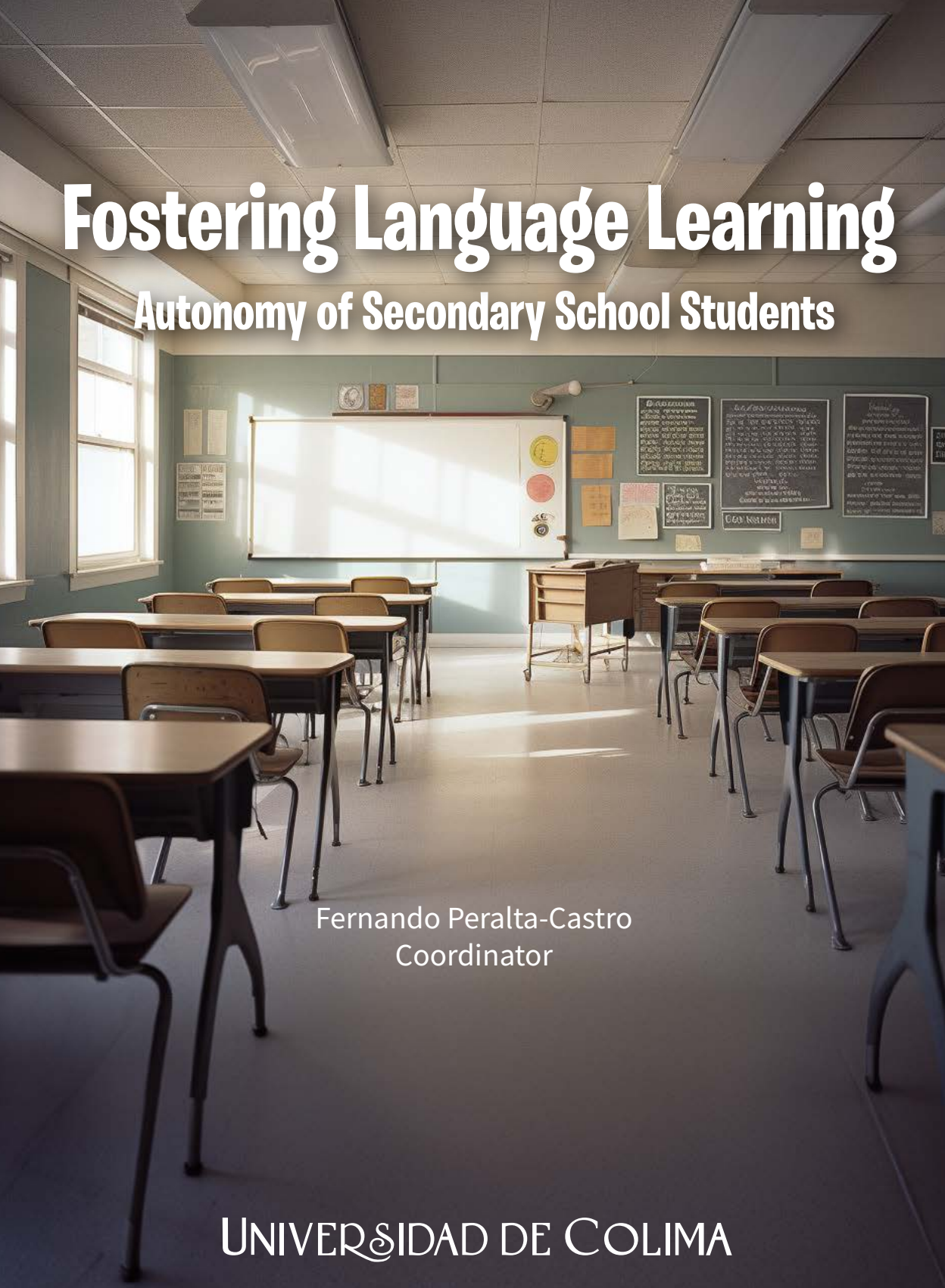
Fostering Language Learning

Autonomy of Secondary School Students



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Autonomy of Secondary School Students

enfoque académico

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Electronic ISBN: 978-607-8984-15-2
DOI: 10.53897/LI.2024.0012.UCOL
5E.1.1/32200/066/2023 Edición de publicación no periódica

Published in Mexico

Certified Publishing Process with ISO since 2005
Ruling and editing are registered in the PRED Electronic Publishing System

Registration: LI-026-23
Received: October 2023
Published: August 2024

Index

Presentation

Research is vital for advancing science and technology, components which are necessary for the development of Mexico. Public universities are able to help with the creation of knowledge, innovation, and societal concerns by investing in research.

Additionally, the quality of life for Mexicans can be directly improved through research done in public universities. It can deal with urgent societal issues such as healthcare, education, and maintaining the environment. Mexico can address its most serious issues and improve the lives of its citizens by promoting research in public universities.

Higher Education Institutions can help advance knowledge and improve understanding across a range of fields by fostering research, this not only benefits the academic community but also benefits society at large.

Mexico can keep up with technological changes, promote international cooperation, and establish itself as a center of innovation and scientific excellence by promoting research in public universities.

The fundamental pillars of the University of Colima are science and technology. In order to ensure that high standards are followed in scientific research, the *Coordinación General de Investigación Científica* (CGIC) is concerned. The CGIC engages in a number of initiatives to advance scientific investigation, dissemination, and technology transfer in order to achieve this.

Under the umbrella of promoting research, the University of Colima issued its first call for proposals to full-time research professors in 2022 through the CGIC. The call was directed at promoting research, technological advancement, and innovation that

focuses on addressing national issues, state sustainability, and improving the condition of the people of Colima.

This study aims to evaluate the success of a language course in enhancing the English proficiency of the students, assess the level of autonomy developed by students who study English as a second language in a forty-hour course, and investigate the significance of autonomy and intrinsic motivation in autonomous learning environments.

A group of young learners between the ages of 12 and 14 were invited to enroll in an English class at the local secondary school. There were 30 students enrolled in the course, but only 12 routinely attended. It spanned from September to December 2022. The course lasted 40 hours, with two-hour sessions, twice a week. The objective of the course was to teach students English using the principles of autonomous learning.

Thousands of children have taken English classes in their schools since the Mexican educational system has long included English language training in its curriculum. Most of the time, language education is teacher-centered and uses learning resources that are not specifically tailored to the needs of the pupils. Being able to help pupils develop into lifelong learners who comprehend and absorb the fact that they can acquire a second language and are capable of accepting responsibility for their learning is a key issue for English teachers. By improving their command of the English language through autonomous learning strategies, pupils were able to reach their full potential and obtain the skills they need in order to adapt and prosper.

The ability to communicate in English gives students access to new and exclusive knowledge. Additionally, bilingual individuals develop their cognitive abilities more effectively than non-bilingual individuals. Thousands of kids have taken English classes in their schools since the Mexican educational system has long included English language training in its curriculum. The majority of the time, language instruction is teacher-centered and uses study materials that are unrelated to the needs of the pupils. Therefore, integrating inclusive materials and an independent teaching strategy to teach English revealed novel approaches to

teaching and learning the language along with encouraging study practices that encourage responsibility and decision making in the learning process.

Second language learning seeks to assist students in developing the skills and knowledge required to succeed in societies where another language is spoken. Autonomous learning is an educational theory in which students take charge of their learning by defining, managing, establishing, and assessing their knowledge learning process. Autonomy is crucial in language learning from philosophical, pedagogical, and practical perspectives. Self-directed learners are proactive, motivated, and use personalized tactics. They are responsible for making decisions on objectives, content, techniques, and evaluation. Teachers must develop conditions that promote student autonomy in order to help students become self-directed learners.

Mixed findings resulted from the investigation. A research journal was created to record evidence that arose during the English lessons. Atlas.ti® software was used to analyze the information of the journals. For quantitative research, a correlational, experimental study with a pretest-posttest design, the administration of a learner autonomy questionnaire and a control group are proposed. Quantitative data was analyzed using the SPSS program, which allows us to gather descriptive information about the sample and to calculate the Pearson›s or Spearman›s correlation coefficients. This helped us to determine the relationship between the variables under study.

The data analysis reveals significant conclusions about the English language ability of the students, test performance, and learner autonomy. With variable scores in the initial assessment of the English level, the group exhibits a low degree of English language ability. However, overall test performance improved, with one student making remarkable growth. The study also looked at learner autonomy, revealing a drop in autonomy ratings over the course of the study. There was a decrease in the readiness of the students for self-direction and autonomous work, whereas the involvement of the teachers in explanation and supervision was observed favorably. The examination of autonomous learning codes

reveals differences in activities and attitudes of the students. Overall, the findings offer insights into the students' language learning journeys and significant information for future study and instructional improvements.

The following assumptions are made based on the study's context and the chosen research method. When starting a research project that combines different methods in order to understand the complex factors that affect the effectiveness of a language course, the development of independence in students, and the relationship between independence and motivation in self-directed learning environments, there are several basic assumptions that guide the research design. One of the main assumptions is the strong belief in the need of using a hybrid methodology that combines both quantitative and qualitative research methodologies in a smooth and integrated way. This underlying assumption states that a comprehensive understanding of the research questions requires both quantitative measurement of the language course's effectiveness in improving English proficiency and qualitative investigation into the subjective experiences and perceptions of the students, particularly regarding autonomy and intrinsic motivation.

An essential assumption underlying this study is that the language course has the power to significantly enhance the English competence of the students. This assumption is based on the belief that the teaching techniques and learning materials used in the course are carefully crafted to provide favorable educational results. Moreover, the study is based on the premise that incorporating resources which promote inclusivity acts as a catalyst for fostering autonomy among students. This assumption is based on the concept that creating materials with inclusivity as a priority may accommodate various learning styles, backgrounds, and abilities. This, in turn, creates an atmosphere that encourages learners to become more independent and take control of their educational path.

The parallel assumption is that there are quantifiable signs or behaviors that may consistently measure the degree of autonomy achieved by students in the specified forty-hour English language course. This assumption acknowledges the fluidity of autonomy and asserts that throughout a specific period of time, there are visible ex-

pressions of learning driven by oneself, regulation of one's actions, and making decisions independently, which can be evaluated and examined. Moreover, the study assumes that there is a direct relationship between autonomy and intrinsic motivation. This means that students who feel a greater sense of control and ownership over their learning are naturally more inclined to be motivated to engage deeply with the course materials. This, in turn, leads to a more meaningful and long-lasting learning experience.

Finally, the research presupposes the generalizability of its conclusions outside the particular setting of the study. This assumption suggests that the knowledge obtained regarding the efficiency of the language course and the level of autonomy among students can be used in similar educational environments. The study's wider application highlights its potential to provide significant knowledge to the larger field of language education, delivering insights and recommendations that go beyond the unique learning environment being studied.

These assumptions collectively provide the conceptual framework that supports the research. They guide the selection of research methods, shape the techniques for collecting data, and influence the interpretation and applicability of the study's findings. It is crucial to acknowledge and openly recognize these assumptions in order to promote a strong and reflective research strategy, guaranteeing that the study's findings are based on a well-thought-out and deliberate basis.

Theories for Autonomous Second Language Learning

Liliana Martínez Venegas
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Interest in autonomous learning has grown considerably in recent decades. Benson (2007) reviewed the literature on autonomy in language teaching and learning from its inception in the mid-70s to the year 2000, while Holec (1981) published a key report in the field of autonomy in language education in which autonomy was defined as "the ability to take charge of one's own learning" (p 3). Thus, practical applications that emphasized independent learning were sought over an extensive period and this led to the advent of self-access centers and learner training programs as centers of experimentation (Benson, 2007).

Although learner autonomy has been associated with "a radical restructuring of language pedagogy [including] the rejection of the traditional classroom and the introduction of wholly new ways of working" (Allwright, 1988, p. 35), the educational context wherein the concept of autonomous learning is to be implemented must be considered before embarking on this type of innovation.

The concept of autonomous learning has gained significant attention in second language acquisition. This section explores existing research on autonomous second language learning, presenting theoretical frameworks, psychological perspectives, and instructional practices associated with fostering learners' autonomy.

Autonomous Learning and Second Language Learning

Since their formal origin, the main goal of second language learning has been to help students develop the skills and learn the knowledge needed to perform in communities with a language different from their native one. For this to occur, second language learners must have the support of other members of their communities, including their teachers, whose labor is to inspire their students to language learning, help them in developing responsibility and self-regulation, in addition, to empower them to assume control over their language learning process (Wiranti & Widiyati, 2022).

Autonomous Learning (AL) is a pedagogical philosophy defined by Holec (1981) as the capacity of the student to take responsibility for their learning by defining, managing, setting, and evaluating all the elements involved in the knowledge learning process.

Considered an essential part of the learning process, AL is usually defined in situations where the dependency of the student on the role of the teacher as a lecturer is minimum, as the set of skills required for individuals to thrive in a self-directed learning context or the right of the learner to establish the direction and purpose of their learning (Deregõzü, 2014).

Cotterall (1995) remarks on the importance of autonomy in second language learning from philosophical, pedagogical, and practical perspectives. From the philosophical perception of this author, autonomy points to the right of the learner to make choices in regards to their academic work. Furthermore, the pedagogical reason justifies the concept that learners gain a better understanding of what they are studying when they participate in the design of the instruction. Finally, from a practical view, teachers are not always at hand to assist students in their learning.

The autonomy concept may display perspective variations among authors depending on the student's learning context, process, and characteristics. However, most of them agreed on the idea of an autonomous learner as a proactive individual, highly motivated to improve their language skills, with a deep understanding of their learning traits and a robust set of personalized learning strategies and techniques to thrive in acquiring a second language (Benson, 2007).

Second language students, as autonomous learners, are accountable for all the decisions concerning their learning, including selecting objectives, defining contents, setting their progression, specifying methods and techniques, monitoring, and evaluating their progress (Genç, 2015).

As mentioned in Benson (2007), students will not become autonomous when placed in situations where they are forced to work without the teacher's guidance; instead, learners need the training to develop skills that support self-directed learning to seek autonomy. Therefore, teachers need to create and sustain environments that foster the students' personality traits and skills required in the continuous process of becoming autonomous (Masouleh & Jooneghani, 2012).

Definition of Autonomy

The idea of autonomy has been extensively studied. The promotion of autonomy in educational settings can be expanded with a broader grasp of the concept among educators. Finer details are outlined in definitions by respected academics in this field, which improves our comprehension of the notion in educational contexts. The concept of autonomy has been connected to rationality, responsibility or an innate quality that emerges from the psychology of every human being.

Others relate the notion of autonomy with the concept of rationality

> autonomy is about making rationally informed choices; thus, for autonomy to be developed as an educational aim, the students have to cultivate various forms of rationality and acquire basic knowledge. In fact, rationality has always been conceptually connected with the idea of freedom and autonomy. The human being is a rational creature and in the exercise of his/her intellectual powers s/he realizes his/her own essence, that is, his/her autonomy and authenticity (Jiménez & Vieira, 2015, p. 18-19).

Macaro (1997) defines autonomy in the sphere of responsibility arguing that it

> is an ability to take charge of one's own language learning and an ability to recognize the value of taking responsibility for one's own objectives, content, progress, method and techniques of learning. It is also an ability to be responsible for the pace and rhythm of learning and the evaluation of the learning process (p. 168).

Many studies on autonomy in learning begin by quoting Holec. His frequently cited definition of learner autonomy refers to 'the ability to take charge of one's own learning... and to hold the responsibility for all the decisions concerning all aspects of this learning...'(Holec, 1981, p. 3).

In his description of the characteristics of the autonomous learner, Holec states that taking control of one's own learning comprises determining learning objectives and content, choosing learning materials, keeping track of learning progress, and self-evaluating learning.

Jiménez et al., (2007, p.1) define autonomy as "the competence to develop as a self-determined, socially responsible and critically aware participant in (and beyond) educational environments, within a vision of education as (inter) personal empowerment and social transformation". The intrinsic nature (competence) of autonomy as well as its social duty and critical awareness are highlighted as important components of autonomy in this definition.

According to Ryan & Deci (2017), autonomy is not a way of acting or of controlling one's contexts. Autonomy is rather a state of drive that animates and guides such modes of behavior and environmental control. It is an innate, always-ready origin of inspiration that, when promoted by environmental factors, is completely capable of energizing students' pursuit of interests, interest-driven challenges, information assimilation, internalizations of will, and proactive pursuit of potential prospects for education. Because autonomy is understood as a psychological need, what the person needs is an experience that fulfills needs and, in doing so, encourages initiative, personal development, sound development, and well-being (Vansteenkiste et al., 2020).

Ryan and Deci (2017) remark that autonomy is associated with a psychological need to experience self-direction and personal approval to regulate one's own behavior. By regulating his or her behavior, the learner expresses his or her concerns and likes. The decisions of their actions are determined by him or herself according to their own needs and not by an external agent that directs them what to do.

What is relevant in this way of conceiving autonomy is the fact that it is an internal state of the person, a psychological need that arises from the interior of being. It is not the actions or behavior by themselves. It is an intrinsic motivational state that moves individuals to conduct themselves under self-directed principles and as a result generates feelings and experiences of satisfaction for carrying out actions and behaving autonomously.

All these definitions emphasize the fact that the most important approaches for promoting learner autonomy are strongly related to rationally informed choices, the responsibility that students take for decisions and actions of their own learning or a psychological trait that is inherent in every human being. Nevertheless, it is absurd to neglect the environment while discussing autonomy as environmental autonomy support can become a scaffolding for the development in students of an autonomous personality for learning.

These concepts have influenced educational theory and practice, and they have sparked an investigation into other strategies for encouraging meaningful learning, particularly in language teaching and learning. Focus has been placed on learners' participation and role in the educational process, with the idea that they can act on their own behalf rather than have things done to or for them.

In language learning, 'autonomy' is simultaneously used with other terms such as self-instruction, independent learning, self-direction, and self-regulation. Thus, providing definitions of these terms can help avoid possible misunderstandings.

Self-instruction

Researchers have characterized self-instruction in a variety of ways. Dickinson (1987) defined it as "situations in which a learner, with others, or alone, is working without the direct control of a teacher" (Dickinson, 1987, p. 5). Jones (1998) defined self-instruction in a narrower way as "a deliberate long-term learning project instigated, planned, and carried out by the learner alone, without teacher intervention" (Jones, 1998, p.378). Benso, (2011) defined it quite broadly as "any deliberate effort by the learner to acquire or master language content or skills" (p.62).

Independent Learning

As per Candy (1991), independent learning is a strategy and educational philosophy in which students gain knowledge on their own and foster both enquiry and critical thinking aptitudes.

Independent learning is a process in which students acquire the values, attitudes, knowledge, and abilities necessary to make responsible decisions and take appropriate actions with reference to their own learning (Williams, 2003).

Additionally, there is a general agreement that independent learning is supported by providing opportunities and experiences that foster learner motivation, curiosity, self-assurance, and self-reliance. This understanding is based on learners' awareness of their own interests and on value being placed on learning for the sake of learning (Gorman, 1998).

> Independent Learning, then, is that learning in which the learner, together with relevant others, can make the decisions necessary to meet their own learning needs. This definition implies that the learner is operating within the confines of behavior acceptable to society and is using appropriate, relevant resources to assist in the decision-making process. This definition describes a situation where learners are self-motivated, self-directed individuals who willingly and appropriately use the resources (both human and nonhuman) available to them to make decisions and take actions dealing with their own learning (Kesten, 1987, p. 10).

Self-direction

Self-direction in learning describes an attitude to learning "where the learner takes responsibility for his learning but does not necessarily carry out courses of action independently in connection with it" (Dickinson, 1987, pp. 11-12). Based on this definition, learners accept control, but they do not know how to work alone. Although they may be able and willing, learners might need professional assistance to set goals and track progress.

Self-regulation

Self-regulated learning is an integrated and fruitful process created by learners that involves managing their metacognition, motivation, and behaviors to pursue a certain set of goals within a given setting. This resonates with Zimmerman (1989), suggesting that self-regulated learning implies the regulation of control over human and material resources, motivational beliefs, and a range of cognitive learning procedures. Within the context of language learning, learner autonomy was described by Benson and Voller (1997) as the capacity to assume individual or self-regulated responsibility for one's own learning.

Autonomy Support

As Reeve (2022) claims that "Autonomy support is the adoption of a student focus and an understanding interpersonal tone…" (p. 34). A student focus implies that the environment is genuinely interested in the learner's opinions, choices, and objectives and is willing to adjust its offerings to suit the learner's preferences. An understanding tone is an attempt to comprehend the requirements, preferences, and goals of the learner.

A well-accepted definition was as follows:

> The concept of autonomy supports means that an individual in a position of authority (e.g., an instructor) takes the other's (e.g., a student's) perspective, acknowledges the other's feelings, and provides the other with pertinent information and opportunities for choice, while mi-

> nimizing the use of pressures and demands (Black & Deci, 2000, p. 742).

Reeve (2016) suggests two primary objectives of autonomy support. At one level is to give students learning activities, a classroom atmosphere, and a student-teacher interaction that will support their everyday autonomy. In other words, the primary objective of teacher-provided autonomy support is to provide the curriculum in a way that specifically promotes students' independent motivation, and their satisfaction of their autonomy needs. On another level, the second objective of autonomy support, becoming in tune with one's students, is not immediately apparent. "A teacher and her students are "in synch" when they form a dialectical relationship in which the actions of one influence the actions of the other, and vice versa…" (p. 134). By introducing students to novel ways of engaging with the learning activity, teachers can encourage students to become more in tune with it. This will increase the likelihood that needs will be met, their interests will be aroused, and their goals will be advanced rather than neglected or declined (Reeve, 2016).

In the context of language learning, autonomy supportive environment has been defined as creating favorable conditions for language learners to take control of all or a portion of their language learning (Chinpakdee, 2020). Benson (2011) recommended a pedagogy for autonomy. It relates to methods that use discrete procedures known as pedagogical strategies for autonomy, which are meant to promote autonomy in a language classroom setting.

Numerous theoretically supported methods for encouraging learner autonomy in second language classes have been advocated (Benson, 2011; Ikonen, 2013; Alrabai, 2021). All of them strongly highlight that the most effective methods for fostering learner autonomy are those that give students more freedom and control over their education, raise their level of awareness and metacognition, and meet their personal learning objectives, needs, and emotions.

It is well known that autonomy cannot be learned as if it were a concept or a definition to be taught or memorized. Autonomy, as mentioned earlier, is an intrinsic motivation that needs to be cultivated and fostered by the environment in which the student develops (Benson, 2011).

Levels of Autonomy in Second Language Learners

During the development of autonomy in learning, students present different characteristics. These features were used by Dang & Chi (2012) to categorize learners in initiating, monitoring, and evaluating stages. In the initiating stage, individuals able to identify their personal preference towards learning are placed; they set their learning goals, plan how to meet them, and create learning opportunities. Students are often located in monitoring, where most of the learning occurs. People in this stage are more engaged in keeping a good learning process by electing proper strategies and collaborating. In the evaluating phase, students review their learning products to evaluate and modify their goals.

Autonomous second language learning levels can be presented and described quantitatively and qualitatively. In his work, Nunan (1999) exposes the evolution of the autonomy of learners in the second language classroom context through five qualitative stages:

1. Awareness. The student is a receptor of information.
2. Involvement. The student reviews and selects among the available options.
3. Intervention. The student adapts the official learning goals.
4. Creation. The student creates new goals which are more suitable to his/her needs.
5. Transcendence. The students creates goals related to his/her interests.

Accessing all the mentioned stages allows students to become interdependent learners, so they do not require the teacher to set a class to learn a second language. Instead, they turn to their professors for guidance in learning (Nunan, 1999).

Conversely, Abdelrazeq (2018) presents a different approach toward autonomous second language learning. Qualitative and quantitate data from experiments were gathered using a rubric created to analyze information about how often students engaged in activities related to autonomous second language learning, such as oneself motivation, control of self-emotions, recognition of self-needs for goal setting purposes, material elections, task competi-

tion, reflecting, self-evaluation, cooperation, self-learning management and structuration of knowledge.

The students of this experiment answered the rubric indicating how often they practiced each activity. To express the frequency of these events, students could mark their choice as always, sometimes, rarely, or never. The results of Autonomous activities located students in advanced, intermediate, beginning, and emerging autonomous second language learning levels where advanced learners always complied with the evaluated autonomous activity, intermediate learners sometimes did their autonomous activity, students at the beginner level rarely did their autonomous activity, and emerging learners never performed the autonomous activity (Abdelrazeq, 2018).

Factors Influencing Autonomous Second Language Learning

Holec (1981) defines the concept of autonomy of the learner as an attribute instead of a learning situation (Dickinson, 1987), opening the discussion about the requirements to achieve it and placing the student at the core of the language learning process.

When the student's autonomy as a language learner was recognized as an attribute, authors turned their attention to identifying factors such as the roles of teachers and students, personality traits, skills, and type of intelligence that can influence the growth of autonomy during their academic life (Deregõzü, 2014). These factors were also observed in the work of Tran and Duong (2018), who grouped them into personal, academic, and external.

Kemala (2016) explains that fair elections regarding projects and resources as limited constraints in expressing their opinions during class time are elements of the student's role that impact their autonomy and, hence, their autonomous second language learning process. This author also mentions that teachers support the autonomous learning process by establishing a trust-based relationship with their students, allowing them to create a safe and stimulating environment beneficial for their mutual objectives.

Freedom of action is a crucial factor in developing students' autonomy, according to (David, 1991). However, this author also men-

tions that freedom and autonomy are different concepts, where the teacher's pedagogical intervention can restrain the student's choices (Yildiz, 2020).

Psychological and Learning Theories that Influence Autonomous Second Language Learning

This section explores psychological and learning theories relevant to autonomous second language learning. From the Self-Determination Theory (SDT) framework, we examine the impact of intrinsic motivation, autonomy, and competence on learners' autonomous language learning. Additionally, we explore the concept of Multiple Intelligences and its implications for understanding individual learners' strengths and preferences in language learning. Furthermore, we analyze the influence of instructional materials in fostering autonomy and supporting learners' engagement, self-regulation, and metacognitive skills. By examining these influential theories and materials, we aim to provide insights into the complex interaction between psychological factors, individual differences, and learning environments in facilitating and enhancing autonomous second language learning.

Self-Determination Theory

At the peak of their emotional and physical state, humans are curious, vital, self-motivated, and strongly oriented to learn and develop new skills. This idea has led to a vast body of research, where the Self-determination theory (SDT) experts focus their work on the social elements that condition optimal human progress. SDT presents people's tendency to growth and their psychological needs as critical factors for their personality integration and self-motivation; it also establishes how the context can enhance such processes (Legault, 2017; Ryan & Deci, 2000).

Knowledge derived from this theory can be used in a wide variety of scenarios by showing how the characteristics of the people's context can help them thrive in their life or by comparing social contexts to identify which ones hold elements to support or hinder their growth (Ryan & Deci, 2017).

At the core of SDT are the Basic Psychological Needs (BPN), a set of innate human needs integrated by competence (the need to be a productive and masterful element in the current environment), relatedness (the need for social connections and caring relationships where a strong reciprocal sense of inclusion and respect is perceived), and autonomy (the need for control and endorsement over own's actions). Fulfilling these needs significantly improves people's mental health, motivation, and determination to achieve their goals. In contrast, need neglect leads to frustration and discouragement (Legault, 2017; Shelton-Strong, 2022).

This theory has been strongly related to different fields, including education; (Ryan & Deci, 2017; Shelton-Strong, 2022). When autonomy, competence, and relatedness are supported, students usually present a solid intrinsic motivation, leading to better performance and deeper learning.

The purpose of SDT is to describe and explain human behavior in different contexts. It is a metatheory comprising six mini-theories: Cognitive Evaluation Theory (CET), Organismic Integration Theory (OIT), Causality Orientations Theory (COT), Basic Psychological Need Theory (BPN), Goal Content Theory (GCT), and Relationship Motivation Theory (RMT) (Legault, 2017; Ryan & Deci, 2022). This book will analyze CET, OIT, and COT since they relate to autonomy, competence, and relatedness to support autonomous second language learning.

The first mini-theory, Cognitive Evaluation Theory (CET), explores how social and contextual elements or events can weaken or enhance intrinsic motivation (Ryan & Deci, 2020). Intrinsic motivation is the engagement in tasks or actions due to amusement or interest rather than possible consequences (Legault, 2017; Ryan & Deci, 2000; Sun & Gao, 2020).

CET argues that competence and autonomy support the student's intrinsic motivation. This implies that events and experiences that strengthen the person's sense of autonomy or competence will positively affect their intrinsic motivation. In contrast, affairs that negatively affect the abovementioned elements will diminish intrinsic motivation (Ryan & Deci, 2022).

According to CET, some forms of inner motivation are stimulated by controlling or coercing events, resulting in the decrement of intrinsic motivation. The latest occurs as a consequence of the changes in the locus of causality or the motives to engage in a behavior or task generated outside the subject (Carreira et al., 2013; Ryan & Deci, 2000b). When the learner's experiences are controlled through outside resources, that is, they are externally motivated, individuals will have an external perceived locus of motivation (E-PLOC). In contrast, self-regulated motivation will lead to an internal perceived locus of motivation (I-PLOC) (Ryan & Deci, 2017).

The influence of rewards, threats of punishment, evaluations, surveillance, deadlines, and imposed goals on intrinsic motivation is described through CET. It has been observed that, in specific conditions, behaviors reinforced through external means tend to change the perceived locus of causality from internal (I-PLOC) to external (E-PLOC), undermining later the student's interest in further activities and intrinsic motivation (Ryan & Deci, 2017).

In his experiments, Deci (1971) showed decreased task performance of the learners who received an external reward compared to those who did not. The same author named this the free-choice paradigm, where intrinsic motivation is measured by observing the time spent by the individual in a task following an experimental intervention when they are working in solo mode, are free to choose what to do, and have no external incentive or evaluative reason to persist.

Extrinsic rewards change the student's perception of their experiences from autonomous to controlled, where people establish an instrumental approach toward the task in development and engage in activities to obtain the reward instead of seeking an interest. This is not the case when external rewards are related to the reinforced behavior; such is the case of giving a book to a learner who completed a set of reading tasks, as it provides continuity to the pursued habit (Deci et al., 2001).

Threats of punishment is another motivational technique expected to diminish the person's intrinsic motivation. Although there is a need for more research on the effects of threats during people's course of action, CET contemplates that by relying on controlled

experiences to support behavior, autonomy declines and erodes intrinsic motivation (Ryan & Deci, 2017).

Feedback can reinforce intrinsic motivation, mainly due to its informational characteristics. Even negative feedback can be offered to support efficacy without compromising the person's sense of competence. On the other hand, competence is often compromised by evaluation or the judgment given by external sources based on observations about the people's quality and effectiveness performance. A low sense of competence derived from an assessment is commonly observed in positive and negative scenarios (Ryan & Deci, 2022).

Related to the last point is the effect of surveillance on intrinsic motivation. It has been observed that, in most learning environments, the presence of authority figures such as teachers and supervisors may undermine this element, mainly as a consequence of being associated with the possibility of a running evaluation. This is consistent with the idea that surveillance negatively affects intrinsic motivation due to its impact on students' PLOC and autonomy (Ryan & Deci, 2017).

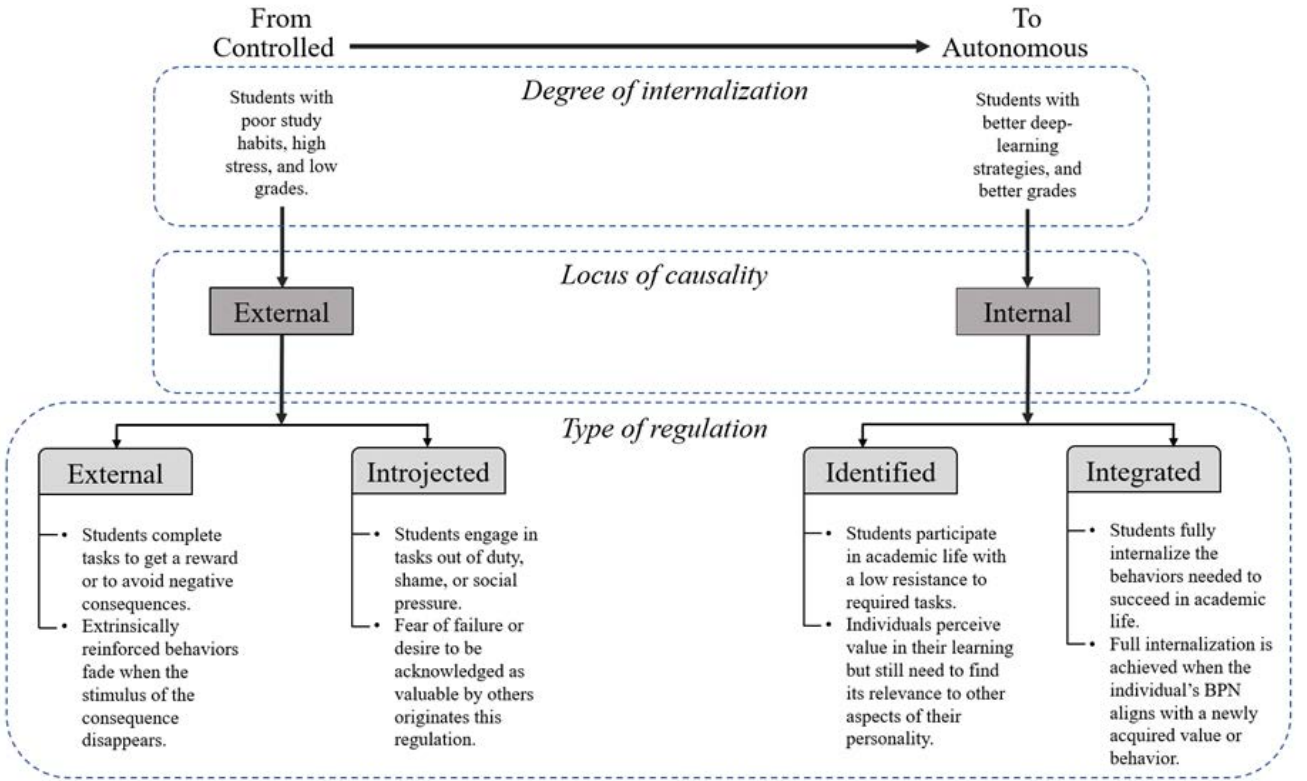
To avoid decreasing the learner's intrinsic motivation, deadlines and goals must be approached in ways that I-PLOC is sustainable. For this to happen, avoidance of controlling and confusing conditions when setting these motivational strategies is needed (Legault, 2017; Ryan & Deci, 2000a).

Organismic Integration Theory (OIT) focuses on the individual's process of developing the motivation to accomplish tedious and unpleasant tasks. This theory refers to extrinsic motivation as the behaviors people engage in for the outcome's instrumental value (Ryan & Deci, 2017).

From this theory perspective, the different forms of extrinsic motivation are grouped into internalization, the process of acquiring external beliefs, behavioral regulation, and values through socialization to turn them into one's own (Legault, 2017; Ryan & Deci, 2017).

OIT establishes the continuum from controlled to autonomous motivation (Figure 1). In controlled motivation, the locus of causality is external (and the regulation of motivation is external or introjected (Carreira et al., 2013; Ryan & Deci, 2017).

Figure 1. Student's Continuum From Controlled to Autonomous Motivation



Source: Own elaboration.

Students with external motivation regulation complete tasks or engage in specific behaviors to obtain rewards, instantaneous validation from others, or avoid negative consequences. Although external regulation provides immediate positive results, it has been proved that externally promoted behaviors fail to persist in the subject when the stimulus of the consequence (punishment or reward) fades (Deci et al., 2001; Hagger & Chatzisarantis, 2016; Ryan & Deci, 2017).

Introjected motivation regulation originates from the student's sense of duty, fear of public humiliation, or social pressure. The rationale behind this type of regulation is to avoid distress associated with failure or the desire to be acknowledged by people they consider relevant (Hagger & Chatzisarantis, 2016).

On the other hand, the source of causes behind autonomous motivation is internal or self-controlled, whose motivational regulation is defined as identified or integrated. Students with an identified regulation of motivation act out of a belief in the personal importance or perceived value of their tasks and behaviors (Martela, 2020).

In the transition from controlled to autonomous motivation, identified regulation is more volitional than external and introjected regulation, but it still needs to be fully integrated. Thus, students perceive the importance of their actions but still need to identify their relevance to other elements that constitute their personality (Legault, 2017; Martela, 2020; Ryan & Deci, 2017).

The fullest type of internalization is integrated regulation of motivation. Students whose regulation lies in this part of the spectrum have come to align the different aspects of the newly integrated behavior with their basic psychological needs, thus achieving total acceptance of the value and the absence of conflict with other elements of their identity (Ryan & Deci, 2017).

When full enjoyment of the learning task is not present, the degree of internalization becomes critical for the success of the student's academic performance and the persistence of the behavior to support it. For example, previous work shows that autonomously regulated students have better study habits, engage better in-class work, pay more attention to class, get better grades, and overall, have excellent execution in their academic life. In contrast, students with highly controlled regulation show less effective time management,

higher stress and anxiety levels, poor frustration tolerance, and lower levels of learning achievement (Legault, 2017; Shelton-Strong, 2022; Vansteenkiste et al., 2004). Factors outside the student can regulate intrinsic motivation, their perception of the value of their learning, or the enjoyment produced by the tasks (Oga-Baldwin et al., 2017).

Causality Orientation Theory (COT) is a sub-theory focused on the internal capabilities of the individual. Deci and Ryan (1985) presented this construct of the individual as causality orientations (GCO), while McAdams and Pals (2006) describe it as "characteristic adaptations" of people's tendency to follow specific motivational paths, oriented by relevant aspects of specific circumstances especially those related to the exercise of their autonomy, comply to other people's control or fear negative consequences to their behaviors.

COT refers to distinctive motivational patterns encompassing ways of perceiving and structuring motivationally relevant observations and information (Ryan & Deci, 2022). Central variations among individuals examined within COT involve their orientations toward autonomous, controlled, and impersonal causality.

Autonomy orientation expresses the degree to which people orient the treatment of their environment and inner experiences as sources of relevant information, turning their actions into efforts to create opportunities of their interest (Ryan & Deci, 2017). In the learning context, autonomy orientation represents the degree of the student's orientation to link their learning experiences and actions to knowledge and skills relevant to their personal development. Autonomy-oriented students can self-regulate, using the identified and integrated regulation styles (OIT) and having higher intrinsic motivation (CET).

Students who possess an autonomy orientation are motivated to learn rather than to attain performance goals.; their higher perceived competence leads to a better reliance on their academic skills and obtained better grades at the end of their courses (Koestner & Zuckerman, 1994). They also tend to experience lower levels of boredom and anxiety, have lower chances of dropping out of their classes, and adapt the learning content to their interests (Black & Deci, 2000).

Controlled orientation refers to the extent to which individuals' attention and concerns are directed toward external contingencies and controls. Students in controlled orientation act based on rules set by an external source and comply with or defy them according to the received rewards or social pressure. This behavior results in the diminishment of intrinsic motivation (CET) and the use of external and introjected regulation styles (OIT) (Ryan & Deci, 2022).

Students in this type of orientation are frequently more concerned with other people's expectations than their values and interests; they act based on performance goals instead of learning objectives, they tend to experience more stress, and in the case of negative feedback, they take a defensive posture and display a strong emphasis on self-involvement (Reeve, 2012).

Impersonal orientation points to the degree to which people orient their motivation toward the obstacles to goal fulfillment and environmental inputs that promote feelings of anxiety and inadequacy as a response to their lack of control over outcomes. This orientation style usually results in passive and unmotivated individuals who tend to be overwhelmed by their context and emotions (Reeve, 2012).

Self - Determination Theory in Autonomous Second Language Learning

SDT has been largely associated with second language learning research (Alamer et al., 2023; Ushioda & Dörnyei, 2009). This section examines the significance of autonomy in language learning from a Self-Determination Theory perspective.

Oxford (2015) explains that autonomous learners are often described as "self-regulated, emotionally intelligent, resilient, psychologically engaged, self-determined, existentially free and effective," with high intrinsic motivation and competence.

Intrinsic motivation has been proven essential in the individual's attitude toward their learning process. Some experts show that students with high intrinsic motivation are expected to deliver a better attitude toward their learning process and intensely tend to continue their language studies for extended periods (Azarnoosh et al., 2016)

From the perspective of SDT, intrinsic motivation is developed through the interaction of the individual with their context (Oga-Baldwin et al., 2017), and it is sustained by fulfilling the fundamental psychological needs for autonomy and competence (Niemiec & Ryan, 2009).

Intrinsic motivation and competence are essential for second language autonomous learning, according to the SDT standpoint (Alamer et al., 2023; Alqarni, 2023). Results from studies of SDT and autonomous language learners show that these students consider their learning journey a source of enjoyment in discovering new things, where they find pleasing experiences in achieving challenging goals or using language in their context (Oxford, 2015).

On the other hand, experts concluded that students with autonomous motivation perform better in academic environments, and those whose autonomy is supported by their teachers present higher chances to achieve more, improve the quality of their learning and stay at school (Reeve, 2004).

The OIT mini–theory helps to describe the process of learning a second language, given that many second language learners start their studies in this area with controlled motivation (Oga-Baldwin et al., 2017). However, learners who actively engage in their language-learning process have the potential to shift their motivation from controlled to autonomous (Benson, 2013). To accomplish this task, the instructor's influence or support for their student's need for autonomy and relatedness is critical to this internalization process (Muñoz & Ramirez, 2015).

As mentioned at the beginning of this section, there is evidence of the positive influence of autonomy-supportive teachers or teachers that support their students' autonomous motivation to learn a second language (Carreira et al., 2013), as well as their impact on their intrinsic motivation and value development (Liu et al., 2021). Since teachers help to meet students' basic psychological needs, they also promote their intrinsic motivation growth. Likewise, by proposing activities inside and outside the classroom to strengthen their internalization, teachers are vital for their student's continuum from controlled to autonomous motivation (Hagger & Chatzisarantis, 2016).

Studies show that students with autonomy-supportive teachers prefer and enjoy challenging learning situations and present higher

academic achievement, perceived competence, greater creativity, and higher critical thinking (Reeve, 2004). In second-language classrooms, teachers rely on relatedness, or the sense of genuine caring and validation, to promote autonomy and motivation in their students (Muñoz & Ramirez, 2015).

Self-determination theory emphasizes the importance of autonomy in language learning. It has become a prominent framework in second language research because it provides psychological and social information as to why it is possible that students can take responsibility for the development of their language competence.

Multiple Intelligences Theory

Historically, psychologists have commonly embraced a conventional notion of intelligence, defining it as a broad capacity for conceptualization and problem-solving, which is assessable through IQ tests (Visser, Ashton et al., 2006). This concept attempts to elucidate and structure a complex phenomenon where individuals show different levels of ability to comprehend intricate concepts, adapt successfully to their environment, and employ diverse forms of reasoning to overcome challenges through thoughtful consideration (Maftoon & Sarem, 2012).

Since the first implementation of Binet's IQ test at the beginning of the 20th century, many tests have been created, mainly focused on measuring verbal, numerical, and logical skills (Gardner, 1999). However, the theory of Multiple Intelligences presented by Gardner (1987) widened the spectrum of intelligence and IQ concepts (Baş 2016).

According to Gardner (1987), students are unique and diverse. This expert advocates for a more expansive perspective on the organization of the human mind and their learning process, significantly departing from conventional beliefs. From Gardner's Multiple Intelligences Theory (MIT) viewpoint, students are intelligent in various ways, and educators must diversify their teaching methods to help them develop their multiple intelligences (Mehiri, 2020).

This theory revolutionized the traditional understanding of intelligence by proposing that humans possess diverse intellectual capacities that deeply affect learning and could not be detected or measured by rigid standardized tests. MIT aimed to explain how individuals process, learn, and retain information through seven initially identified

intelligences (Linguistic, Spatial, Logical/Mathematical, Interpersonal, Intrapersonal, Bodily-Kinesthetic, and Musical).

Table 1. Multiple Intelligences Classification

Linguistic	The capacity to use language effectively for expression, communication, and comprehension, encompassing written and spoken forms.
Spatial	Proficiency in perceiving and manipulating visual-spatial information, involving the capacity to create mental images, navigate spatial environments, and understand spatial relationships.
Logical/Mathematical	The ability to analyze problems logically, recognize patterns, and comprehend mathematical relationships, facilitating problem-solving and abstract reasoning.
Interpersonal	A skill in understanding and effectively interacting with others, involving empathy, communication, and the capacity to navigate social dynamics.
Intrapersonal	Self-awareness and the ability to understand one's emotions, motivations, and values, fostering personal growth and introspection.
Bodily-Kinesthetic	Ability to control and coordinate body movements, exhibiting physical dexterity, balance, and a heightened awareness of bodily expression.
Musical	A heightened aptitude for perceiving, creating, and appreciating musical patterns, rhythms, and tones, demonstrating sensitivity to auditory stimuli.
Naturalistic	Proficiency in recognizing, categorizing, and understanding patterns in the natural world, involving an innate connection to the environment and its elements.
Existential	The capacity to contemplate and grapple with fundamental questions about existence, meaning, and the interconnectedness of life. This insight leads individuals to a philosophical and thoughtful orientation toward their reality.

Source: Gardner (1987, 1999).

Over time, this model expanded, incorporating an eighth (Naturalist) and ninth intelligence (Existential) to enrich the understanding of cognitive processes. Figure 1 shows the complete set of intelligences, as presented by Gardner's work (Baş 2016).

According to (Gardner, 1999), it is suggested that intelligences can be cultivated or enhanced through formal education, requiring appropriate support, positive reinforcement, and practical guidance for their development.

Garder's theory has dramatically influenced changes in teaching methods. In contrast to what is done in the traditional system, MIT's curriculum's theory-based design is flexible, centered on the student's needs, and offers educational environments characterized by hands-on, interdisciplinary learning based on real-life contexts (Mehiri, 2020).

This section presents the connection between MIT and second language learning, specifically their influence on autonomous second language learning.

Multiple Intelligences Theory and Second Language Learning

Gardner's (1987) theory of multiple intelligences provides a different lens to examine the landscape of language acquisition. This theory presents intelligences as a versatile set of trainable tools teachers can rely on to improve their students' learning experiences (Arnold & Fonseca, 2004). Throughout the past decades, experts in the second language learning field have dedicated significant efforts to discerning factors that distinguish language learners from others. Information from preceding studies has been used to create a profile of the characteristics of a proficient language learner (Zhao, 2022).

Second-language students learn at different speeds and obtain different results (Long, 1988). Age, Socio-Psychological elements, language aptitude, personality, cognitive style, and other factors have a meaningful influence on Second-Language Learning (Ellis, 1994; Mohammed, 2020).

According to Maftoon and Sarem (2012), Gadner's theory challenged the traditional educational system, which claimed that intelligence has little to do with the student's successful second language acquisition. By attaching other essential attributes of intelligence as features that influence the learning process, experts (Derakhshan & Faribi, 2015; Mitchell & Myles, 2004; Sadeghi & Gohar, 2018) link Gardner's intelligence concept as the most significant factor that can predict the learner's success in second language acquisition.

Sadeghi and Gohar (2018) investigated significant differences among high-achieving and low-achieving groups of English as a Foreign Language (EFL) learners concerning their abilities across the nine types of Gardner's intelligences. Their research findings revealed that advanced EFL learners exhibit elevated linguistic intelligence, suggesting that learners who achieve greater proficiency may possess superior verbal intelligence compared to their less adept counterparts.

However, Gardner's theory argues that a more comprehensive educational approach is beneficial, encouraging educators to employ diverse methodologies, exercises, and activities to provide for the learning needs of all students, not exclusively those who excel in linguistic intelligence (Maftoon & Sarem, 2012).

Research indicates that the utilization of multiple intelligences in the process of acquiring a second language has been observed to have a notable influence on the strategies employed for vocabulary learning, motivation, and language proficiency (Madkour & Mohamed, 2016; Sistani & Hashemian, 2016).

Studying the Process of Autonomous Second Language Learning

Fernando Peralta-Castro

In the 1970s, research in the field of education experienced a period of great discord due to the lack of consensus among experts regarding whether the quantitative or qualitative approach was the best method to study phenomena of this nature. Subsequently, it was determined that both quantitative and qualitative methods are necessary to investigate and comprehend the complexity of the educational field (Hammersley, 2007). Caruth and Caruth (2013) explains that mixed-type studies are characterized by the deliberate combination of quantitative and qualitative research methods as components of the investigation, which can occur at various stages of the investigation.

When the complexity of the problem under study and the system from which it emerges is such that it cannot be covered from a single perspective, as is the case with a large number of social, economic, and political investigations (Castelli et al., 2014) this type of study is typically employed. Schools are complex systems in which the variables and actors of their context overlap and influence one another, necessitating the use of appropriate methodologies for the analysis of its macro spectrum and the incorporation of its cultural particularities in order to gain a deeper understanding of what has been studied (Johnson & Chistensen, 2014). Together with the previous arguments, we concur with Johnson and Onwuegbuzie (Johnson & Onwuegbuzie, 2004), who state that researchers can use the strengths of both methods to

strengthen the research's conclusions through convergence and corroboration of the findings. Thus, the proposal presented in this paper will take a mixed approach.

Research Problem

A comprehensive analysis of the relevant research emphasizes the primary objective of second language learning for students: the attainment of skills and knowledge that are crucial for thriving in cultures where a distinct language is used. An essential aspect of this endeavor is autonomous learning, when students demonstrate the capability to autonomously oversee and evaluate their own learning processes. The importance of autonomy in language learning goes beyond the practical aspects, influencing both philosophical and educational aspects.

Autonomous learners set themselves apart by employing personalized tactics, taking initiative, and displaying increased motivation. They take responsibility for every aspect of their learning journey, including setting goals, acquiring information, making procedural decisions, and self-evaluating. Given the utmost significance of promoting self-sufficiency in language learners, instructors should provide favorable settings that actively motivate and assist students in their journey towards self-reliance.

This study focuses on the research challenge of promoting autonomy in English as a second language learning by using inclusive resources. The English language, being a powerful means of communication, provides students with opportunities to access new and unique material. Moreover, persons who are bilingual have a tendency to develop cognitive talents more efficiently compared to those who only speak one language. The incorporation of English language instruction into the Mexican educational system, involving a large number of students enrolled in English classes, necessitates a thorough assessment of the prevailing teaching approaches.

Traditional language training often centers on the teacher and relies on study materials that may not cater to the specific needs of the students. Teaching English using inclusive materials and adopting an autonomous teaching strategy is a viable way to explore

new techniques of teaching and learning the language. This strategy not only encourages inclusive study practices but also cultivates a sense of responsibility and enhances learners' decision-making abilities. Consequently, the development of guiding questions acts as a strategic plan for this study:

Research Questions

- To what extent does the language course help to improve English proficiency of the pupils?
- What level of autonomy can a group of pupils develop when studying English as a second language in a forty-hour course using inclusive materials?
- What is the importance of autonomy and intrinsic motivation in autonomous learning environments?

Aims

- Determining the effectiveness of the language course in enhancing English proficiency among pupils.
- Assessing the level of autonomy attainable by a group of pupils during a forty-hour English language course utilizing inclusive materials.
- Exploring the significance of autonomy and intrinsic motivation within autonomous learning environments.

Research Context

The research is conducted in a classroom in a rural area of a state capital in western Mexico, in a facility that also houses recreational and cultural activities. Young students between the ages of 12 and 14 were encouraged to enroll in an English class at the local secondary school by English-teaching student-teachers. Thirty students were enrolled in the course, but only twelve regularly attended. The course lasted 40 hours over the duration of the months of October, November, and December, with twice-weekly, two-hour sessions. The course's objective was to teach students English using autonomous study principles.

These student-teachers are first-year Teaching Second Languages majors. In addition to learning English, university seniors have received numerous hours of instruction in theories, approaches, language teaching methods, and teaching practice. The student-teachers designed the curriculum and compiled the necessary instructional materials.

Based on the results of a diagnostic examination administered at the beginning of the course, students were placed in the false beginner level. To ascertain the learners' circumstances, an autonomous learning scale, multiple intelligence test, and socioeconomic context questionnaires were also administered.

An expert instructor in the field of autonomous language instruction supervised the student-teachers as they planned and instructed classes. The teacher was initially responsible for examining the theoretical and practical principles of autonomous language instruction. During the development of the course, students met once per week with the instructor to discuss the class's progress and plan the next lesson.

Mixed Methods Research

Mixed methods research refers to an approach in social science research that combines qualitative and quantitative methodologies within a single study to gain a comprehensive understanding of a research problem. In the context of investigating the effectiveness of a language course in enhancing English proficiency among pupils and assessing the level of autonomy attainable by them. Mixed methods research provided an understanding of the phenomenon.

Creswell and Poth (2018) outline the key features of mixed-methods research, emphasizing its ability to address complex research questions by integrating both qualitative and quantitative data collection and analysis techniques.

The aims of this investigation mentioned both quantitative aspects, such as measuring English proficiency before and after the language course, and qualitative aspects, such as exploring the significance of autonomy and intrinsic motivation within autonomous learning environments. By utilizing mixed methods, researchers

could gather quantitative data on English proficiency scores alongside qualitative data on students' experiences, attitudes, and perceptions regarding autonomy and motivation in learning English.

By integrating quantitative data on English proficiency with qualitative insights into students' autonomy and motivation, mixed-methods research offered a holistic understanding of the effectiveness of the language course and the factors influencing pupils' learning experiences.

Overall, mixed methods research was a valuable approach for investigating complex educational phenomena like language learning, allowing researchers to triangulate findings from different sources and perspectives to generate comprehensive insights and inform educational practice.

Using a mixed methods approach is appropriate for studying the effectiveness of a language course in improving English proficiency among students, determining achievable levels of autonomy, and examining the importance of autonomy and intrinsic motivation in autonomous learning settings. Utilizing quantitative and qualitative approaches like surveys, assessments, observations, interviews, and focus groups allows for a thorough understanding of the various parts of the language course. Quantitative data can offer statistical insights into the effectiveness of the course in improving English proficiency and the level of autonomy achieved by the pupils. On the other hand, qualitative data can provide detailed insights into the experiences, perceptions, and intrinsic motivations of the students in the autonomous learning environment due to the varied objectives of the study. The mixed methods approach enables triangulation of findings, hence improving the validity and dependability of the results. The research was conducted in a rural location near a state capital in western Mexico, focusing on kids aged 12 to 14. It aimed to capture the contextual intricacies of the learning environment, including cultural and socio-economic aspects. The mixed-method approach overcomes barriers such as fluctuating attendance rates to thoroughly evaluate the language course's outcomes and their impact on autonomous learning practices in comparable environments.

Research Journal

As Creswell (2013) suggests, journaling is a popular data collection method in case studies. In this study, keeping a journal allowed the student-teachers to follow the development of the research process and make note of any personal changes as the study went on. The research journal let the student-teachers make assumptions about the autonomous learning process as reactions of learners. The benefit of keeping a research journal is that it helped the student-teachers gain greater self-awareness, and the rationale behind decisions made and understanding of their own conduct as well as the response of the learners to the implementation of autonomous learning (Corbin & Strauss, 2015). The research journal allowed the researcher to access the thoughts, dilemmas, conflicts, theories or implicit models that model the student-teachers' performance (Sandín, 2003).

Using a research journal in this study serves several essential reasons. It provides an organized system for recording the development and results of the language course designed to improve students' English skills. Researchers can methodically monitor the efficacy of teaching methods, the development of students' language abilities, and any obstacles faced throughout the course by examining thorough records. The diary helps evaluate the pupils' autonomy in the forty-hour English language program, revealing their capacity to self-direct learning and interact with inclusive resources. This documentation is crucial for comprehending the workings of autonomous learning settings, especially in a rural area in western Mexico where resource availability may differ. Finally, the journal acts as a storage place for investigating the importance of autonomy and intrinsic motivation in the educational environment. Researchers can analyze the complex relationship among autonomy, motivation, and learning outcomes by documenting observations, reflections, and student feedback. The journal is essential for documenting the various elements that impact the students' learning experiences in a classroom located within a facility that provides recreational and cultural activities. The research journal serves as a detailed record of the study's advancement and offers valuable data for additional analysis and

theoretical investigation in the fields of language instruction and autonomous learning.

Learner Autonomy Questionnaire

A questionnaire is a data collection instrument that consists of a series of queries or prompts in order to collect information from respondents. Questionnaires are used by researchers to collect information from individuals and groups regarding their characteristics, attitudes, beliefs, opinions, behaviors, and other variables of interest (Creswell, 2014). To assess the students' autonomy, an autonomous learning Likert scale was administered adapted from Gholami (2016). The questionnaire contained 44 statements organized around nine elements of autonomous language learning. The items in these nine dimensions indicate whether learners have better control over a certain component of their autonomous learning. The scale consisted of a series of statements related to various aspects of autonomous learning. Participants were asked to rate their agreement or disagreement with each statement on a predefined scale, usually ranging from "Strongly Disagree" to "Strongly Agree." The scale allowed researchers to quantify and compare students' perceptions and behaviors regarding autonomous learning. The statements in an autonomous learning Likert scale covered areas such as self-regulation, goal setting, use of learning strategies, self-evaluation, and self-motivation. Pupils rated their level of agreement or disagreement with each statement according to the provided scale.

Using a learner autonomy questionnaire is crucial for assessing the efficiency of an English language course designed to improve competence among students in a rural location of a state capital in western Mexico. It enables the evaluation of the learners' autonomy level after the forty-hour course, offering insights into their capacity to self-regulate their learning. Understanding how well students can autonomously traverse their learning path is vital for assessing the effectiveness of the course, considering the inclusive materials used. The questionnaire helps measure the importance of autonomy and intrinsic motivation in autonomous

learning settings. Researchers can reveal the impact of intrinsic motivation on student engagement and development by examining their attitudes, preferences, and perceptions of autonomous learning. The questionnaire is used to get detailed feedback and reflections from participants, revealing the specific components of autonomy that impact their learning experiences. Considering the study's background, with fluctuating student registration and attendance despite encouragement, it is crucial to comprehend the elements that impact involvement and persistence. Integrating a learner autonomy questionnaire enhances the assessment of the course's impact on English proficiency and sheds light on autonomy and motivation dynamics in the learning process, thus improving our understanding of effective language education practices in various educational environments.

English Placement Pre- and Post-Tests

The English grammar pre-test (See Appendix II) is designed to evaluate one's current knowledge and comprehension of the grammatical rules and structures of the English language. It functions as a preliminary assessment prior to any formal instruction or learning. It consists of a series of multiple-choice exercises that require students to apply their understanding of grammar rules and principles. The objective of the test was to assess the proficiency levels of language learners and identify specific areas in which they required additional support or instruction.

The English grammar post-test was administered after completion of the course. It measured the progress and how well pupils assimilated the grammar concepts covered throughout the course. It provided feedback on the development of the pupils and highlighted their strengths and areas for enhancement.

The administration of pre- and post-tests in English grammar provides a thorough evaluation of students' initial proficiency and their development over time. It assisted in guiding instruction, measuring development, and ensuring a more efficient and individualized learning experience.

Using an English placement test in this study serves several crucial goals. It sets a starting point by measuring the students'

English proficiency levels before the language course begins, allowing for an evaluation of the program's impact on improving their language skills. The study will evaluate the pupils' autonomy level using the placement test to determine their ability for self-directed learning, which is essential for analyzing the effectiveness of autonomous study concepts in the course. The test also assists in detecting any discrepancies in competence levels among the pupils, enabling customized education and assistance in areas that require it. The placement test in a rural location of a state capital in western Mexico ensures a fair and precise grading process due to the varied backgrounds and educational experiences of the students. The study aims to explore the impact of autonomy and intrinsic motivation in autonomous learning environments to determine the efficiency of these pedagogical methods in settings with restricted resources and limited access to conventional educational assistance. The English placement test is crucial for thoroughly assessing the language course's effect on improving English skills, encouraging independence, and stimulating internal drive in the students.

The Data Analysis

The data analysis was carried out using the Atlas.ti software, which allows managing, coding and publishing qualitative research data. The purpose of journals was for the researcher to become familiar with the autonomous learning process. Therefore, the coding process focused on identifying and coding their different assumptions (O'Leary, 2004). Once an initial coding scheme was created, all transcripts were read and analyzed again (Charmaz, 2014). As per Denzin and Lincoln (2011), this process of re-reading and analyzing facilitates the analysis of the findings, which resulted in a final version of six codes (Corbin & Strauss, 2015, p. 66).

Using Atlas.ti software for data analysis in this study is supported by various valid grounds. Atlas.ti provides strong features for qualitative data analysis, crucial for understanding the complex impact of the language course on improving English competence in students. Atlas.ti enables a thorough examination of students' experiences, perspectives, and learning outcomes by providing tools for coding, categorization, and theme analysis. This allows

for a comprehensive assessment of the course's influence. Atlas.ti offers a methodical way to examine qualitative data concerning students' involvement, proactiveness, and self-guided learning actions to determine the extent of independence achievable by pupils in the English language course. The software allows researchers to analyze trends, themes, and differences in students' autonomy growth, providing insights into the course's effectiveness in promoting autonomous learning settings. Atlas.ti helps analyze the importance of autonomy and intrinsic motivation in autonomous learning settings. Researchers can gain valuable insights into effective language learning by analyzing qualitative data collected from classroom observations, interviews, and student reflections in order to understand the relationship between autonomy, intrinsic motivation, and English language proficiency. Thus, utilizing Atlas.ti software is essential for thoroughly examining the abundant qualitative data produced by this study, allowing for in-depth understanding of the intricacies of English language learning in a rural classroom environment in western Mexico.

Statistical position indices, also known as statistical measures of position, are statistical quantities that provide information about the relative position of a particular data value within a data set. They help in understanding the distribution of data and are commonly used in descriptive statistics. The use of the position index is relevant in this study because the sample is small and the descriptive statistics are very sensitive to changes and extreme scores, so the use of position indexes (median and quartiles) with box plots is more useful in finding differences between the two moments in which they were applied.

The inclusion of the position index is pertinent to this study due to the limited sample size and the high susceptibility of descriptive statistics to fluctuations and outliers. Consequently, employing position indices such as the median and quartiles, along with box plot graphs, proves more advantageous in identifying disparities between the two distinct time periods under examination.

The Wilcoxon test, also known as the Wilcoxon signed-rank test, is a non-parametric statistical test used to compare two related or paired samples. The Wilcoxon test assesses whether there

is a significant difference between the medians of the two related samples, taking into account the magnitude and direction of the differences. It is commonly used when working with ranked or ordinal data, or when the data distribution is skewed. In our particular case, the samples are small, therefore non-parametric tests must be used to decide which one to use, the type of sample must be identified, which in this study is a paired sample, since instruments were applied to each member of the group at two different times.

Another non-parametric measure is Spearman's correlation, also known as Spearman's rank correlation coefficient. It measures the strength and direction of the monotonic relationship between two variables. It is used when the variables are measured on an ordinal scale or when the relationship between variables is not linear. Thus, one of the objectives of the study was to identify the relationship between the level of autonomy and variables such as gender and type of intelligence. Since the former is a quantitative variable, the level of autonomy, and the latter two, gender and type of intelligence, are quantitative variables too, the appropriate correlation coefficient is Spearman's Rho.

Statistical position indices, the Wilcoxon test, and Spearman's correlation are essential tools for assessing the language course's effectiveness and analyzing autonomous learning environments among 12 to 14-year-old students in a rural area of a state capital in western Mexico. Statistical position indices provide a detailed summary of the distribution of English proficiency levels among students, enabling a detailed analysis of the course's effects. The Wilcoxon test is appropriate for analyzing non-parametric data such as attendance records and English proficiency scores. It allows for strong comparisons between pre- and post-course assessments, helping to evaluate the course's efficacy. Spearman's correlation helps examine the connection between achieved autonomy levels and intrinsic motivation, which are crucial elements in autonomous learning environments. These statistical methods provide dependable insights into how effective the course is at improving English proficiency and promoting independence, which can help shape future educational strategies for young learners with varying attendance rates and learning backgrounds in similar environments.

Examining Autonomy Levels of Secondary School Students Using Inclusive Materials

Isaías Bracamontes Ceballos

In previous sections, it was made clear that autonomous learning is where students can manage and evaluate the process of learning on their own. Autonomy is important in language learning from a psychological, educational, and practical point of view. In addition, autonomous learners take initiative, are motivated, and use methods that work for them. They are responsible for their choices, which include the goals, the content, the methods, and the evaluation. For students to be able to learn on their own, teachers need to build environments that support and encourage their independence.

It has also been stated that teaching English with inclusive materials using an autonomous teaching approach can cast light on new methods of teaching and learning this language, in addition to promoting study practices that encourage responsibility and decision-making during the learning process.

Therefore, this study aims to examine the value of autonomy and intrinsic motivation in autonomous learning environments, as well as the efficacy of a language course in enhancing students' English proficiency. It also assesses the level of autonomy

developed by students learning English as a second language in a forty-hour course with inclusive materials. The aims of this study resulted in the formulation of the research questions formulated below, which formed a guide to the study.

To what extent does the language course help to improve English proficiency of the pupils?

What level of autonomy can a group of pupils develop when studying English as a second language in a forty-hour course using inclusive materials?

What is the importance of autonomy and intrinsic motivation in autonomous learning environments?

As stated earlier, a 40 question, multiple-choice, general English language pre- and post-test was administered, as well as a learner autonomy questionnaire. A research journal was also used to generate assumptions regarding the autonomous learning process as learner responses. The results obtained with the aforementioned instruments are presented in this section.

Findings of the Diagnostic Language Test (Pre-Test)

The topics covered by the test are presented in table 1 and are determined to assess level A1, according to the Common European Framework of Reference for Languages. In the test, the following topics are highlighted: To Be, Possessive Forms, Present Simple Tense, Modal Verbs, and Past Simple Tense. The following are the themes on the test:

Table 1. *Topics contained in the English Level Test: Elementary A1 Level*

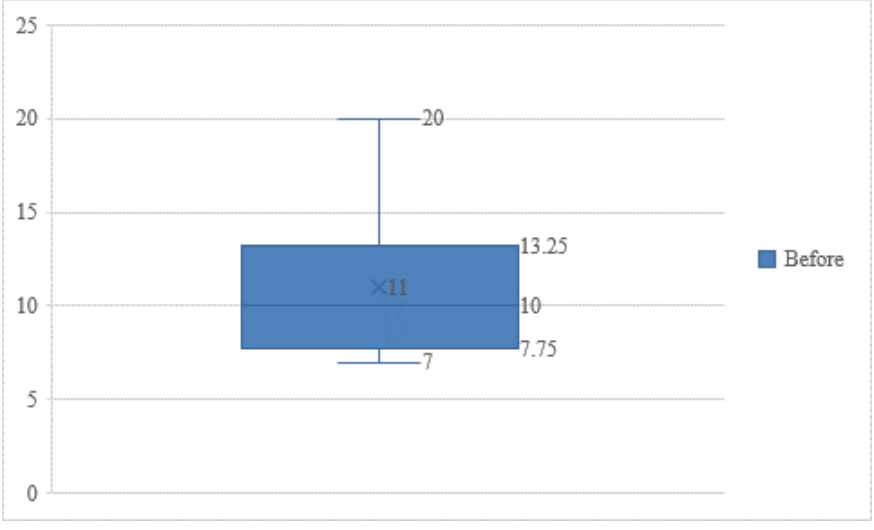
Theme	Items	Questions
To Be	4	1, 10,30, 33
Present Perfect Tense	3	2, 14, 39
Possessive Forms	4	3, 8,19, 22
Present Simple Tense	4	4, 6, 7, 27
Superlative Forms	2	5, 35
Modal Verbs	4	9, 13, 15, 40
Prepositions	2	11, 21
Adverbs of Frequency	3	12, 31, 38
To or -ing	1	16
-Ing After Prepositions	1	17
Past Tense of To Be	2	18, 29
Going to	2	20, 34
Comparatives	1	23
Adjectives	1	24
Past simple Tense	4	25, 28, 32, 36
Questions	1	26
Like to	1	37
Total	40	

Source: Own elaboration.

In the tables and figures presented in this results section, the original names of the students have been replaced by other names with the purpose of protecting their identity and integrity. Due to unknown reasons, absenteeism is notorious in the development of the course activities. For the purposes of this analysis, only the cases of six students who attended regularly and presented all the activities and evaluations required by the course have been selected. Figure 1 shows the first review of the English level yielded

scores ranging from seven to twenty correct answers, indicating that the group has a poor level of English language competency. The group is evenly dispersed in relation to the median, which is 10 correct answers, with three students above and three below the median. It is worth highlighting the presence of an atypical instance since we received twenty correct answers while the rest of the pupils had seven to eleven correct answers. This initial situation demonstrates the limited progress made in acquiring a second language through traditional lessons offered in public schools.

Figure 1. *Correct Answers Obtained in the Diagnostic Test*



Source: Own elaboration.

When reviewing the average of correct answers disaggregated by topics, the best topics were Adjectives, Like to, and Modal verbs, while the worst were Superlative Forms and Present Perfect Tense, which is consistent with the topics that are commonly considered to be more complex in the learning of linguistic proficiency in a second language.

Table 2. *Percentage of correct answers by topics included in the exam*

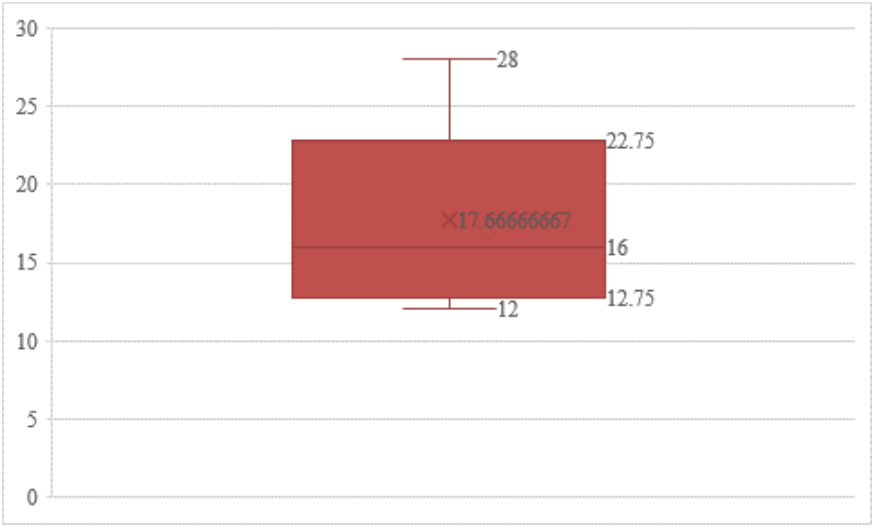
Topic	Average	Median
To Be	33%	38%
Present Perfect Tense	11%	0%
Possessive Forms	29%	25%
Present Simple Tense	29%	25%
Superlative Forms	8%	0%
Modal Verbs	42%	38%
Prepositions	33%	0%
Adverbs of Frequency	28%	33%
To or -ing	17%	0%
-Ing After Prepositions	33%	0%
Past of To Be	25%	0%
Going to	17%	0%
Comparatives	33%	0%
Adjectives	50%	50%
Past Simple Tense	29%	25%
Questions	17%	0%
Like to	50%	50%

Source: Own elaboration.

Findings of the Post-Test

The results of the post-test were better than those of the first test, in general terms. The distribution of scores is similar to that of the first application in the way that there is one score well above the other five (figure 2). The median is 16 correct answers. Half of the scores above (17 to 28) the median have a greater dispersion than those below (12 to 15) the median. An improvement in the students' performance in their level of English language proficiency is thus observed.

Figure 2. *Distribution of Correct Answers in the Post-Test*



Source: Own elaboration.

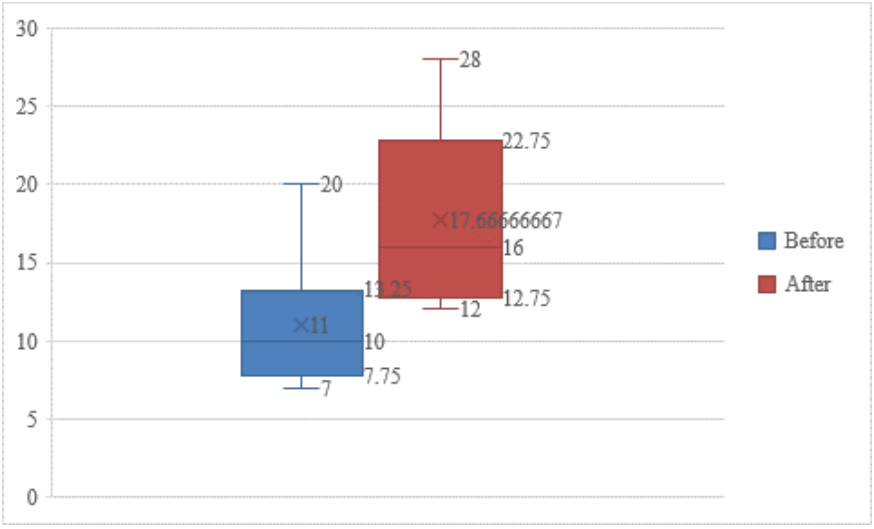
As shown in table 3, when checking the topics, the percentage of correct answers in each one stands out: Present Perfect Tense, Prepositions, Past of To Be, and Questions. Those that perform the worst are Present Perfect Tense and -Ing after Prepositions. The instance of Present Perfect Tense is interesting since it has remained a challenging topic for the group, despite the fact that this scenario is consistent with the difficulties encountered by other groups of students, even at higher levels.

Table 3. *Average of Correct Answers Disaggregated by Subject Matter*

Topic	Average of correct answers	Median
To Be	50%	50%
Present Perfect Tense	17%	17%
Possessive Forms	54%	50%
Present Simple Tense	67%	75%
Superlative Forms	33%	50%
Modal Verbs	46%	63%
Prepositions	67%	50%
Adverbs of Frequency	61%	67%
To or -ing	33%	0%
-Ing After Prepositions	17%	0%
Past of To Be	67%	75%
Going to	33%	50%
Comparatives	50%	50%
Adjectives	50%	50%
Past Simple Tense	21%	13%
Questions	67%	100%
Like to	33%	0%
Total	44%	40%

Source: Own elaboration.

Figure 3. *Comparison of the number of correct scores obtained in the test before and after the course*



Source: Own elaboration.

Figure 3 shows the comparison of the results of the English tests, it is clear that performance has improved in all cases, although not in the same amount. In one case (Charlotte), the progress is particularly evident because there were 20 correct responses compared to the first test, surpassing even the student who got the highest score in the pre-test. The remaining students made modest but significant improvements in the majority of situations, with three to six right responses, reflecting a 33% to 86% improvement over their previous score (table 4).

The collective enhancement in the exam results of the entire group serves as evidence that the use of the autonomous learning method for teaching a second language is effective in this particular situation. It is a feasible strategy to be implemented in public education as an alternative to the standard approach. Subsequently, it was discovered that the enhancement in the score is partially associated with consistent attendance at class sessions.

Table 4. *Comparative Results Before and After the Course*

Students	Total of correct answers Pre-test	Total of correct answers Post-test	Difference	Improvement (on first result)	Improvement over total questions on the test
Olivia	11	15	4	36%	10%
Charlotte	8	28	20	250%	50%
Liam	11	17	6	55%	15%
Ava	20	21	1	5%	3%
Isabella	7	13	6	86%	15%
Yulissa	9	12	3	33%	8%

Source: Own elaboration.

Table 5 shows the difference between the initial and final performance disaggregated by exam items, it is observed that Questions (50%), Past of To Be (42%) and Present Simple Tense (38%) are the topics that obtained the greatest improvement. The topic of Adjectives remained at the same level, while Past Simple Tense (8%), -Ing After Prepositions (17%) and Like To (17%) showed a worse performance than in that of the first exam. Overall, performance improved by 17%.

Table 5. *Average of Correct Answers in the Tests disaggregated by grammar theme*

Topic	Pre-test	Post-test	Difference
To Be	33%	50%	17%
Present Perfect Tense	11%	17%	6%
Possessive Forms	29%	54%	25%
Present Simple Tense	29%	67%	38%
Superlative Forms	8%	33%	25%
Modal Verbs	42%	46%	4%
Prepositions	33%	67%	33%
Adverbs of Frequency	28%	61%	33%
To Or Ing	17%	33%	17%
-Ing After Prepositions	33%	17%	-17%
Past Of To Be	25%	67%	42%
Going To	17%	33%	17%
Comparatives	33%	50%	17%
Adjectives	50%	50%	0%
Past Simple	29%	21%	-8%
Questions	17%	67%	50%
Like To	50%	33%	-17%
Total	28%	44%	17%

Source: Own elaboration.

Positive differences in post-course performance relative to the initial diagnosis have been demonstrated; however, these differences can be evaluated using a statistical hypothesis test to determine if they are significant or can be explained by random chance. For this purpose, the Wilcoxon test for paired samples was performed with a confidence level of 95%, establishing the following hypotheses:

H0 = The results of both exams are equal.
H1 = There is a difference between the results of both tests.

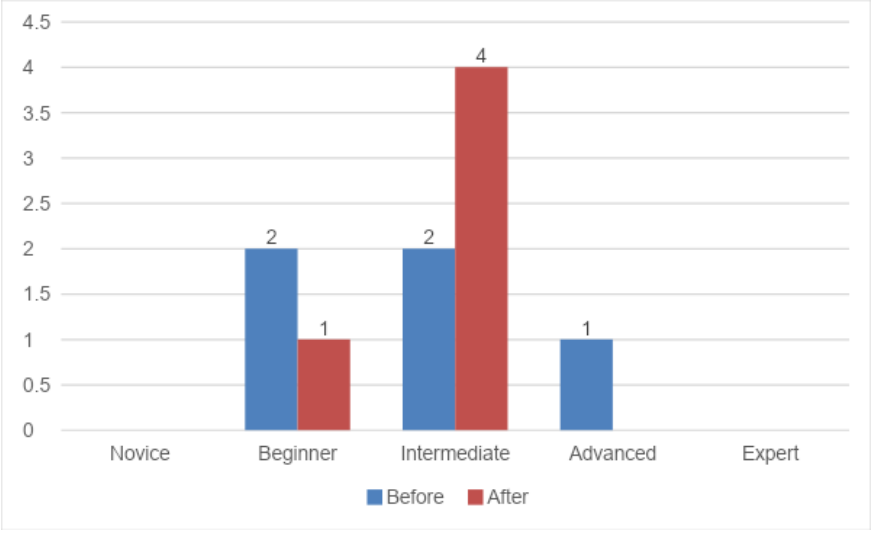
The test yields a Z value of -2,207 and a significance of 0.02, so the null hypothesis is rejected and the alternative is accepted, i.e., it is confirmed that there is a significant difference between the total number of correct answers obtained at the beginning and end of the course. The same statistical test was conducted on the total number of correct responses for each subject, but none of them were significant.

Findings of the Autonomous Learner Questionnaire

The Learner Autonomy Questionarie proposed by Gholami (2016) assesses the level of autonomy based on nine dimensions: Readiness for Self-direction (D1), Independent work in Language Learning (D2), Importance of Class/teacher (D3), Role of teacher: Explanation/Supervision (D4), Language Learning Activities outside the class (D5), Selecting content (D6), Instrinsic motivation (D7), Assessment/Motivation (D8) and Interest in other cultures (D9). The maximum total score is 215 (100%), which represents complete autonomy for learning while the minimum is 43 (0%) and denotes complete dependence on external agents for the development of their learning.

Based on the percentage of completion of the questionnaire, five stages of autonomous learning are established: Novice (0–20%), Beginner (21–40%), Intermediate (41–60%), Advanced (61–80%), and Expert (81–100%). Each student's level of autonomy was so assessed and evaluated both before and after the course. One student had an Advanced level, two had an Intermediate level, and two were Beginners when the course first began. In the end, this allocation was changed to include one Beginner and four Intermediate-level pupils. In conclusion, two students remained at the same level, one student moved up a level (Beginner to intermediate), and one student moved down a level (Advanced to intermediate) (figure 4).

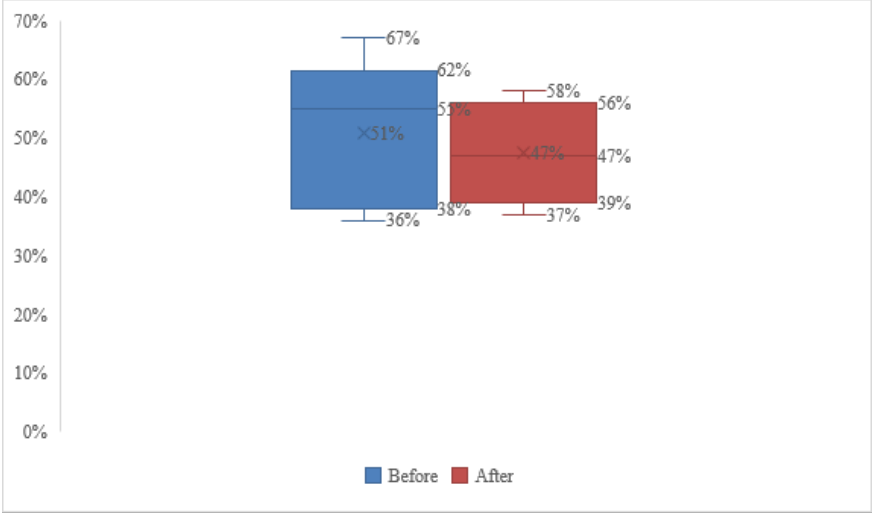
Figure 4 *Level of Autonomy Pre- and Post-Course*



Source: Own elaboration.

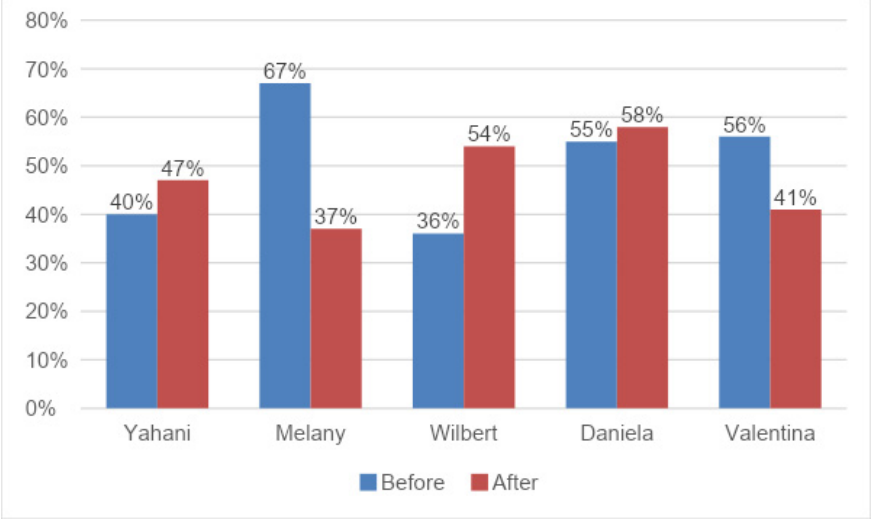
Figure 5 shows the results of the autonomy questionnaire at the beginning of the course indicate maximum scores of 67% and a median of 55% with an average of 51%. At the end of the course, these scores decreased to a maximum of 58% with a median and average of 47%. This difference can be explained by the fact that the sample size is very small so that the score of one student significantly affects the descriptive and positional statistics in the data distribution. In this study, one student had a drop in her autonomy score from 67% to 37%. Three students showed improvement and two students decreased their level of learning autonomy (figure 6).

Figure 5. *Learner Autonomy Questionnaire Pre- and Post-Course Scores*



Source: Own elaboration.

Figure 6. *Learner Autonomy Questionnaire Score per Student Before and After the Course*



Source: Own elaboration.

Upon identifying that the overall autonomy score has decreased, which is contradictory to the objective of the course designed, we proceed to review the changes in the dimensions to show the changes more specifically in each of the aspects measured in the students (table 6).

Table 6. *Summary of Wilcoxon Test Statistics by Dimension*

Dimension	Change	Value Z	Significance level	Significance
Readiness for Self-Direction	Decreased	-2.032	0.042	Yes
Independent Work in Language Learning	Decreased	-2.023	0.043	Yes
Importance of Class/ Teacher	Increased	-.730c	0.465	No
Role of Teacher: Explanation/Supervision	Increased	-2.023	0.043	Yes
Language Learning Activities Outside the Class	Decreased	-1.826	0.068	No
Selecting Content	Increased	-.271	0.786	No
Instrinsic Motivation	Decreased	-1.826	0.068	No
Asessment/Motivation	Increased	-1.461	0.144	No
Interest in Other Cultures	Decreased	-.944b	0.345	No

Source: Own elaboration.

The Wilcoxon test was performed to identify significant changes in the nine dimensions measured in the group of students, for which a confidence level of 95% was considered, therefore those dimensions with p-values of less than 0.05 are considered significant.

The dimensions "Readiness for Self-Direction" and "independent Work in Language Learning" have experienced a significant decrease. this could indicate that individuals are showing less willingness or ability to work independently in language learning.

The dimension "Importance of Class/Teacher" has experienced an increase, although not statistically significant. this

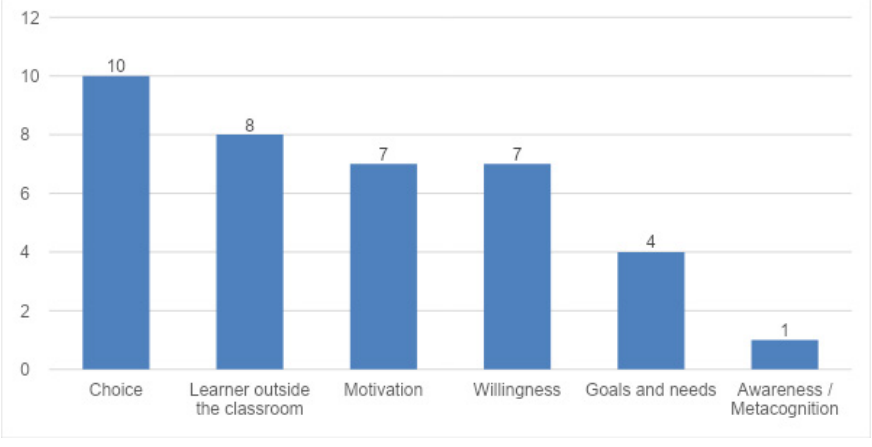
could suggest that, in general, individuals do not perceive a significant change in the importance of the class or teacher in the learning process.

The dimension "Role of Teacher: Explanation/Supervision" has experienced a significant increase. this could indicate that individuals perceive a positive change in the teacher's role in terms of explanation and supervision in the learning process.

Findings of the Research Journal

The dimensions "Language Learning Activities Outside the Class", "Selecting Content", "Intrinsic Motivation", "Assessment/Motivation" and "Interest in Other Cultures" have experienced changes, either decreases or increases, but none of these changes are statistically significant.

Figure 7. *Frequency of the Codes in the Journals*

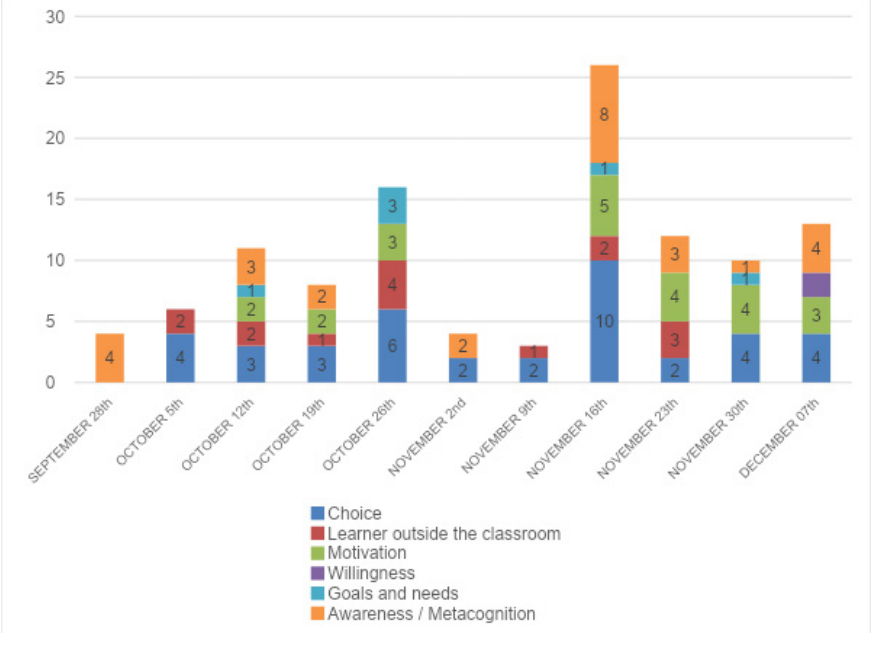


Source: Own elaboration.

Figure 7, shown here, shows the frequency of code appearances in 11 scientific journals. The analysis provides crucial insights into several elements of autonomous learning. Choice was present in ten of 11 situations, showing that students were given the option to make decisions during their learning process. Awareness/Metacognition varied between instances, with presence in the first, third,

fourth, sixth, eighth, ninth, tenth, and eleventh examples but absence in the second, fifth, and seventh, indicating that learners had diverse levels of self-awareness and metacognitive skills. Learner OC was prominent in the second, third, fourth, fifth, sixth, eighth, ninth, and tenth cases, indicating an open learning style with a few exceptions of closed learning techniques. Motivation was present in the third, fourth, fifth, eighth, ninth, tenth, and eleventh cases, but absent in the first, second, sixth, and seventh. Goals and needs were visible in some cases (third, fifth, eighth, and tenth) but not in others (first, second, fourth, sixth, seventh, ninth, and eleventh), implying uneven identification and pursuit of learning objectives. Except in the eleventh case, there was a general lack of willingness to engage in independent learning. Overall, the data gives useful insights into the existence or absence of these codes, indicating differences in learners' practices and attitudes toward autonomous learning among the research journals examined.

Figure 8. *Code Frequency per Session*



Source: Own elaboration.

Figure 8 provides insights into the frequency of distinct codes connected to autonomous learning over the course of many sessions from September 28th, 2022 to December 7th, 2022. Learners had the opportunity to make choices in all sessions, as indicated by a frequency of 1 in each session. Learner OC, which represents an open or closed learning style, was seen in some sessions, with a frequency of 1 in the sessions on October 5th, October 12th, October 19th, October 26th, November 2nd, and November 23rd, but not in the remaining sessions. Except for September 28th, November 9th, and November 16th, motivation was present in all sessions with a frequency of one. Similarly, except for September 28th, readiness to engage in autonomous learning was generally observed, with a frequency of 1 in most sessions. Goals and needs differed among sessions, with a frequency of one on October 5th, October 26th, November 9th, and November 30th, and a frequency of zero on the other days. Finally, awareness/metacognition showed with a frequency of 1 in the following sessions: October 5th, October 12th, October 19th, November 2nd, November 16th, November 23rd, and November 30th. Overall, the data provides a thorough picture of the frequency of these various codes, highlighting changes in their occurrence among the defined sessions.

Figure 9. *Code Evolution: Choice and Motivation*

Source: Own elaboration.

The data presented in figure 9 illustrates the occurrence of the "Choice" and "Motivation" codes across multiple sessions from September 28th, 2022 to December 7th, 2022. The numbers represent the frequency with which each code occurred during the sessions. According to the data analysis, both the "Choice" and "Motivation" codes exhibit an upward trend across all sessions. The frequency of the "Choice" code increased from 0 in the first session to 1 in each subsequent session, for a total of 40 occurrences. This indicates that as the sessions progressed, the students had an increasing number of opportunities to make decisions during their learning process.

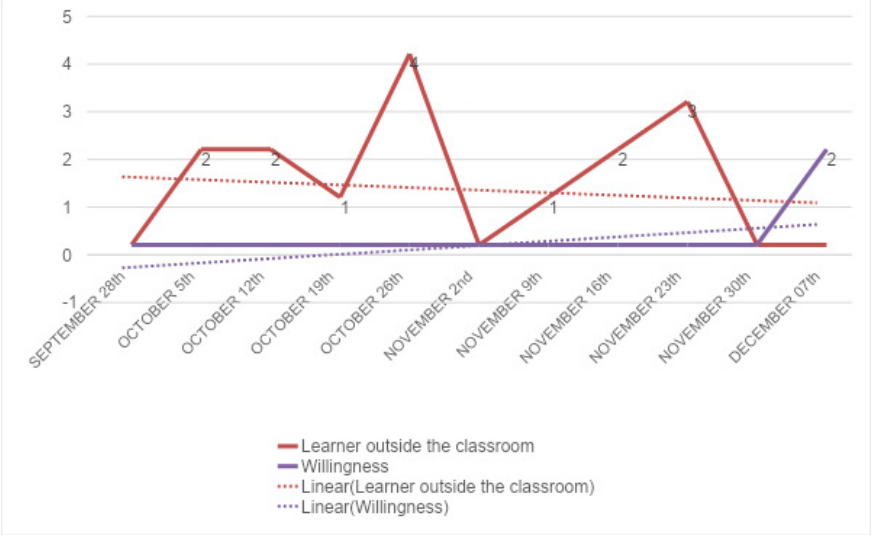
In a similar manner, the "Motivation" code began with a frequency of 0 in the first two sessions, progressively increased to a frequency of 1 in the third session, and remained at 1 for the remaining sessions, for a total frequency of 23. This suggests that the students' level of motivation improved and remained consistent throughout the preponderance of sessions.

Overall, the data indicates a positive trend for both choice and motivation, indicating an increasing emphasis on empowering students with decision-making opportunities and nurturing motivation in the context of autonomous learning during the analyzed sessions.

Figure 10 illustrates the occurrence of the "Willingness" and "Learner OC" codes across multiple sessions from September 28, 2022 to December 7, 2022. The numbers represent the frequency with which each code occurred during the sessions.

The data analysis reveals two tendencies. Initially, the "Willingness" code exhibits an upward trend across all sessions. In the first ten sessions, the frequency of self-directed learning remains at zero, indicating a lack of engagement. On December 7, 2022, the final session, the frequency increases to 1. This suggests that while the majority of sessions exhibited little or no willingness, the final session exhibited a significant increase in willingness.

Figure 10. *Code Evolution: Learner Outside the Classroom and Willingness*

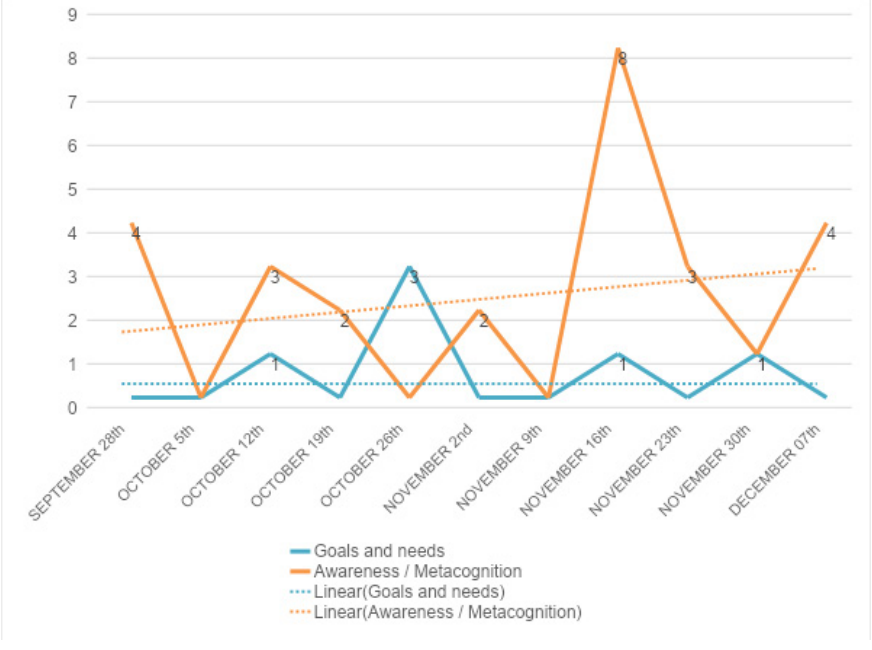


Source: Own elaboration.

In contrast, the "Learner OC" code exhibits a declining trend. The frequency commences at 1 in the second session and remains at 1 through the sixth session. However, beginning with the seventh session, the frequency decreases to zero, indicating a diminishing presence of learner OC in later sessions.

In general, the data demonstrates a divergent trajectory between the two codes. While the propensity to engage in autonomous learning is on the rise, the presence of learner OC is on the decline. This implies a change in the behaviors and attitudes of the learners, in which their initial inclination toward an open learning style diminishes over time. The increase in willingness, especially in the final session, may indicate a positive shift or the accumulation of factors that lead to a higher level of engagement in independent learning.

Figure 11. *Code evolution: Awareness / Metacognition and Goals and Needs*



Source: Own elaboration.

The provided data in figure 11 emphasizes the occurrence of the "Awareness/Metacognition" and "Goals and Needs" codes across multiple sessions between September 28th, 2022 and December 7th, 2022. The numbers represent the frequency with which each code occurred during the sessions.

The data analysis reveals two distinct patterns. Initially, the "Awareness/Metacognition" code exhibits an ascending trend. The frequency begins at 1 in the first session and remains at 1 throughout the third, fourth, sixth, eighth, ninth, tenth, and eleventh sessions. However, the frequency decreases to zero in the second, fifth, and seventh sessions, indicating a lack of awareness/metacognition in those instances. In general, the trend suggests that the learners' levels of self-awareness and metacognitive abilities were present, with a few exceptions where these cognitive processes were absent.

In contrast, the code for "Goals and Needs" remains relatively stable across all sessions. It has a frequency of 1 in the third, fifth, eighth, and tenth sessions, and a frequency of 0 in the remaining sessions. This suggests that in some instances, the learners had specific objectives and requirements, but in the majority of sessions, these factors were not prominent. Consequently, the trend for objectives and needs remains relatively consistent, with few variations across the sessions analyzed.

Overall, the data indicates a rising trend for the "Awareness/Metacognition" code, indicating that self-awareness and metacognitive abilities are present in the majority of sessions. In contrast, the "Goals and Needs" code demonstrates consistency, suggesting a consistent level of goal setting and identification of learning requirements across all sessions. In the context of autonomous learning, these insights cast light on the cognitive processes of learners and their emphasis on self-awareness and the establishment of goals and needs.

One of the aspects of the study was to identify the relationship between the predominant types of intelligence in each student and the level of English as well as the changes discovered in the autonomy for learning. For this purpose, Spearman's correlation coefficient and Pearson's Chi-Square were calculated to measure the statistical independence between the variables mentioned. The results of both tests were not significant because the sample is very small and the ability to detect a significant correlation is limited.

The Positive Impact of Language Courses on Improving English Proficiency and Autonomy Levels to Empower Learners

Fernando Peralta-Castro

Since English language instruction has long been a part of the curriculum in the Mexican educational system, many children have taken English classes in their schools. Language instruction is frequently teacher-centered and uses instructional materials that are not adapted to the needs of the students. A major concern for English teachers is how to assist students in becoming lifelong learners who understand and absorb the fact that they can learn a second language and are capable of taking ownership of their learning. Students were able to realize their full potential and acquire the skills they need to adapt and thrive by strengthening their command of the English language through independent learning methodologies.

The goal of second language instruction is to help students acquire the abilities and understanding necessary to thrive in cultures where a different language is spoken. According to the educational idea known as autonomous learning, students take control of their education by defining, managing, establishing, and evaluating their knowledge learning process. In order to acquire a language effectively, autonomy is essential from a philosophical, educational, and practical standpoint. Self-directed students take initiative, are driven, and employ unique strategies. They are in

charge of choosing the goals, the material, the methods, and the evaluation. To help students become self-directed learners, teachers must create environments that support autonomy.

As stated earlier, the goal of our study was to better understand how to use educational processes to promote autonomy. Thus, a group of young students between the ages of 12 and 14 are enrolled in an English class from September 2022 through December 2022. The training consists of two-hour sessions twice a week for a total of forty hours.

One of the fundamental objectives was unquestionably the promotion of autonomy, without ignoring the importance of learning the English language; in this regard, the results of the pre- and post-tests indicate that this objective was achieved.

Interpreting the data presented, it is evident that the language course had a positive impact on improving the English proficiency of the pupils. The results of the post-test showed a significant improvement compared to the initial test, indicating that the language course was effective in enhancing the students' language skills.

The distribution of scores in both tests followed a similar pattern, with one score standing out as considerably higher than the rest. This suggests that there were students who made substantial progress, while others showed more modest improvements. However, the median score of 16 indicated an equal division of scores above and below this point, indicating an overall improvement in the pupils' performance.

When analyzing the results of the English tests, it becomes apparent that all students demonstrated some level of improvement, although the extent varied. One student's progress was particularly noteworthy, achieving 20 correct responses in the post-test and surpassing even the highest score from the initial test. The remaining students also showed significant improvements, with their scores ranging from three to six correct responses. This indicates that the language course had a positive impact on the students' English proficiency, resulting in a notable enhancement of their language skills.

The breakdown of performance by exam items further highlights the effectiveness of the language course. Certain areas,

such as Questions, the Past Tense of "To Be," and the Present Simple Tense, showed substantial improvements ranging from 38% to 50%. This suggests that the course effectively addressed these specific language aspects, resulting in significant progress among the students. However, there were areas that displayed a decline in performance, such as the Past Simple Tense, "-Ing" After Prepositions, and the use of "Like To." While these areas may require further attention and instruction, the overall improvement of 17% demonstrates the positive impact of the language course on the pupils' English language proficiency.

Important information about the students' level of autonomy both before and after the language lessons is revealed by the data analysis. Based on the percentage responses to the questionnaire, the five levels of autonomous learning—ranging from Novice to Expert—were defined. One student was categorized as Advanced, two as Intermediate, and two as Beginner at the start of the course. By the course's conclusion, there were now four Intermediate-level students and one Beginner-level student. In conclusion, two students stayed at the same level while one student advanced from Beginner to Intermediate and another student declined from Advanced to Intermediate.

Autonomy Levels of Students in a Language Course

The analysis of the data reveals significant insights regarding the students' levels of autonomy before and after the language course. The five levels of autonomous learning, from Novice to Expert, were determined based on the percentages from the questionnaire. One student was classified as Advanced, two as Intermediate, and two as Beginner at the outset of the course. At the conclusion of the course, there were four pupils at the Intermediate level and one at the Beginner level. One student advanced from Beginner to Intermediate, one student regressed from Advanced to Intermediate, and two students maintained their level. This resonates with the five qualitative phases for the development of learner autonomy in the context of the second language classroom proposed by Nunan (1999).

It is clear from examining the responses to the autonomy questionnaire given at the start of the course that there was a range of results, with some students gaining higher degrees of autonomy. The scores decreased as the course went on, possibly pointing to a reduction in the students' perception of their autonomy. Notably, one student's autonomy score significantly decreased, indicating a noteworthy change in their level of independence. Similar to this, some students' level of learning autonomy declined, whereas other students' levels increased. These results highlight how the students' levels of autonomy have changed over the course. This is consistent with the position of Dang and Chi (2012), who contend that during the development of autonomy in learning, students exhibit a variety of traits. Understanding specific movements within the assessed components of the students' autonomy requires a closer investigation of the changes in the individual dimensions in light of the decline in the overall autonomy score, which runs counter to the course's intended goal.

Abdelrazeq (2018) argues, similarly to Nunan, that students who participate in learning activities that promote autonomy cannot develop the same levels in a unique manner, i.e., not all attain the same level of development. This relates to the outcome of the Wilcoxon test where two dimensions, "readiness for self-direction" and "independent work in language learning," showed a significant decline. This decline may indicate a diminished propensity or capacity for language learning autonomy among pupils.

The analysis of the journals shows that the environment was consciously prepared to promote the development of autonomous English learning. This agrees with what Ryan and Deci (2017) affirm about autonomy, claiming that it is a source of motivation that, when promoted by environmental factors, is fully capable of energizing pupils' pursuit of interests, interest-driven challenges, learning, volitional internalizations, and engagement with possible learning chances. In addition to this, the results of the Wilcoxon test the dimension "role of teacher: explanation/supervision" increased dramatically. This suggests that individuals perceived an improvement in the teacher's involvement during the learning process.

Importance of Autonomy and Intrinsic Motivation in Autonomous Learning Environments: Empowering Learners

The data presented in the previous section highlights a positive trend in the "Choice" and "Motivation" codes, suggesting that as the learning process progressed, students were given more opportunities to make their own decisions. This increased emphasis on student choice may have increased their engagement with the material, as a sense of control over the learning process can be intrinsically motivating which complies with the viewpoint of Oga-Baldwin et al. (2017) who state that intrinsic motivation is developed through the interaction of the individual with their context.

Overall, the data indicates that the analyzed sessions placed a greater emphasis on empowering students with decision-making opportunities and fostering motivation within the context of autonomous learning. The trend of increasing options aligns with the concept of autonomy-supportive learning environments, which emphasize supplying options, fostering learner agency, and encouraging self-determination. It is believed that such environments improve motivation, engagement, and ultimately learning outcomes (Carreira et al., 2013); Liu et al., 2021). While the "Choice" and "Motivation" codes capture significant aspects of the learning process, they do not account for all factors that influence learning and performance. Other variables, such as the quality of instruction, the learning materials, and the students' prior knowledge, may also influence student outcomes. As Reeve (2004) puts it, students who have teachers who support their autonomy prefer and appreciate challenging learning situations and have higher academic achievement, perceived competence, creativity, and critical thinking.

From the standpoint of SDT, intrinsic motivation and competence are essential for second language learning and autonomous learning (Alamer et al., 2023; Alqarni, 2023), thus intrinsic motivated students find satisfying experiences in attaining difficult tasks or using language in their setting (Oxford, 2015). This study provides some data in support of this indicating a rising trend for the "Awareness/Metacognition" designation, indicating

that self-awareness and metacognitive skills are present in the majority of sessions. In contrast, the "Goals and Needs" code demonstrates consistency, indicating a uniform level of goal formulation and identification of learning needs across all sessions. These insights shed light on the cognitive processes of learners and their emphasis on self-awareness and the establishment of objectives and needs in the context of autonomous learning.

The data presented earlier shows that the codes "Willingness" and "Learner OC" have divergent trends. While the tendency to engage in autonomous learning is increasing, the occurrence of "learner OC" is decreasing. This implies a change in the learners' behaviors and attitudes, as their initial preference for an open learning style diminishes over time. The increase in "willingness", particularly in the final session, may indicate a positive shift or the accumulation of factors that contribute to a greater level of engagement in independent learning. This can be explained from the Cognitive Evaluation Theory that suggests that events and experiences which strengthen the sense of autonomy or competence of a person will positively affect their intrinsic motivation. In contrast, affairs that negatively affect the abovementioned elements will diminish intrinsic motivation (Ryan & Deci, 2022).

The Impact of a Language Course on Students' English Proficiency and Autonomy

The data significantly supports the claim that the language course improved the students' English proficiency. The post-test results indicated a significant improvement over the initial test, with an even distribution of scores. The majority of students made significant progress, demonstrating the course's positive impact on their language abilities. Despite variations in particular areas, the overall improvement of 17% indicates that the course was beneficial in enhancing the students' English proficiency. These findings validate the value of the language course in fostering language development and assisting students on their path to greater English fluency.

In addition, the data analysis reveals significant findings about the students' levels of autonomy before and after the lan-

guage course. The distribution of autonomy levels shifted, with some students advancing and others regressing. The decrease in the aggregate autonomy score indicates a possible deviation from the course's intended objective. Examining the individual dimensions revealed a significant decline in the self-direction and independence of language learners. Additionally, the perception of the teacher's role in terms of explication and supervision improved significantly. These findings emphasize the need for further research and future modifications to course structure in order to foster and maintain students' autonomy in language learning.

Positively, the data analysis of this study revealed a positive trend in student motivation and choice indicating that, as the learning process progressed, students were given more opportunities to make decisions and their interest in the subject matter increased. The findings support the concept of environments that encourage learner autonomy and self-determination. Moreover, the results demonstrated that the students had self-awareness and metacognitive skills, which indicated their cognitive processes in autonomous learning. Even as the preference for an open learning style diminished over time, there was a discernible increase in willingness.

These discoveries highlight the importance of learner autonomy, competence, and intrinsic motivation in autonomous learning situations. When students are given the freedom to choose and actively participate in their learning, they become more motivated and engaged, according to the authors. The increased engagement results in enhanced language proficiency and a deeper comprehension of the topic.

However, it is essential to resolve the observed decline in autonomy among some students. This finding suggests that while the language course had a positive effect on language proficiency, there may be room for development in encouraging self-direction and independent work among students. Strategies to support and enhance student autonomy should be the focus of additional research and modifications to the course structure.

The evidence strongly supports the efficacy of the language course in enhancing the students' English proficiency. The majority of students made significant progress, demonstrating the course's

positive impact on their language abilities. Nonetheless, the analysis revealed a decline in levels of autonomy, indicating the need for additional research and course modifications to promote and maintain student autonomy in language learning. Overall, the findings highlight the significance of learner autonomy, motivation, and intrinsic engagement for successful language acquisition.

Limitations of the Study

There are a number of limitations that may have an effect on the interpretation and generalizability of the results. A significant limitation of the study is its small sample size. Although 30 students were initially enrolled in the English course, only 12 consistently attended sessions. This small sample size raises concerns about the generalizability of the results to the larger population. It is possible that the outcomes do not accurately represent the experiences and outcomes of a larger group of learners or diverse educational settings.

In addition, the study was limited by its restricted age range. It exclusively comprised youth learners aged 12 to 14 years old. Consequently, the findings of this study may not be applicable to learners of various ages or stages of development. The results may not be transferable to different educational settings or age groups.

The presence of self-selection bias in the study is another essential factor to consider. The fact that only 12 of 30 enrolled pupils consistently attended English class suggests a possible bias. It is conceivable that the students who attended the class were more motivated or interested in learning English. This self-selection bias can affect the results and limit the ability to generalize them to a larger population.

Moreover, the research is limited by the duration and intensity of the intervention. The 40-hour English course consisted of twice-weekly, two-hour sessions over the duration of four months. This relatively brief duration and low intensity may not have allowed for sufficient time for significant changes in autonomy and social inclusion to occur. Within this timeframe, it is possible that neither the long-term effects nor the sustainability of the intervention have been adequately captured.

Furthermore, the lack of a control group is an additional limitation of the study. The absence of a control group makes it difficult to determine the precise effects of the intervention because there is no comparison group. The inclusion of a control group would have provided a valuable reference point for evaluating the intervention's efficacy and isolating its influence from other variables that may have affected the outcomes.

Self-report measures were extensively relied upon for data collection and analysis in this study. A learner autonomy survey was utilized to collect quantitative data. Self-report measures are susceptible to potential biases, including social desirability and inaccurate self-perception. This reliance on self-reported data may result in measurement errors and compromise the objectivity of the findings.

Additionally, the data analysis techniques utilized in the study were somewhat limited. While the Atlas.ti® software was used for qualitative data analysis and the SPSS program was used for quantitative data analysis, the study did not investigate more advanced or diverse data analysis techniques. Additional methods, such as qualitative coding or sophisticated statistical analyses, might have contributed to a more complete and nuanced comprehension of the data.

The external validity of the investigation represents another significant limitation. The study was conducted at a specific secondary school in the area, which presumably had its own unique characteristics and limitations. Thus, the findings may not be directly applicable to other educational settings, institutions, or cultures. It is essential to evaluate the applicability of the findings to various populations and situations.

Further Research

Despite the good effects of the language course on the students' English competence, more research in the field of autonomous language learning should address the reported fall in degrees of autonomy among some students. It is necessary to create and put strategies into practice which will support and uphold students' autonomy throughout the learning process.

One area of study would focus on pedagogical strategies and instructional methods that encourage student autonomy in language acquisition. This can entail examining how different teaching methods, like task-based learning, project-based learning, and learner-centered approaches, can improve student autonomy. Comparative research could be done to assess how different teaching strategies affect students' degrees of independence and language proficiency.

The variables that affect student motivation and engagement in autonomous learning situations could also be the subject of future research. Examining how learner autonomy, competency, and intrinsic motivation influence student engagement and motivation may be one way to do this. Researchers could look into how individual characteristics, learner preferences, and interests affect motivation and engagement in autonomous language acquisition.

Further research into the long-term impact of autonomous language learning on language competency and learner autonomy could be done through longitudinal studies. These studies could monitor students' development over a long period of time, evaluating their degrees of linguistic competence and autonomy during the learning process. Such studies could offer insightful information about the long-term viability of learner autonomy and its influence on language development.

Furthermore, how technology can encourage language learners' autonomy may be investigated. With the development of educational technology, researchers could look into how well mobile apps, internet platforms, and other digital tools assist self-directed language learning. Studies could look at how technology can support student autonomy by promoting learner choice, motivation, and self-directed learning, and by integrating it into language classes.

Overall, more research is needed to better understand how learner autonomy, motivation, and language proficiency are related in circumstances of autonomous language learning. Researchers can offer helpful insights and suggestions for developing successful language courses that support learner autonomy and maximize language learning results by examining instructional methodologies, individual variables, long-term impacts, and the role of technology.

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Appendix I

Cuestionario de aprendizaje autónomo del inglés

Estimado(a) padre o madre de familia

Estamos llevando a cabo un estudio de investigación sobre el aprendizaje autónomo. La participación de su hijo(a) es voluntaria y contribuirá a una mejor comprensión de estos enfoques de aprendizaje autónomo.

Al participar en este estudio, acepta que se recopilará información de su hijo(a) sobre sus experiencias y opiniones sobre el aprendizaje autónomo a través de preguntas cerradas. Los datos recopilados serán tratados de forma confidencial y se utilizarán solo con fines de investigación académica. No es necesario que revelas los nombres de su hijo(a).

Su participación es voluntaria y puedes optar por no responder alguna pregunta si no te sientes cómodo(a). En cualquier momento durante el estudio, puedes retirarte sin ninguna consecuencia.

Agradecemos sinceramente su participación en este estudio, ya que su aporte es esencial para avanzar en el campo de la enseñanza de lenguas y la investigación educativa. Si tiene preguntas o inquietudes sobre el estudio, por favor, no dude en contactarnos: peralta@ucol.mx

El objetivo de este cuestionario es conocer tu opinión respecto a las afirmaciones que se hacen sobre aprendizaje autodirigido. Agradecemos tus honestas respuestas al mismo.

Instrucciones: Marque la respuesta más cercana a su opinión o experiencia en las siguientes preguntas.

5 = Siempre cierto	4 = Mayormente cierto	3 = Algunas veces cierto	2 = Rara vez cierto	1 = Nunca cierto

Nº	PREGUNTA	RESPUESTA				
		1	2	3	4	5
1	Establezco mis propias metas para cada semestre.					
2	Uso otros libros o recursos en inglés, además de los de mi clase, por decisión propia.					
3	Cuando oigo a alguien hablar inglés, escucho muy atentamente.					
4	Quiero hablar inglés con mi familia y amigos.					
5	Disfruto aprendiendo la gramática del inglés.					
6	Cuando estudio inglés, me gustan las actividades en las que puedo aprender por mi mismo(a).					
7	Me gusta intentar nuevas cosas cuando estoy aprendiendo inglés.					
8	Siento miedo de no aprender un tema si el maestro(a) no lo explica en la clase de inglés.					
9	Aprendo mejor cuando el maestro(a) explica algo en el pizarrón.					
10	Uso mi propio método para aprender vocabulario en inglés.					
11	Puedo aprender inglés solamente con la ayuda del maestro(a).					
12	Mi maestro(a) me tiene que guiar para que aprenda inglés.					
13	Me gusta que el maestro(a) repita las reglas gramaticales del inglés.					
14	Me siento feliz cuando el maestro(a) explica los temas detalladamente.					
15	En el futuro, me gustaría continuar aprendiendo inglés por mi mismo(a), sin maestro(a).					
16	En la clase de inglés, me gustan los proyectos donde pueda trabajar con otros compañeros(as).					

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Nº	PREGUNTA	RESPUESTA				
		1	2	3	4	5
17	Puedo aprender la gramática del inglés por mi mismo(a), sin el maestro(a).					
18	Si no puedo aprender inglés en el salón, puedo aprender trabajando por mi cuenta.					
19	Me gusta aprender palabras en inglés buscándolas en el diccionario.					
20	Me gusta que el maestro(a) corrija mis errores cuando los cometo.					
21	Quiero que el maestro(a) nos dé las palabras que tenemos que aprender.					
22	Me gustaría usar videos, aplicaciones, o podcasts en inglés fuera de la clase.					
23	Me gusta leer y escuchar en inglés fuera de la clase.					
24	Me gustaría seleccionar los materiales para la clase de inglés.					
25	Me gustaría compartir la responsabilidad de decidir qué hacer en la clase de inglés.					
26	Se cómo puedo aprender inglés de la mejor manera.					
27	Soy responsable de lo que no aprendo en la clase de inglés.					
28	Me gustaría elegir lo que se va a enseñar en la clase de inglés.					
29	El maestro(a) debe aplicarme un examen regularmente para evaluarme.					
30	Me gusta el idioma inglés porque me gusta hablarlo.					
31	Conozco mis debilidades de aprendizaje y trabajo en ellas.					
32	Creo que alcanzaré un buen nivel en el idioma inglés.					

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Nº	PREGUNTA	RESPUESTA				
		1	2	3	4	5
33	Cada vez que hago tarea, el maestro(a) debe calificarla o corregirla.					
34	Creo que aprendo mejor inglés cuando trabajo solo(a).					
35	Mi éxito en el aprendizaje de idiomas depende de lo que hago en el salón de clase.					
36	Encuentro más útil trabajar con mis compañeros(as) que trabajar solo(a) en la clase de inglés.					
37	Hago las actividades y tareas de la clase de inglés solo(a) cuando mi profesor(a) me va a calificar.					
38	Tengo mis propias formas de saber cuánto he aprendido.					
39	Puedo ser un hablante de inglés fluido en el futuro.					
40	Trato de entender los chistes y bromas en inglés.					
41	También investigo sobre la cultura del idioma inglés.					
42	También investigo los modismos y dichos del idioma inglés.					
43	Pregunto a quién ha vivido en el extranjero sobre el estilo de vida de las personas que viven allá.					

Source: Adapted from Gholami (2016).

Appendix II

Note: The English placement test utilized for assessing student proficiency was sourced from the web, thus accessible to the public. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.englishtestpdf.com/wp-content/uploads/2021/03/english-placement-test-pdf-1.pdf

Its sole purpose is to determine the appropriate level of English proficiency for students. There are no additional motives beyond evaluating the English proficiency of the students.

English Placement Test	
1. This man has dark _____. A. heads B. head C. hairs D. hair	2. And a _____. A. beard B. barber C. moustaches D. facehair
3. He is _____ a jacket A. wearing B. carrying C. having D. holding	4. And he is _____ a piece of paper. A. wearing B. holding C. having D. getting
5. He is sitting at his _____. A. chair B. desk C. office D. room	6. Perhaps he is _____. A. work B. at work C. business D. on job
7. You arrive at a party at 8 p.m. What do you say? A. Goodnight B. Good-bye C. Good evening D. Good afternoon	8. Someone offers you a drink. You don't want it. What do you say? A. Thank you B. Please C. No, thank you D. No, please

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English Placement Test	
9. Henderson _____ going to work. A. likes not B. don't like C. doesn't like D. not like	10. _____ early in the morning? A. Does he get up B. Gets he up C. Do he get up D. Get he up
11. He _____ to drive a car. A. am learning B. learning C. is learning D. are learning	12. A train is _____ a bus. A. more quickly B. quickly C. quicker than D. more quick
13. He _____ swim very well. A. not can B. cannot C. doesn't can D. don't can	14. _____ the bus to work. A. Always Roberts catches B. Roberts always catches C. Roberts catches always D. Roberts does always catches
15. Peter works in London _____. A. He goes there by train B. He there goes by train C. He goes by traint here D. There goes he by train	16. _____ TV last night. A. Did he watch B. Watched he C. Did he watched D. Does he watch
17. I spoke slowly, but he _____ understand me. A. canned not B. didn't can C. didn't could D. could not	18. He made _____ last year. A. many money B. much money C. a lot of money D. lots money
19. I asked him _____. A. to not go away B. to go not away C. not to go away D. go not away	20. He used to live _____ London. A. on B. in C. to D. at

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English Placement Test	
21. James _____ to him on the phone. A. spoked B. speaked C. spoke D. spoken	22. Quiet, please – I _____. A. am doing a test! B. do a test! C. doing a test! D. does a test!
23. I won't go to Cambridge if it _____ tomorrow. A. rain B. would rain C. rains D. raining	24. While he _____ to London he saw an accident. A. was driving B. drives C. drove D. had driven
25. Millions of cigarettes _____ every year. A. is smoke B. are smoking C. are smoked D. are smoke	26. He has a _____ experience in marketing in Europe. A. grand B. wide C. large D. great
27. I remember _____ him in London. A. of meeting B. to meet C. to meeting D. meeting	28. But I saw him in Frankfurt _____. A. 3 years ago B. for 3 years C. before 3 years D. since 3 years
29. Could you look _____ the blackboard and read. What is on it? A. to B. on C. for D. at	30. Smith went abroad last year _____ abroad before. A. He had never been B. He had been never C. He never went D. He went never
31. The last Olympic Games _____ in Athens. A. were helded B. was holded C. were held D. were hold	32. He took _____ cheese. A. all of B. all C. the all D. all of the

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English Placement Test	
33. The committee held a _____ last week. A. meeting B. gathering C. session D. sitting	34. I _____ the Prime Minister's speech very carefully. A. heard to B. heard C. listened to D. overheard
35. He would have known that, if he _____ the meeting. A. had attended B. would have attended C. has attended D. would attend	36. Would you mind _____ the door? A. open B. to open C. opening D. to opening
37. In August he _____ for us for 25 years. A. will have worked B. will work C. is going to work D. will be working	38. _____ since I came back to the office? A. Did Robinson telephone B. Was Robinson telephoning C. telephoned Robinson D. Has Robinson telephoned
39. He speaks English very well _____ he's only 12. A. whereas B. despite C. in spite D. although	40. "Don't do that," I said. I _____ him notto do that. A. talked B. told C. spoke D. said
41. He never takes risks. He's a very _____ man. A. mindful B. anxious C. attentive D. cautious	42. I'd like to put _____ a suggestion, if I may. A. forward B. over C. across D. through
43. I _____ this test for at least half an hour now. A. do B. am doing C. have done D. have been doing	44. I'll speak to him when he _____. A. will arrive B. is arriving C. arrives D. would arrive

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English Placement Test	
45. "Can you come tomorrow?" He asked _____ tomorrow. A. if I come B. that i come C. if I could come D. that I can come	46. He hasn't come again today. If he doesn't come, _____ what to do tomorrow. A. he wouldn't know B. he didn't know C. he will not have known D. he won't know
47. CONVERSATION (questions 47 – 64): Mr and Mrs Wallace want to buy a house, so they go to the office of an estate agent. Agent: Good morning. Mr and Mrs Wallace? Mrs Wallace: Mr Hogan? Agent: How do you do. Mrs Wallace: I spoke to you on the phone _____ is my husband. A. This B. It C. He D. That	48. Agent: How do you do _____ sit down. A. You B. Please C. Now D. Let
49. Agent: I understand from our telephone conversation that you're _____. A. intending B. interesting C. intended D. interested	50. in buying a property for about £85,000, is that _____ ? A. true B. possible C. not D. right
51. Mrs Wallace: No. Well the price is right, but – er – well, we _____ a problem. A. make B. have C. are D. seem	52. Mr Wallace: Longer _____ that. A. than B. that C. as D. to
53. Mrs Wallace: Yes, I suppose it is – and we want to settle back here _____. A. because B. and C. but D. so	54. we have very different ideas of the _____of place we'd like to live in. A. kind B. piece C. shape D. area

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English Placement Test	
55. Mr Wallace: Yes, you see _____ prefer to live in town, in a centrally located flat. A. I B. I'd C. we D. we'd	56. Mrs Wallace: And I am really keen to live in _____ country. A. the B. a C. some D. -
57. I want a big garden. I want a new view. I want to be _____ to go for walks. A. able B. possible C. can D. allow	58. Mr Wallace: Well, I'm sure you teach in _____ London, in town, just as easily. A. would B. might C. should D. could
59. Mrs Wallace: Yes, _____ I think the chances of. A. and B. but C. so D. then	60. getting a job _____ probably much greater in a village school. A. is B. are C. will D. would
61. and I _____ like to be part of the community again, darling. A. would B. do C. will D. shall	62. Mr Wallace: And I want to live in a flat _____ maintenance included. A. for B. with C. and D. by
63. You know – you pay for all the _____ I mean, I'm not a do-it-yourself man. A. services B. servants C. assistance D. assistants	64. I don't like to mend leaky _____ , and thatsort of thing. A. walls B. floors C. roofs D. ceilings

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English Placement Test	
65. Mr Graham has just checked into a hotel, but he is not happy with his room. He goes down to the reception desk. Mr Graham: I'm _____ there's been a mistake. My room doesn't have a bath. A. sorry B. afraid C. anxious D. regret	66. Hotel Clerk: Well, I think your room is correct, sir. Room 118 _____ ? A. don't you B. isn't it C. doesn't it D. can you
67. Mr Graham _____ , could I have a bath, please? A. Thus B. Well C. In spite D. Thank you	68. Hotel Clerk: Er – I'm afraid we don't a _____ room with a bath and – A. reserve B. get C. have D. retain
69. Mr Graham: Look, I'm very tired. I don't want to _____ but my firm always book a room with a bath. A. shout B. denounce C. anger D. argue	70. Hotel Clerk: Er – I'll check the _____. A. correspondence B. mailing C. communicate D. lettering
71. But I don't think you were _____ into a room with a bath. There we are, it is Mr Graham, isn't it? Mr Graham: It is, yes. The clerk shows Mr Graham a letter. A. reserved B. checked C. booked D. registered	72. Hotel Clerk: Yes, one _____ room. A. alone B. single C. bathless D. only
73. Mr Graham: I'll see them when I get back. Well, I _____ that it's our mistake. A. appreciate B. deprecate C. respect D. expect	74. but are you sure there's with a bath? Hotel Clerk: Well, _____. A. not B. something C. anything D. nothing

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English Placement Test	
75. Mr Graham: I've just flown a very long _____ and I'm very tired and all I want is a bath and a sleep. A. distance B. airline C. period D. timing	76. Hotel Clerk: Well, as I've said, sir, there's _____ nothing for tonight. But let's see. You're here for five days, aren't you? Mr Graham: Oh dear! A. extremely B. perfectly C. absolutely D. especially
77. Hotel Clerk: I'll just have a _____ with the manager. A. word B. sentence C. phrase D. dialogue	78. Mr Graham: I would _____ it. A. value B. appreciate C. thank D. reward
79. I'm _____ to have a long hot bath! A. despaired B. worried C. desperate D. overwhelmed	80. Hotel Clerk: Don't worry, sir! _____ it with me. A. Let B. Leave C. Give D. Stop

Answer Key:	
1: D	41: D
2: A	42: A
3: A	43: D
4: B	44: C
5: B	45: C
6: B	46: D
7: C	47: A
8: C	48: B
9: C	49: D
10: A	50: D
11: C	51: B
12: C	52: A
13: B	53: C
14: B	54: A
15: A	55: B
16: A	56: A
17: D	57: A
18: C	58: D
19: C	59: B
20: B	60: B
21: C	61: A
22: A	62: B
23: C	63: A
24: A	64: C
25: C	65: B
26: B	66: B
27: D	67: B
28: A	68: C
29: D	69: D
30: A	70: A
31: C	71: C
32: D	72: B
33: A	73: A
34: C	74: D
35: A	75: A
36: C	76: C
37: A	77: A
38: D	78: B
39: D	79: C
40: B	80: B

Fostering Language Learning. Autonomy of Secondary School Students, by Fernando Peralta-Castro it was published in Dirección General de Publicaciones of the Universidad de Colima, avenida Universidad 333, Colima, Colima, México, www.ucol.mx. The edition was completed in August 2024. The Adobe Garamond Pro family was used for typesetting. The size of the book is 22.5 cm high by 16 cm wide. Editorial Program: Eréndira Cortés Ventura. Administrative Management: Inés Sandoval Venegas. Cover Design: Adriana Minerva Vázquez Chávez. English Proofreader: Yul Ceballos. Interior Design: José Luis Ramírez Moreno. Editorial Care: Eréndira Cortés Ventura.

This book emerges as a result of an investigation into a call issued by the University of Colima for proposals to full-time research professors in 2022 through the CGIC. The call was directed at promoting research, technological advancement, and innovation that focuses on addressing national issues, state sustainability, and improving the condition of the people of Colima. This study aims to evaluate the success of a language course in enhancing the English proficiency of the students, assess the level of autonomy developed by students who study English as a second language in a forty-hour course, and investigate the significance of autonomous learning environments.

ISBN: 978-607-8984-15-2

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