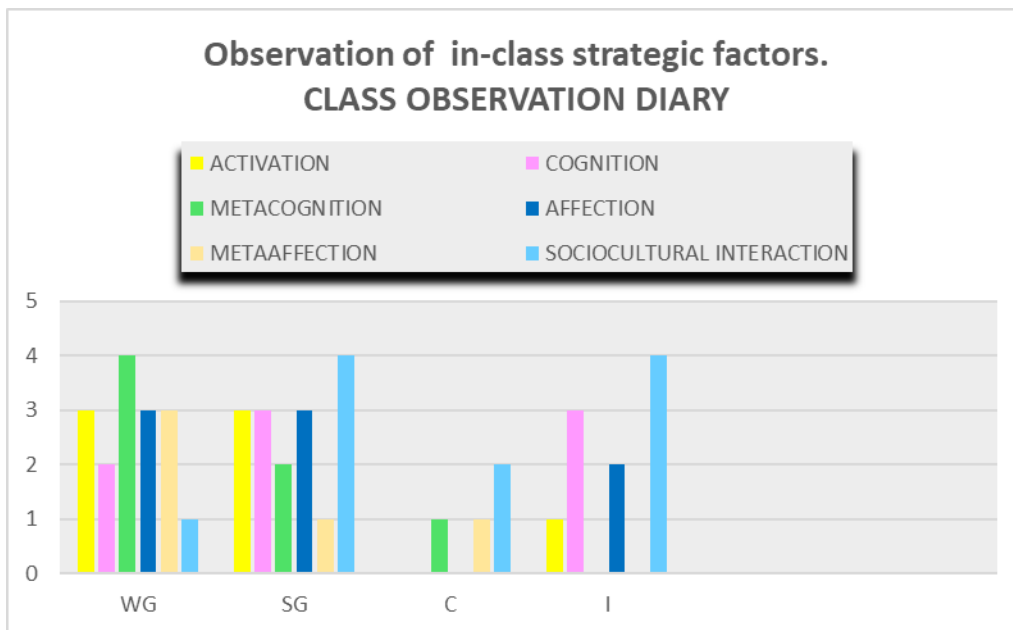


Figure 21 Observation of in-class strategic factors.

The bar graph illustrates the frequency of several self-regulation strategic factors across different types of student interaction in the 1104 EFL classroom. The first column shows the strategic factors discerned; activation, metacognition, cognition, affection, metaaffectation, and sociocultural interaction. The following four columns classify interaction types observed which include whole group (WG), small group (SG), couples (C), and individual (I).

Whole Group (WG) Interaction:

In exercises and activities that involve whole group interaction (WG), activation, metacognition, cognition, affection, and sociocultural interaction were all observed with relatively equal frequency (around 2 to 3 instances each). On the other hand, metaaffectation showed the lowest occurrence in this interaction type,

indicating that emotional regulation related to meta-level thinking may not be as prominent when students engage in whole-group activities.

What this tendency suggest is that whole group interaction fosters a diverse set of cognitive and affective processes, likely due to the collective dynamic where students engage with both content and peers, necessitating a broader range of self-regulation strategies (Boekaerts & Corno, 2005).

Small Group (SG) Interaction: Sociocultural interaction was the most dominant factor (observed 4 times), followed by a balanced presence of activation, metacognition, and affection (all observed around 2 to 3 times). Cognition and metaaffection had lower occurrences compared to other factors.

This high frequency of sociocultural interaction in small group interactions aligns with Vygotsky's social constructivist theory, which posits that learning is mediated through social interaction (Vygotsky, 1978). Small group work encourages collaboration and peer-mediated learning, which can explain the prevalence of sociocultural interaction as a self-regulation strategy.

Couples (C) Interaction: Metacognition showed to be the most frequently observed factor (3 instances), followed by affection and activation. Cognition, metaaffection, and sociocultural interaction were less visible in this interaction type.

The prevalence of metacognition in couple interactions suggests that working in pairs might promote reflective thinking and self-regulation. When students work closely with a partner, they may be more inclined to plan, monitor, and evaluate their learning processes (Schraw & Dennison, 1994). The personalized nature of pair work might also give space to more metacognitive engagement compared to larger group interactions.

Individual (I) Interaction: Sociocultural interaction and affection were observed the most (4 instances each). However, cognition, metacognition, and activation appeared less frequently. Metaaffection was observed only once.

A fact that is noticeable is that sociocultural interaction and affection were dominant even in individual tasks. This might indicate that even when students work individually, their emotional and social learning environments (e.g., feedback, peer influence, or cultural context) still play a significant role in their self-regulation. This finding echoes the concept that self-regulation is not only an individual cognitive process but is also influenced by social and emotional contexts (Zimmerman, 2000).

There are several facts that must be pointed out. First, the strategic sociocultural Interactive factor is consistently high across different interaction types, emphasizing the critical role of social dynamics in self-regulated learning while learning English in 1104 group of students. Whether students are working in groups or individually, their social interactions, either real or imagined, significantly shape their self-regulation strategies.

Affection and metacognition factors show variability across different interaction types, highlighting a possible situational dependence of affective and metacognitive processes. For instance, affection is more prominent in individual tasks, possibly due to a heightened sense of personal responsibility (Díaz, 2024), while metacognition peaks in couple interactions, where students might engage in joint problem-solving and reflection (Vygotsky, 1978).

Another fact that is prominent is the consistently low occurrence of metaaffection. This suggests that higher-order emotional regulation strategies are less frequently engaged in classroom interactions. This could point to the need for more explicit instruction or support in helping students recognize and regulate their emotions at a meta-level (Galindo, 2014).

A general conclusion that we may gain from the analysis is that different classroom interaction formats (whole group, small group, couples, and individual) differentially engage students' self-regulation strategic factors. The sociocultural context appears to be a strong driver of self-regulation across all interaction types, while metacognition and affection show more variation depending on the interaction format. Teachers can

leverage these insights by designing classroom activities that strategically foster specific self-regulation processes, tailored to the interaction format (Reinders, 2023)

5.4 Discussion

After analyzing the findings of the three instruments designed to gather information from our participants. SRL strategies questionnaire (SRLLS), semi-structured interview and, class observation diary, in this section the implications of those findings regarding each one of the strategic factors of self-regulation that have been widely characterized in the partial conclusions obtained with the study of the findings that emerged from the previous sections of this chapter.

First, we will discuss in detail the implications of our findings related to each strategic factor studied. Then, we will extract suggestions that those implications give raise to and, finally, we will summarize what the findings of our study reveal regarding the characterization of the group 1104 as a whole and the context in which EFL learning takes place.

Strategic activation factor.

How do students in 1104 group activate strategies of SRL when faced with the task of learning English? This is now the central question here. As we were able to perceive through the different data gathered, there are some interesting findings that corroborate that activation of SRL in EFL is still low in the group 1104. Even though, the results of the questionnaire show that the students indicate that they use strategies to activate self-regulatory processes, the findings in the other two instruments show clearly that they may rely heavily in their peers, the teacher, and friends to tell them what to do in a particular task. Looking at the results it can be observed that most of the students say that they initiate activities aiming at developing further in self-regulation strategies.

Most of the students reported to carry out different strategies with some degree of frequency that range from frequently to almost always, but in the answers to the interview and in the class observation, they did not show any of the strategies listed as those ones of the activation type. Activities such as setting short time goals before start studying, planning a schedule, organizing task based on deadlines and prioritizing resources were never mentioned as valuable ones by the students when they were asked about how they organize the priorities in their tasks during the interview. Besides, there was no evidence at all that students plan short term goals, analyze what resources they may have at hand to start a task and evaluate their weaknesses and strengths before embarking on it.

All in all, what these findings reveal is the general tendency to use the immediate resources without paying attention to what extent the resources may work out in the task at hand.

Some of the answers given by the students during the interview show that:

“Mis iniciativas son: ver películas o series en inglés, escuchar música y ver videos que expliquen el idioma.” (S8)

“A veces por medio de aplicaciones me ponía a estudiar.” (S7)

“Ocurren en su mayoría cuando veo o escucho algo en inglés que no entiendo y por la curiosidad investigo por mi cuenta para poder entenderlo.” (S4)

The clear implication from these observations is that students lack enough strategies to activate processes of self-regulation in EFL learning. Time management seems to be far away from what they consider to be worthy to control in their language learning, setting goals is an activity that is perceived to be part of the work of the teacher or other authority figures in the

academic scenario, finding and evaluating learning resources is also a task in which the majority of students tend not to get involved with, and evaluating strengths and weaknesses is not perceived by the students as a crucial task before they start learning something.

These behaviors reveal an academic “culture” of what we may call immediacy which means solving problems in an immediate way. A characteristic that tends to appear in the context of education and the wider culture of students. Although this characteristic serves purposes when there is a lack of resources available including time, it is unavoidably a characteristic that needs to be addressed in the classroom.

The suggestion that seems to be most appropriate is to include some of these strategies in the curriculum across several of the school subjects. Strategies like time management, goal setting and goal checking, resource inventory and evaluation, scheduling and verifying of study spaces and times could improve greatly the performance of the students, not only in their EFL learning, but across different school subjects.

Another suggestion that can be extracted from the data is the implementation of coregulation methods and some synergies that can be established between students with more deployment of activation self-regulatory strategies pairing them or working in groups with students with low self-regulatory activation strategies in and outside the classroom.

5.4.1 Strategic metacognition factor

The three instruments designed to collect data from the participants show a consistent low degree of the development of self-regulatory metacognition factor. Even though some students show some introspective metacognitive strategies in their behavior, those are used in a reactive

manner rather than in a proactive one. Strategies such as monitoring, or self-evaluation and feedback usage are rarely mentioned among the strategies of this type used by the students. Most of them tend to rely on the concepts of their peers to act towards what seems to be the road ahead. Self-evaluation is scarcely used and when it is used, it depends on the suggestions given by peers or by the teachers.

There seems not to be a clear idea of what the self-evaluation strategy entails. A couple of the answers given by students to the question of how they self-evaluate can offer us a clear picture of the issue.

“Tratando de cantar en inglés o leyendo textos.” (S1)

“Básico – porque a veces no comprendo muy bien el inglés.” (S3)

“Intermedio, ya que, pese a que logro entender y expresar cosas difíciles del inglés, aún creo que me falta mucho más por aprender.” (S5)

The excerpts taken from the interviews show that students do not know how to measure clearly their advancement in the EFL learning process. The accuracy in their self-evaluation is almost absent and there is a little indicator of them knowing the levels that they want to achieve, but they do not identify the process by which they obtain their self-evaluation. It seems that there is a misuse of the feedback provided by the teacher, the tests and their own impressionistic perceptions.

The implications of the scenario of the development of the self-regulatory metacognitive factor in EFL are twofold. On the one hand, it is indispensable to teach students how to take advantage of any evaluation process to give them some input to evaluate themselves, as well as to

identify their weaknesses and strengths. On the other hand, it is imperative for the different stakeholders to widen the range of the self-evaluation strategy in the curriculum. The development of self-regulation in Language learning as well as in other areas of knowledge relies to a high degree upon self-evaluation, therefore it should be a must of curriculum design and application.

5.4.2 Strategic affection and meta-affection factors

Affection or affectivity as it has been called in several instances of this paper, occupies a prominent place among the strategic factors studied. Most of the students not only show high levels of this element in their self-regulation while EFL learning, but also, they are able to recognize widely the type of activities they find most enjoyable.

Both affection and meta-affection are evident by the levels of motivation, interest, and activities connected to experiencing a joyful process while learning English. The answers to the interview as well as the results in the questionnaire and the observations of class clearly show that students find it greatly pleasant to learn English and are ready to expose their own ideas about what they find enjoyable both inside the classroom and outside of it. The following excerpts show their ideas regarding their favorite activities to learn English and to improve the different skills that their knowledge implies.

Quest: ¿Cuál es tu forma preferida de aprender el idioma inglés?

Answers:

“Cantando o de manera lúdica para que no se vuelva aburrido.” (S3)

“Tomando en cuenta lo que vemos en el área de inglés y escuchando música.” (S6)

“Ver cosas visuales, con explicación. También jugar o mirar cosas en inglés” (S4)

“Me gusta hacerlo de manera lúdica o con música.” (S9)

“Hablando, viendo videos y haciendo juegos”. (S11)

There are some interesting implications for the students, teachers, and decision makers in the academic environment. First, students can develop their own strategic factors of affection and meta-affection by trial and error. They can little by little gauge the activities they find the most interesting and adapt them to their own context and resources. Taking this first step in the way of responsibly assuming their EFL learning process could be of great benefit.

Secondly, the suggestion for English teachers is obvious: activities that involved different samples of the culture of the target language that are suggested by the EFL students themselves. Music, videos, videogames, and some other materials that students are interested in can both broaden the perspectives of the English classroom and give entrance to the legitimate interests and motivation of our EFL students. Finally, a suggestion for decision makers of the EFL learning: give as much opportunity as possible to students to get involved in the designing and discussion of the English curriculum. Although students cannot determine what to learn, they may well have a saying about the kind of materials and resources they want to be used when evaluated, the materials used in class and the resources they consider should be available for the learning of EFL. Stakeholders should also give it a thought to the materials and resources we can provide our students for them to benefit from a wide variety of resources to learn English. Self-access English centers can be a great option for those who are especially adept to this alternative.

5.4.3 Cognitive strategic factor

The cognitive factor encompasses a wide range of strategies that the students use in order to learn the language. Repetition, memorization, use of imagery, underlining, summarizing,

shadowing, practicing role plays, taking dictations, reading aloud, etc. All three instruments show the number of strategies used by students. Several of these cognitive strategies are frequently used in the classroom as well as outside. The observation journal shows different strategies that students used. It must be highlighted that those strategies could be task-bound or independent from task. Most of the strategies used and reported by students in the instruments were independent from task, but there were several strategies mainly observed in the classroom through the class observation journal that can be classified as task-bound strategies Vocabulary acquisition and memorization strategies, pronunciation practice techniques, reading strategies, and the acquisition of grammatical structures through reading.

Some of the general strategies that are task-independent and were mentioned by the students are listed below and were already mentioned in the sections of analysis of the findings of the different instruments.

“Intentar oír el idioma con videos de conversaciones. Ver películas en inglés o simplemente escuchar música en inglés. Escucho pronunciaciones de videos, escribo palabras en inglés para que me ayuden a mejorar.” (S2)

“Escribir y completar frases y otras veces traducir textos. Escuchar música. aplicaciones como Duolingo o escuchar música. traduzco poco a poco con un diccionario.” (S3)

“Apoyarme en aplicaciones para poder lograrlo. Conversaciones o juegos. Una aplicación donde mencionan cada cosa que muestran. Algunas veces en una aplicación: Duolingo”. (S4).

“Busco por mi cuenta el significado o pido ayuda al profesor para que aclare mis dudas. Google, diccionario o traductor. Redactar textos acerca de actividades que he realizado en mi vida. Escuchar música, cantar.” (S10)

Regarding the type of task-bound cognitive strategies, we can mention the following ones that showed up during the class sessions observed:

“We were discussing the vocabulary that you should use in order to present your family tree. some of them, they were jotting down, things that they have, resource up on regarding this vocabulary and they've been talking to each other about the best way to do it. What family members want to talk about. And the info they want to include.” (CO# 2)

“Most of the students use the translation apps on their cell phones or maybe their Google translator that this student who is in this unit number 12. He's been practicing with his dictionary and he's always asking me for suggestions about pronunciation. And that's good.” (CO # 8)

Several implications stem from the analysis done in the previous sections of this chapter. These implications render several suggestions to students, teachers, and the school community in general, and—decision-makers in particular. The implications are similar to those of the affective and meta-affective strategic factors. However, the cognitive strategic factor is one of the most developed ones among the members of the group. A clear implication of such situations is that there are several strategies that are presented constantly as the repertoire of the EFL student in group 1104: vocabulary acquisition and memorization strategies, pronunciation practice techniques, reading strategies, and the acquisition of grammatical structures through reading. However, the cognitive strategic factor can be expanded by the inclusion and the creativity of both

teacher and students. The practice of these strategies can be taken as a daily task not only in EFL learning, but also across several other school subjects.

5.4.4 Sociocultural interaction strategic factor

The last factor to be examined in this discussion is the sociocultural interaction factor that relates to the strategies that students use in order to learn English while engaging in a direct contact with the culture and the society of the target language. The three instruments that were used in the research gave an account of the significance of this strategic factor for the English learners in 1104 group. As was underlined before in the findings section of this chapter, the most significant use that students give to the technological tools that modern communication systems have to offer is the one of broad and wide communication. This aspect of technological advance represents a challenge for both teachers and students and in a broad sense, to all stakeholders involved in the EFL learning communities in our schools.

The SRSLLSQ yielded valuable information regarding the sociocultural aspects of self-regulation. There is still a deficit in the usage of these tools by students. Technology has not been completely exploited in its possibilities to learn EFL. However, the results shown by the semi-structured interview paint another picture of the learning of English through websites and particular internet sites. Most students seem to favor such websites as YouTube, Google translate, online dictionaries and some other sources of information. The following excerpts show how students are now using the internet to learn English.

To the question “3- Where and how do you usually look for information to develop the assigned activities in class and when you want to delve into a particular topic in English?”

Some of the students' answers were:

“Hablo con amigos o busco en internet(S1). Por cursos, videos o viendo películas y escuchar música en inglés(S2). Aplicaciones como Duolingo o escuchar música. (S3) A veces busco en traductor (S4) Mayormente en videos de YouTube, páginas que explican la gramática (S5) Google, diccionario o traductor(S6). Por internet o muy pocas veces en libros. (S8)

The data gathered by the class journal also showed that students tend to use the same websites in class to find useful information to do their tasks.

“Most of the students use the translation apps on their cellphones or maybe their Google translator that this student who is in this unit number 12. He's been practicing with his dictionary and he's always asking me questions about pronunciation. And that's good”.
(in-class observation #7)

However, sociocultural interaction does not have to do exclusively with the use of the internet with the purpose of finding authentic contact with the target language and the population who speak it. Sociocultural interaction has also to do with the contact that students establish with the broad community of speakers and how they get involved with the interaction in the target language. From time to time, it has also happened in the English classes at school as is evidenced by the following excerpt:

“Some students get together to speak a little bit in English. They were talking about their families and the roles that they all have in their families. Right. So, a little bit, just a little bit”.
(class observation # 12)

Involvement with the English community and interaction with its culture can also happen when two or more English speakers (being them native or not native) interact to transmit and receive messages. In that sense, sociocultural interaction happens constantly in the classroom and can be extended to other settings in the school and out of it.

Some of the implications for this important use of the sociocultural interactive strategic factor in the group are that the more tools you have to offer students at school, it is sure that the more they are going to develop creative ways in which they can use them to learn and connect with other people who are learning, know English or speak it natively. The second implication has to do with teachers and the use that they can give the technological tools in the classroom. Integrating those tools in the curriculum can benefit the students in considerable significance. The students show some misuse of technological tools to learn the language. It is evident that there is a current underuse of the tools that the Internet has to offer. However, there should be some learning space given to students to explore and use the technological tools and in that way the teachers can also benefit from a learning environment in which they facilitate the learning experiences.

6. Conclusions, implications, limitations and further research

After analyzing the results of the findings found through the three data collection instruments, we proceed to draw conclusions of this research study.

First, the conclusions of the data provided by the students of grade 1104 of the Bernardo Jaramillo I.E.D. School will be presented together with the analysis that was carried out in the previous pages.

Secondly, the implications that the development of this research study entails both for the educational institution and for the teaching work and the initiatives that arise from an education that considers the guidelines of the SRLEFL will be mentioned.

Third, the contributions that this research exercise represents for academia and for the educational field in general will be briefly mentioned.

The fourth part of this chapter corresponds to the description of the limitations that the study had when it was carried out in the context of the public educational institution in which the teacher/researcher develops his work.

Finally, some suggestions and guidelines that can be made by the teacher/researcher are pointed out for those who want to lean towards similar research in the future.

6.1 Conclusions

The main objective of this research study was to reveal what the current strategies of 1104 students can reveal about their self-regulation strategic factors. In addition, the study aimed at drawing some suggestions for the academic community to foster self-regulatory practices among the students.

Regarding the general objective of the study, we can point out the following:

The findings collectively highlight key insights into students' self-regulatory strategies, sociocultural interaction, and metacognitive awareness, revealing strengths in emotional regulation, areas for improvement in metacognition, and the diverse ways students engage with language learning both inside and outside the classroom.

Students in group 1104 display moderate levels of self-regulation, with a significant focus on affective regulation. Students demonstrated some ability to manage their emotions during EFL tasks, which is critical for maintaining motivation and perseverance in language learning (Pintrich, 2000). However, the data also reveal that many students need further support in developing their metacognitive strategies and utilizing sociocultural resources. This aligns with Zimmerman's (2002) model of self-regulation, which emphasizes the need for students to engage in forethought, performance control, and self-reflection to optimize their learning outcomes.

Students reported leveraging peer interactions, digital resources, and informal learning opportunities to enhance their language skills. This reflects the importance of sociocultural contexts in self-regulated learning, where social interactions play a key role in the development of

language proficiency (Vygotsky, 1978). However, the variation in students' access to these resources suggests disparities in opportunities for language learning outside the classroom, which could be addressed by providing more equitable access to structured learning opportunities (Galindo, 2014).

The wide number of options they currently have through tools such as the Internet makes learning EFL more attractive and, at the same time, more efficient and effective for students in the group. Besides, it becomes clear that while students exhibit resourcefulness and adaptability in their language learning strategies, there is a critical need for targeted interventions. The moderate levels of self-regulation observed in the questionnaire data, coupled with the sociocultural insights from interviews and the classroom interaction analysis, suggest that students would benefit from more explicit instruction in metacognitive strategies (Veenman, Van Hout-Wolters, & Afflerbach, 2006). Collaborative learning activities that promote peer assistance, teacher support, and the use of digital resources could also help bridge the gaps identified in both self-regulation and sociocultural interaction.

Although it is true that the values of self-regulation in the group of students are in an incipient state of development, all the factors of self-regulation of learning are verified in a significant number of students. This leads us to conclude that it is an essential task to consolidate strategic exercises and pedagogical activities aimed at the development of self-regulation that may end up benefiting students with a long-term academic life.

Another conclusion regarding the general objective of the research is the verification of the behavior of the student group, which turns out to be highly creative around various strategic factors that were studied. The self-regulation strategies revealed in the literature constitute a large number of activities that arise from the practice of learning.

In the context of the research carried out, it was possible to verify that students make use of strategies in a dynamic way and that they adapt and readapt them depending on the circumstances in which they find themselves. To mention an example of this fact, we see what happens with the cognitive strategy of repetition. Some of the students used repetition not only as a memorization or vocabulary acquisition technique, but also used it to improve their pronunciation, to check for errors, and as an essay to compare their listening comprehension with that of their peers. In other words, the ductility with which they used the repetition strategy shows that the use of a strategy depends largely on the creativity of the students and the motivation they have to learn.

What is mentioned in the previous paragraph does not occur exclusively with one of the strategic factors of self-regulation but is presented in a broad way with all the factors studied. This echoes the words of Oxford (2017) who assures that the number of strategies used by foreign language learners does not correspond to a definitively determined number but remains to grow depending on the circumstances and contexts of the learners.

A third conclusion that we can draw from the data analysis developed in the previous chapter is that, although students as a whole present an incipient development in the development of their self-regulation processes in the learning of EFL, there is a great variability between students. This means that while some students in the group exhibit high levels of self-regulation, other students are almost entirely devoid of self-regulatory behaviors. This discrepancy in SRL levels is not entirely surprising and seems to be linked to students' general learning conditions.

- Among the causes that positively affect the use of self-regulation strategies, we can highlight motivation, self-efficacy and in general the emotions associated with high EFL motivation. The students in the research group showed a high level of motivation towards learning EFL, which is

directly related to the ingenious development of strategies and with a high perception of their self-efficacy in learning EFL.

A large part of the affective strategies was profoundly influenced by the fact that the students were at the end of secondary education and the vast majority had expectations of continuing their subsequent academic development. This situation made the experience with the English Club an experience associated with positive emotions, which led to a fruitful scenario in terms of the different strategic factors of self-regulation.

6.2 Implications

The research exercise leaves several implications for the various participants in the EFL teaching-learning process of public institutions and educational institutions in general. Some of these implications for the following actors in education will be mentioned in the following paragraphs: students, teachers, and educational administrative bodies.

Students can see the great benefits of engaging in self-regulated behaviors in learning EFL. Taking control of our learning processes causes highly effective results and stimulates these behaviors to spread from a specific area of knowledge to other areas. In practical terms, what is meant by these lines is that the English learner can widely use the same self-regulatory processes in the learning of other languages and also replicate it in other subjects that he or she wants to learn.

In addition, taking control of EFL's own learning creates virtuous cycles of learning in students. That is, when a learner makes decisions about his learning process and as a result of those decisions he observes positive consequences, these consequences make him restart the process by making increasingly important decisions that consolidate his levels of self-efficacy, which leads to

his educational success. Therefore, self-regulation of self-learning is a skill that should be at the top of the agenda of anyone involved as a student of an educational institution.

The second set of implications that will be mentioned is addressed to EFL teachers. The work they do within educational institutions is undeniably very significant both for their students and for the impact it has on society. Although self-regulation is not intended to be the panacea that solves all kinds of difficulties in the education system, it is suggested that its implementation is essential in the context of foreign language learning.

The high number of students per group, the large number of pedagogical and administrative responsibilities, the reduced number of hours available for teaching English and another set of circumstances, makes it highly advisable to accept self-regulation strategies within the teaching curriculum. Students will benefit greatly from these orientations that allow them to make better decisions regarding their own learning processes. In general terms, the answers to questions such as: what to learn, why to learn, how, when, where to do it, are decisions that we must put in the hands of our students little by little as they advance in their learning processes. This will undoubtedly cause greater advances in their processes and make them more apt to learn and happier to do so.

Students in group 1104 possess varying levels of self-regulation and metacognitive awareness, with sociocultural interaction playing a crucial role in their language learning. To enhance EFL proficiency, educators should focus on providing explicit metacognitive training, promoting collaborative learning, and ensuring equitable access to resources. These targeted interventions can help students optimize their self-regulation and make more effective use of both cognitive and sociocultural strategies, leading to improved language learning outcomes

Finally, we will mention some implications of this study for the administrative bodies of education. As a first step, it must be admitted that the administrative bodies are not only located at the highest levels of government, but that administrative decisions have an impact from the Ministry of Education to the rectors and coordinators of the educational institutions, through the Secretaries of Education, the local directors of education and the teachers' union.

Having made this clarification, it is the duty of every entity of the educational administration to promote scenarios where more and more room is given to the self-regulation of self-learning of English. In practical terms, this means that it is necessary to provide students with more and better resources that give them the opportunity to choose and determine the learning path individually.

One of the goals set by several governments about foreign language education is to make Colombia a bilingual country, but unfortunately this goal has not been achieved and the results, despite the large sums of money invested, are discouraging.

An alternative in this scenario may be to allow students greater freedom to make decisions about their English learning. However, these decisions must be backed up and supported by the strengthening of educational institutions in terms of infrastructure, resources, suitable professionals and adequate time for the development of communication skills.

6.3 Limitations

Some of the limitations of this research study will be described below. In the first place, it should be mentioned that research work goes far beyond the responsibilities of a teacher.

In other words, the number of responsibilities that a public teacher has prevents the adequate development of in-depth research work, since according to the current teaching statute

there are twenty-one activities that the teacher must oversee inside and outside the classroom. And, if we add to this the varied assignments he has when he executes his work as a group director, we have as a result an excessive overflow of responsibilities that makes it almost impossible to carry out research in the classroom. This situation, as unfortunate as it may seem, is a daily occurrence for all teachers who simultaneously work as educational researchers.

In the case of this research, the research ambitions of the teacher researcher were seriously affected by the time available to develop it and, although it is purely descriptive research, it meant a considerable effort to carry it out.

Moreover, the study provides the first step in a larger investigation that aims to broadly develop the strategic factors of SRL in EFL. Although, if anyone wants to carry out action research, it should have a minimum time of one year to prepare it and another year to carry it out with students in the classroom, since the generation of this kind of skills takes place through a long learning time.

Another additional limitation of this study was the methodological design itself, since most of the data were quantified through the data collection instruments. However, the students' voice could have had a greater participation through instruments such as a student diary or the recording of their own experiences in any type of format offered by current technology (audio or video recordings).

6.4 Further research

As the research exercise has been carried out and the conclusions of the study drawn, some recommendations can be derived from the revealing conclusions of the work to those who are interested in continuing educational research around the topic of EFL SRL.

We can suggest that the topic of self-regulation is conducive to group research that crosscuts across several areas of knowledge at the same time. In other words, the issue of self-regulation allows several teachers from different areas to simultaneously investigate and consolidate self-regulated behaviors in students of the same group. This suggestion is made based on the results obtained by the research regarding the consistency of students' self-regulated practices.

The most successful learners in developing self-regulated practices are those who replicate practices from other contexts in their EFL learning. Therefore, the constancy of a plural number of teachers in the generation of learning habits and self-regulation strategies could lead to more profound changes in them.

Likewise, the inclusion of strategic factors of self-regulation in the curricula of various subjects in different years of the student's school life will probably cause beneficial consequences for them throughout their educational journey. For this reason, it is recommended that further research combine the efforts of several education professionals and, at the same time, be supported with adequate resources in terms of time, space and material and economic support.

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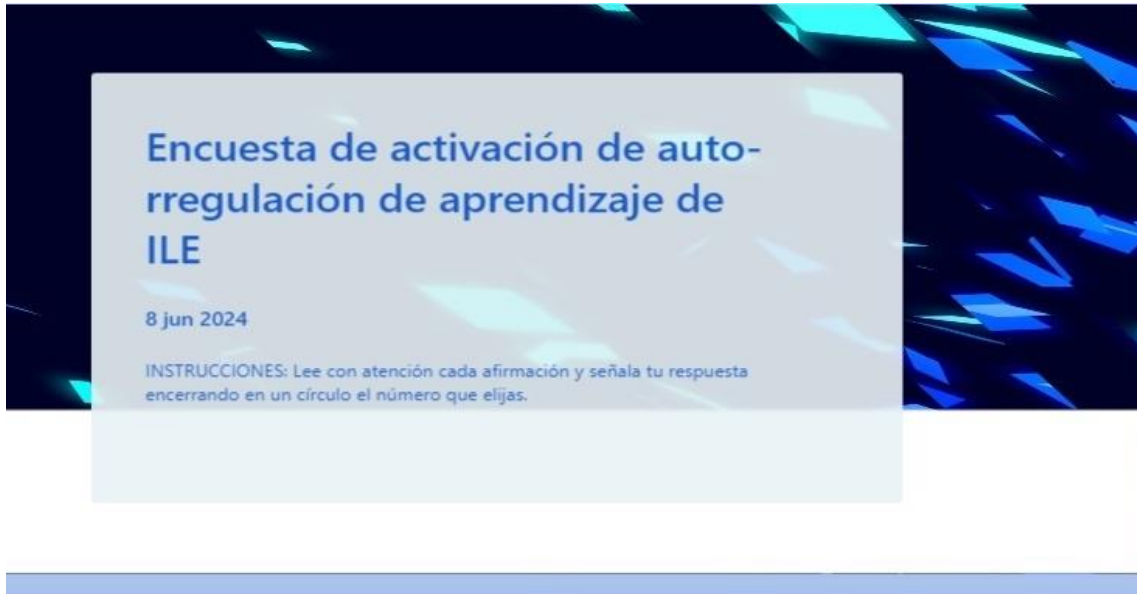
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8. Annexes

8.1 SRL questionnaire



Encuesta de activación de auto-regulación de aprendizaje de ILE

8 jun 2024

INSTRUCCIONES: Lee con atención cada afirmación y señala tu respuesta encerrando en un círculo el número que elijas.

1

La siguiente escala muestra el valor de cada número: *

Con qué frecuencia antes de empezar a estudiar realizas las siguientes afirmaciones:

1	2	3	4	5
nunca	Casi nunca	frecuentemente	Casi siempre	siempre

	NUNCA	CASI NUNCA	FRECUENTE- MENTE	CASI SIEMPRE	SIEMPRE
Antes de empezar a estudiar planifico metas a corto plazo (diario, semanal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antes de empezar a estudiar preparo los materiales necesarios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antes de empezar a estudiar hago un horario para organizar mi tiempo de estudio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antes de empezar a estudiar preparo o busco un lugar con las condiciones (limpieza, luminosidad, silencioso etc.) que faciliten mi estudio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Antes de empezar a estudiar planifico de forma priorizada una lista con mis tareas pendiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annex a. Questionnaire (SRFLQ)

2

Con qué frecuencia cuando termina de estudiar realiza las siguientes afirmaciones *

	NUNCA	CASI NUNCA	FRECUE- NTE- MENTE	CASI SIEMPRE	SIEMPRE
Quando termino mi estudio, autoevalúo si avancé en relación con mi conocimiento previo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
autoevalúo si cumplí con mis metas propuestas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
autoevalúo si el lugar de estudio fue adecuado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
autoevalúo si las estrategias de estudio empleadas fueron efectivas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
autoevalúo si cumplí con mi horario planificado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

Con qué frecuencia hace las siguientes afirmaciones acerca de su aprendizaje de inglés. *

	NUNCA	CASI NUNCA	FRECUE- NTE- NTE	CASI SIEMPRE	SIEMPRE
Es necesario que relacione lo que ya sé con lo que aprendo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debo concentrarme cuando alguien habla en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debo planificar mi horario para estudiar más eficientemente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Busco oportunidades de aprender inglés por mi propia cuenta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tengo total seguridad de poder llegar a obtener los resultados que me he propuesto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

Con qué frecuencia realizas estas actividades mientras estás aprendiendo inglés *

	NUNCA	CASI NUNCA	FRECUENTEMENTE	CASI SIEMPRE	SIEMPRE
Conecto el sonido de una nueva palabra en inglés y una imagen o imagen de la palabra para ayudarme a recordar la palabra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso las palabras en inglés que conozco de diferentes maneras.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encuentro el significado de una palabra en inglés dividiéndola en partes que entiendo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso nuevas palabras en inglés en una oración para poder recordarlas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intento no traducir palabra por palabra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5

Con qué frecuencia experimentas estas sensaciones o realizas estas actividades cuando aprendes inglés *

	NUNCA	CASI NUNCA	FRECUENTEMENTE	CASI SIEMPRE	SIEMPRE
Cuando estoy tenso o nervioso, lo noto con facilidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me animo a medida que aprendo inglés para poder aprender lo que me gustaría	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leo en inglés como una actividad de tiempo libre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trato de relajarme cada vez que tengo miedo de usar el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me doy un premio o un regalo cuando me va bien en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6

Con qué frecuencia realizas estas actividades mientras estás aprendiendo inglés *

	NUNCA	CASI NUNCA	FRECUENTEMENTE	CASI SIEMPRE	SIEMPRE
Busco similitudes y diferencias entre mi propia cultura y las culturas de hablantes nativos de inglés y/u otras culturas a través del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planifico lo que quiero averiguar sobre las culturas de los angloparlantes y/u otras culturas a través del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elijo actividades de ocio en las que me encuentro con culturas de habla inglesa y/u otras culturas también a través del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comienzo conversaciones en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invento nuevas palabras en inglés si no sé las correctas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.1 Annex A SRL questionnaire

8.2 Semi structured interview.

 UNIVERSIDAD PEDAGÓGICA NACIONAL	ENTREVISTA		
	Characterizing Self-Regulation in English learning at a Public School in Bogotá.		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 167 de 174

Annex 1. Semi-structured interview (1104 group)

*Maestría en la Enseñanza de las Lenguas Extranjeras
Facultad de Humanidades*

UNIVERSIDAD PEDAGÓGICA NACIONAL DE COLOMBIA

Título del proyecto:	Characterizing Self-Regulation in English learning at a Public School in Bogotá.
Investigador:	Aldemar Quingurejo Chaparro

INTRODUCCIÓN:

Mi nombre es Aldemar Quingurejo y me encuentro desarrollando una investigación que busca caracterizar las estrategias de auto-regulación en el aprendizaje de inglés de estudiantes de grado once y cimentar prácticas adecuadas para la enseñanza de dicha lengua en tal contexto.

Como parte de nuestra investigación, se te invita amablemente a participar en la siguiente entrevista. Cualquier inquietud o comentario estamos prestos a recibirlos en el correo electrónico aquingurejoc@upn.edu.co.

La descripción de nuestras políticas de confidencialidad y tratamiento de datos pueden ser revisadas detalladamente en el **CONSENTIMIENTO INFORMADO** adjunto o, si lo prefieres, consúltalas en: **CONSENTIMIENTO INFORMADO.INVESTIGACIÓN.ALDEMAR 1.docx**

La investigación cuenta con el aval, supervisión y tutoría de los docentes de la Maestría en la Enseñanza de Lenguas Extranjeras: Jair Ayala Zárate y Nohora Patricia Moreno, de la Universidad Pedagógica Nacional de Colombia.

¡Te agradecemos de antemano por tus aportes y decidida colaboración!

ENTREVISTA AAR

- 1- ¿Con qué frecuencia te surgen iniciativas para lograr un mejor aprendizaje del inglés por tu cuenta?

Siempre ____

Algunas veces ____

Nunca ____

Describe tus iniciativas:

MONITOREO

- 2- ¿Qué haces cuando no comprendes algo total, o parcialmente?

BÚSQUEDA DE INFORMACIÓN

- 3- ¿Dónde y cómo buscas información habitualmente para desarrollar las actividades asignadas en clase y cuando quieres profundizar en un tema particular en inglés?

BÚSQUEDA DE AYUDA

- 4- ¿Tratas de apoyarte en otros estudiantes, en el profesor o en otras personas cuando necesitas ayuda con un tema o actividad de inglés? ¿Cómo y por qué buscas apoyo en tal/es persona/s?

AUTOEVALUACIÓN

- 5- ¿Cuál es tu forma preferida de aprender el idioma inglés?

- 6- ¿De qué manera evalúas tu progreso en el aprendizaje de inglés?

DETERMINACIÓN DE OBJETIVOS Y PLANEACIÓN

- 7- ¿De qué manera planeas qué vas a estudiar y cómo verificas que hayas alcanzado los logros que te planteas?

- 8- ¿Con qué frecuencia determinas los logros que quieres alcanzar y qué haces para determinarlos?


- 9- ¿Qué clase de actividades realizas cuando estudias la gramática del inglés?

- 10- ¿Qué actividades te resultan más efectivas para mejorar tu escucha en inglés?

- 11- ¿Realizas actividades que busquen mejorar tu capacidad de hablar en inglés? Descríbelas

- 12- ¿Con qué frecuencia lees en inglés y qué estrategias usas para lograr una comprensión mayor de los textos que lees?

8.3 sample student interview

	ENTREVISTA		
	Characterizing Self-Regulation in English learning at a Public School in Bogotá.		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 2

Maestría en la Enseñanza de las Lenguas Extranjeras.
Facultad de Humanidades.
UNIVERSIDAD PEDAGÓGICA NACIONAL DE COLOMBIA

Título del proyecto:	Characterizing Self-Regulation in English learning at a Public School in Bogotá.
Investigador:	Aldemar Quinguirejo Chaparro

INTRODUCCIÓN:

Mi nombre es Aldemar Quinguirejo y me encuentro desarrollando una investigación que busca caracterizar las estrategias de autorregulación en el aprendizaje de inglés de estudiantes de grado once y cimentar prácticas adecuadas para la enseñanza de dicha lengua en tal contexto.

Como parte de nuestra investigación, Se te invita amablemente a participar en la siguiente entrevista. Cualquier inquietud o comentario estamos prestos a recibirlos en el correo electrónico aquinguirejoc@upn.edu.co.

La descripción de nuestras políticas de confidencialidad y tratamiento de datos pueden ser revisadas detalladamente en el CONSENTIMIENTO INFORMADO adjunto o si lo prefiere, consúltalas en: [CONSENTIMIENTO INFORMADO.INVESTIGACIÓN.ALDEMAR 1.docx](#)

La investigación cuenta con el aval, supervisión y tutoría de los docentes de la Maestría en la Enseñanza de Lenguas Extranjeras; Jair Ayala Zárate y Nohora Patricia Moreno de la Universidad Pedagógica Nacional de Colombia.

¡Te agradecemos de antemano tus aportes y decidida colaboración!

ENTREVISTA AAR

- 1- ¿Con qué frecuencia te surgen iniciativas para lograr un mejor aprendizaje del inglés por tu cuenta?
 Siempre _____
 Algunas veces X
 Nunca _____

Describe tus iniciativas:

las paginas que brindan la ayuda, o las escuelas bilingües
ya sean por las clases virtuales o presenciales.

MONITORÉO.

- 2- ¿Qué haces cuando no comprendes algo total, o parcialmente?

Miro videos de reforzo, o simplemente estallo un poquito más.

BÚSQUEDA DE INFORMACIÓN.

- 3- ¿Dónde y cómo buscas información habitualmente para desarrollar las actividades asignadas en clase y cuando quieres profundizar en un tema particular en inglés?

En el diccionario, o simplemente le pregunto a mi
maestro

BÚSQUEDA DE AYUDA

- 4- ¿Tratas de apoyarte en otros estudiantes, en el profesor o en otras personas cuando necesitas ayuda con un tema o actividad de Inglés? ¿Cómo y por qué buscas apoyo en tal/es persona/s?

 UNIVERSIDAD PEDAGÓGICA NACIONAL	ENTREVISTA		
	Characterizing Self-Regulation in English learning at a Public School in Bogotá.		
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Porque leyendo un poco de apoyo se aprenda más y podemos corregir errores que de pronto tengamos.


AUTOEVALUACIÓN:

- 5- ¿Cuál es tu forma preferida de aprender el idioma inglés?
 Por cursos, videos o viendo películas y escuchar música en inglés.
- 6- ¿De qué manera evalúas tu progreso en el aprendizaje de inglés?
 Tratando de cantar en inglés, o leyendo textos.

DETERMINACIÓN DE OBJETIVOS Y PLANEACIÓN

- 7- ¿De qué manera planeas qué vas a estudiar y cómo verificas que hayas alcanzado los logros que te planteas?
 saca tiempo de otras cosas, para estar viendo que quiero para mí y así mismo ir teniendo un cronograma para llevar todo organizado.
- 8- ¿Con qué frecuencia determinas los logros que quieres alcanzar y qué haces para determinarlos?
 día a día estudiando e investigando que es lo que realmente quiero para mi vida de aquí en adelante.
- 9- ¿Qué clase de actividades realizas cuando estudias la gramática del inglés?
 Intentar hacer idiomas con videos de conversaciones.
- 10- ¿Qué actividades te resultan más efectivas para mejorar tu escucha en inglés?
 ver películas en inglés, o simplemente escuchar música en inglés.
- 11- ¿Realizas actividades que busquen mejorar tu capacidad de hablar en inglés? Descríbelas
 Escribo pronunciasiones de videos, escribo palabras en inglés para que me ayuden a mejorar.
- 12- ¿Con qué frecuencia lees en inglés y qué estrategias usas para lograr una comprensión mayor de los textos que lees?
 De vez en cuando, escribo palabras del texto para entender más mejor.

8.4 Class Observation Diary


 UNIVERSIDAD PEDAGÓGICA NACIONAL	CLASS OBSERVATION DIARY		
	Characterizing Self-Regulation in English learning at a Public School in Bogotá.		
Código: FOR028INV	Fecha de Aprobación: 28-05-2023	Versión: 01	Página 1 de 1

SELF-REGULATION STRATEGIC-FACTOR OBSERVATION CLASS DIARY.

DATE	STUDENT NUMBER	TYPE OF INTERACTION	STRATEGIC FACTOR	OBSERVATION

Annex DSRL strategic factor class observation diary

8.5 Consent form.

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-04-2023	Versión: 02	Páginas 174

Annex E consent form

Vicerrectoría de Gestión Universitaria

Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP

Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 “Por la cual se dictan disposiciones generales para la protección de datos personales” y la Resolución 1642 del 18 de diciembre de 2018 “Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente”, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	CHARACTERIZING AUTONOMY IN A PUBLIC SCHOOL IN BOGOTÁ
Resumen de la investigación	Se busca identificar las características de los procesos y estrategias autorregulatorias de un grupo de estudiantes en relación con su aprendizaje del inglés como lengua extranjera
Descriptor clave del proyecto de investigación	AUTOREGULACIÓN--AUTONOMÍA--ESTRATEGIAS DE AUTOREGULACIÓN--CARACTERÍSTICAS AUTOREGULATORAS – APRENDIZAJE DE INGLES COMO LENGUA EXTRANJERA.

Descripción de los posibles beneficios de participar en el estudio	Es un estudio de tipo exploratorio que busca promover las estrategias de autorregulación de nuestros estudiantes para alcanzar un aprendizaje autónomo del inglés como lengua extranjera.		
Mencione la forma en que se socializarán los resultados de la investigación	Los resultados de la investigación serán socializados a través de su publicación en el repositorio de la Universidad Pedagógica Nacional y al mismo tiempo se contará con un espacio en nuestro colegio para comunicar los resultados a los miembros de la comunidad educativa.		
Explicite la forma en que mantendrá la reserva de la información	<ol style="list-style-type: none"> 1. Todos los participantes involucrados en esta investigación tienen derecho a rehusarse a completar su participación cuando así lo consideren. Asimismo, podrán retirarse (o desistir de cualquier información proporcionada) durante la investigación en cualquier momento antes de que se complete la recopilación y el análisis de datos. 2. Los participantes pueden preguntar sobre el estudio en cualquier momento durante su participación y que sus inquietudes sean satisfechas. 3. También pueden negarse a responder cualquier pregunta particular. 4. Los participantes recibirán un resumen de los resultados de la investigación cuando se concluya. 5. Los nombres de los estudiantes-participantes y los grupos a los que pertenezcan se mantendrá bajo estricta confidencialidad y solamente el investigador y sus supervisores tendrán acceso a dicha información. 6. Los participantes recibirán seudónimos para garantizar su anonimato. 7. Todo el audio y los archivos de transcripción se mantendrán en sistemas protegidos con contraseña para protegerlos contra acceso no autorizado y mal uso de los datos. Todos los materiales escritos en papel serán guardados en un archivador cerrado y será destruido cinco años después de que la investigación sea concluida. 8. Todas las entrevistas grabadas en audio serán transcritas por el propio investigador y se utilizarán códigos para los participantes. 9. Se velará porque la transcripción de los datos de las entrevistas sean previamente aprobadas por los estudiantes intervinientes. 		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : ALDEMAR QUINGUIREJO CHAPARRO		
	N° de Identificación: 79981930	Teléfono	3108166840
	Correo electrónico: aquinguirejoc@upn.edu.co		
	Dirección: CL 42C SUR # 11J-59		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo: _____, identificado con Cédula de Ciudadanía No. _____, en representación de _____ con número de identificación No. _____.

Declaro que:

Mi hijo(a) o acudido(a) _____ identificado con el documento de identidad N. _____ ha sido invitado a participar en la investigación y de manera voluntaria he decidido conceder mi permiso hacer parte de este estudio.

He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.

Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.

La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.

Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma, _____ Firma del participante (si aplica), _____

Nombre: _____

Identificación: _____

Fecha: _____

Con domicilio en la ciudad de: _____

Dirección: _____

Teléfono y N° de celular: _____

Correo electrónico: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación