



**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**

GRADUATION PROJECT

Topic:

“The incidence of Autonomous Learning on learning English as a foreign language: case of Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015”

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I. STATEMENT OF THE PROBLEM

A.HISTORICAL FRAMEWORK

Autonomous Learning in English Learning

Autonomous Learning has become a useful part in the learning process; it is always related to a new language that is tried to be learnt. One of the tools to learn a new language is Autonomy on what the person does; however, the guidance of someone is required somehow. The history of Autonomy is based on what some writers have said and their influences to Autonomous Learning in English Learning; indeed the first publications about the beginnings of Autonomous Learning were at least 30-year in history, and the concept has been some kind of 'mainstream' for a long period of time.

According to Henri Holec(1979), and Oskarsson(1980) "the earliest publications were mainly French in origin and then the concept was translated to Spanish version, and/or associated with the Council of Europe", and they continued saying "there was an early strand of work in the field of 'individualisation' because some writers wanted to be part of the concept by themselves; in the UK (Altman and James 1980,Geddes and Sturtridge 1988) which was later to join up with autonomy." Indeed, the very first publication on the list was an Anglo-French collaboration; giving the concept that later was omitted by another writer said Harding-Esch(**1977**)

Researchers present a list of chronological events that are attached to Autonomous Learning and the progress this topic has had during the last three decades.

There is a website that provides a concept of learner autonomy and where it was first introduced in **1979** with the study of language and its contribution to autonomy, [http://www.ukessays.com/essays/education/definition-of-learner-autonomy-education-essay.php#ixzz34aT1yQvh](http://www.ukessays.com/essays/education/definition-of-learner-autonomy-education-essay#ixzz34aT1yQvh) (Links to an external site.),

it says "Autonomy is an acclimatizing skill that allows learners to build up supportive structures within themselves rather than to have a wrong concept about to be independent in study."

The website also includes ideas from other writers: "Autonomy is a faculty for disconnection, crucial consideration, decision-making and self-regulating action (Little, 1990); the condition where an individual is completely responsible for all the choices concerned with his learning and the process involved in carrying out those decisions (Dickinson, 1993); the willingness to take control of an individual's own learning based on his own needs and purposes (Dam, 1995).

The term "learner autonomy" was first coined in **1981** by Henri Holec, the "father" of learner autonomy. Moreover definitions have since been given to the term, depending on the writer, the context, and the level of debate educators have come to. Learner Autonomy is whether researchers view it as a means to an end (learning a foreign language) or as an end in itself (making people autonomous learners). But there are also other writes that gave their opinion about this topic, like:

'Autonomy is essentially a matter of the learner's psychological relation to the process and content of learning' (**David Little**)

'Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions'. (**Leslie Dickinson**)

'Autonomy is a recognition of the rights of learners within educational systems'. (**Phil Benson**)

Principles of learner autonomy according to **Frank Lacey**

1. Autonomy means making use of self/peer assessment.
2. Autonomy can only be practised with student logbooks which are a documentation of learning and a tool of reflection.
3. Autonomy means empowering students, yet the classroom can be restrictive, so are the rules of chess or tennis, but the use of technology can take students outside of the structures of the classroom, and the students can take the outside world into the classroom.

The meaningful one, for researchers making this investigation, is the one provided by Henri Holec in 1,981 that says: 'Autonomy is the ability to take charge of one's own learning'. Thus, some sort of information about this writer is provided.

Henri Holec Bibliography

Henri Holec has been working in the field of language learner autonomy since the end of the 1960's as a member of the group of researchers working under the leadership of Yves Chalon, the founder of the C.R.A.P.E.L.(Centre de Recherches et d'Applications Pédagogiques en Langues) at the University of Nancy in France. In 1961, he joined the staff of the University of Nancy in France, eventually becoming a Professor there. From 1972-1998 he was Director of the C.R.A.P.E.L., the leading French institution in teaching and research on learner autonomy in language learning. Between 1973 and 1978, Professor Holec chaired AILA's Adult Language Teaching Commission. From 1978-1982, he was an expert member of the No 8 Language Project of the Council for Cultural Cooperation of the Council of Europe. Professor Holec has conducted research in a number of language-related fields including: autonomy, self-directed learning and learning to learn, teacher training Teacher development for autonomy, oral and written comprehension, the process of language acquisition], language learning resource centres and curriculum design.

In the year **1981**, an Autonomous Learner Model was implemented as a tool in order to help students in their learning.

First publication of the Autonomous Learner Model was in 1981 by Betts and Knapp. They provided a definition of Autonomous Learning:

What is an autonomous learner?

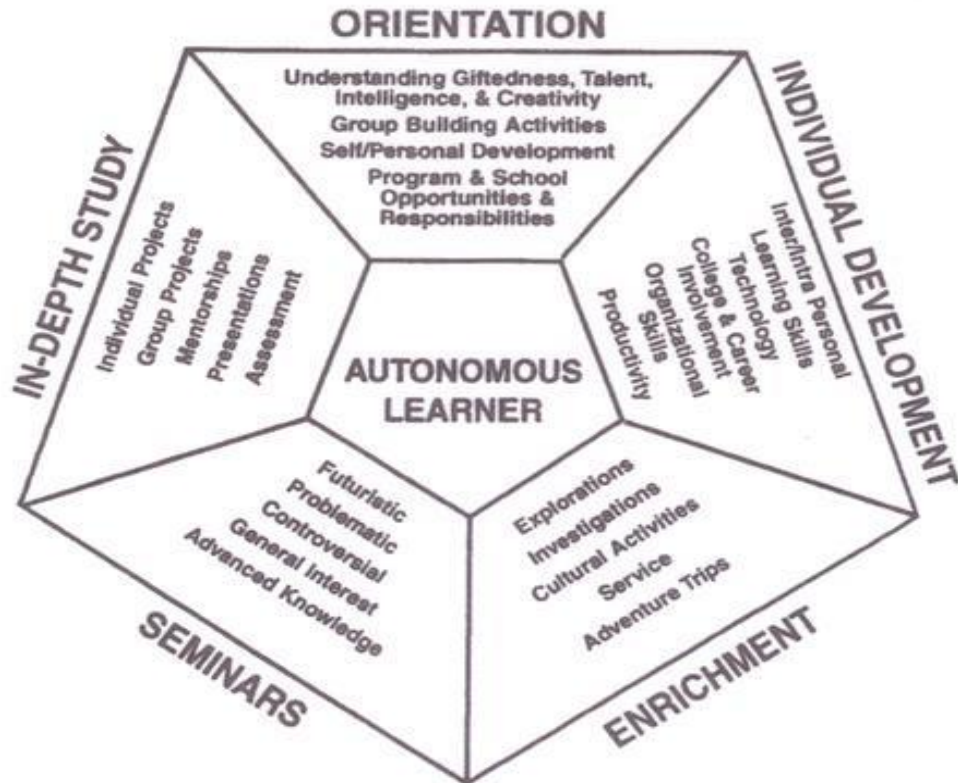
“...one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas.” (Betts and Knapp, 1981)

However, the Autonomous Learner Model was developed later by **Dr. George Betts and Ms. Jolene Kercher** to give students more power. In fact, Betts and Kercher developed this model with the help of students. The reason they implemented this model was to take the power to learn away from the teacher as a "dispenser of knowledge" and give that power to the students. ALM (Autonomous Learning Model) “attempts to teach students how to discover information on their own; it provides students with a variety of skills needed to navigate the increasingly complex world of learning.” Through ALM, students will develop responsibility, positive self-esteem, decision-making and problem-solving skills, interpersonal skills, critical and creative thinking skills, and a passion for areas of learning that interest them.

Dr. George Betts and Ms. Jolene Kercher mention what the goals of the ALM are.

- To have students become independent, creative, responsible learners
- To help students develop a positive self-concept and social skills
- To increase students' knowledge base, independence, and ability to make decisions and find creative solutions to problems

Autonomous Learning Model



Source: Betts, George T. "The Autonomous Learner Model for the Gifted and Talented" presented by George T. Betts, www.muw.edu/ccl/presentations/TheAutonomousLearnerModelforGifted_files/frame.htm.

The first component of ALM is **ORIENTATION**, which encourages the students to reflect on what intelligence is, how their school is helping them use their intelligence through various programs and teaching methods, and how they can play an important role in guiding their future.

After Orientation, students enter the **INDIVIDUAL DEVELOPMENT** stage of the model. During this stage, students gain the tools they need to be independent learners. Teachers facilitate the acquisition of skills needed to obtain knowledge through research and technology, an understanding of university and career goals,

and the organizational and productivity strategies necessary to accomplish their goals.

ENRICHMENT can take on many different forms. Whether the students will be exploring new ideas, investigating phenomena, taking part in a cultural activity, doing service work, or taking an adventure trip, students will be pursuing knowledge based in real world experiences.

SEMINARS in ALM are not taught by professionals or teachers. Instead, students create and oversee seminars that demonstrate the knowledge and ideas they have acquired during the ALM process. Usually, students work in small groups to create these seminars.

The final stage of autonomous learning is the **In-DEPTH STUDY**. This can take the form of an individual or group project, a mentorship, a presentation, or an assessment. This is considered the highest level of autonomous learning. This is the stage in which students synthesize the information, skills, and strategies they have learned to demonstrate what they have learned--largely on their own.

Teachers can choose to complete a full ALM cycle with their class or a specific group of students. It is adaptable for various uses, however, it is most beneficial with gifted students who usually have the ability to work independently and have the emotional maturity to reflect on themselves as gifted individuals and learners.

The ALM was also developed years ago at Arvada West High School in Arvada, Colorado, by Professor George Betts and Jolene Kercher. The main goal for them was "to give students the opportunity to become independent, self-directed learners." and the most attractive part of this model of education is that it was not developed by teachers, but by the students.

The experiment was about: These students came from two different groups—those who were not achieving and those who were achieving in high school. They were two different groups, but both had the same need—to make school meaningful and to be more involved in the development of what they were going to learn. The teachers were there not to direct them, but to assist students in the process of becoming life-long learners.

In **1986** Bandura (writer), who established Social Cognitive Theory (SCT article), gave a perspective of autonomous learning and he defined it “as the agentic exhibition of resourcefulness, initiative, and persistence in self-directed learning. As a form of human agency.” The purpose of this article is to present a connection between the good aspects of autonomous learning theory and SCT, thereby the things students do to have good proficiency in a language providing a realistic position that guides future research in adult learning. Those writes (Professor George Betts and Bandura) combined the same idea becoming Autonomous Learning as Learner Autonomy that also has its own history.

Henri Holec (**1988**) appears to have been an important first step in bringing reports of practice in diverse settings (in ‘internationalising’ autonomy). He said “autonomy was a tool on which every student should take part in and had to develop the quality to know more about a matter, thus there would be some limitations to get the full meaning of that matter.”

Until **1991 and 1993** the Council of Europe and the Nordic Workshops had emerged as important international networks concerned specifically with learner autonomy in English which is one of the most studied languages in Latin America; thereabouts a new Centre of International activity was formed and included to the Scientific Commission on Learner Autonomy. Scientific Commission stands for enhancing the students’ ability to have Autonomy by their own.

The **1994** conference in Hong Kong was a definition moment in the 'internationalization' or 'globalization' of learner autonomy: it seemed to have been the first relatively large conference ever existed specifically on Learner Autonomy anywhere. It brought together interested parties from Europe, Asia and Australia/New Zealand, and linked the 'worlds' of modern language education and ELT

From **1995** a risen number of books/ reports published the term 'autonomy', suggested Autonomy as the center of learning regarding to the learning of a new language case of English as a Foreign Language; implying that classes in the classroom are just a part to develop the necessary skills in a student.

The Autonomy Conference **2000** in Bangkok, (Scientific Commission on Learner Autonomy) conferences in Tokyo (1999) and Singapore (2002) helped to confirm the term Autonomy in the world; spread it before to Spain in the 1997 by Nordic workshop; in 2003 a new Australia/New Zealand based association (ILA) was formed – but without 'autonomy' in the title (as a mean to help in education). Still there was little apparent interest in learner autonomy in the USA.

Richard Smith made an experiment on **January 2006**, which consisted on:
"to engage in face-to-face interviews with some leading participants in the autonomy movement (Henri Holec, Leni Dam, TuridTrebbi), filling in details in the time-lines as appropriate Shortly before the Nordic Workshop in Copenhagen (September 2006); he sent an email message to participants requesting their help (with a warning that the answers they sent back might be seen by others, so anything private should be highlighted). The questions to which he requested answers were as follows:

Qu. 1: When, how and why did you personally first get interested in developing 'learner autonomy'? What were your first practical steps?

Qu. 2: What phases (if any) did you go through as you developed your autonomy-related practice? What or who influenced you? I added in details from replies to the relevant 'local' timelines."

One week after the Workshop he sent these timelines to participants from those countries, asking them to add or change whatever they liked and as much as they liked before returning the file to him. He did something similar with the timeline for the Nordic Workshops, gaining valuable feedback in advance of the Copenhagen Workshop from Gerd Gabrielsen.

The **2007** year had a recently and important characteristic of the autonomy movement to date. However, this then needs to be reflected more clearly in theories of the movement's development; meanwhile a project was proposed where some persons (their names were not clarify in the document where this was taken, however Richard Smith was included) worked together to establish good records of practical work in the field of autonomy over the last thirty-five or so years. The body of the project will serve as a useful part to the idea to what Autonomy is conveyed, but it says that students who are autonomous in their studies have more proficiency in classes and their learning is acquired naturally.

Learner Autonomy in Learning English

Deci & Ryan proposes an article about Autonomous Learning regarding to extrinsic motivation: **October 16, 2014**

“What are the characteristics of an autonomous learner? An autonomous learner has the initiative to see and understand what a student needs to learn, how he will learn and acknowledge the resources available. Feelings of competence enhance intrinsic motivation when accompanied by a sense of autonomy but that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student reads books and does homework to avoid sanctions and embarrassment in class; he also believes it has instrumental value. An autonomous learner shows to increase in motivation, and create greater psychological adjustment and is engaged in everything.”

B. DESCRIPTION OF THE PROBLEM

Having the purpose of contributing to the education in the University of El Salvador, researchers made this research. "The incidence of autonomous learning on learning English as a foreign language: case of Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015." This is a very important topic because it shows a variety of strategies and techniques that a teacher may take into account in order to enhance their teaching. In addition, it also shows to students that their learning depends more from their interest of learning something than the teacher.

Many students tend to think that if they have a good teacher their going to learn quicker than expected, and somehow, this is true. But what is also true is that when students try to find the way in which they consider the teacher a guide more than a person who is going to teach them everything, they learn quicker and the teaching and learning process is more effective.

The autonomy is like the motivation that leads students to success. Dörnyei (1998) claimed that motivation is a key to learning. It is an inner source, desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. Autonomy should be regarded as one of the main factors that influence the speed and amount of success of foreign language learners. The real impetus which an individual acquires a second language may depend on motivation, attitudes towards the other community and orientations towards language learning. Another pioneer in this field, Gardner (1985), defined L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p: 10). More specifically, motivation is conceptualized to subsume three components: desire to learn the language, attitude towards learning the language and motivation density.

C. OBJECTIVES

A: GENERAL OBJECTIVE:

To determine the importance of Autonomous Learning techniques on English learning to improve the proficiency level of the target language in Advanced English I students from the Foreign Language Department at the University of El Salvador.

B: SPECIFIC OBJECTIVES:

1: To evaluate the English proficiency students have by doing interviews to know the incidence of Autonomy on English learning.

2: To describe the advantages of applying Autonomy to explain how this improves the English learning of the students from Advanced English I.

3: To recommend some strategies about Autonomy for teachers to use them as methods of promoting the Autonomous English learning.

D. RESEARCH QUESTIONS

1: GENERAL RESEARCH QUESTION:

To determine the importance of Autonomous Learning techniques on English learning to improve the proficiency level of the target language in Advanced English I students from the Foreign Language Department at the University of El Salvador.

What is the relationship between Autonomous Learning techniques and English learning proficiency level in Advanced English I students from the Foreign Language Department at the University of El Salvador?.

2: SPECIFIC RESEARCH QUESTIONS:

- a) What is the relationship between students' English proficiency and the incidence of Autonomy on English learning?

- b) What are the advantages of applying autonomy on the English learning in students from advanced English I?

- c) What are some strategies about autonomy that teachers can use as methods of promoting the Autonomous learning?

E. RATIONALE

Throughout of the last two decades, it has been stated that Autonomous Learning improves the learning process of English as a foreign language and the motivation that each student may have; that is why, it is important to bring into context the role that autonomous learning plays on the learning process of English as a foreign language.

As stated by Phil Benson (2007, *Autonomy in language teaching and learning. Language Teaching*, 40, pp 21-40 doi: 10.1017) "There has been a remarkable growth of interest in the theory and practice of autonomy in language teaching and learning in recent years." This is one of the reasons of the investigation since researchers are seeking the importance of Autonomous Learning in the learning of a foreign language.

Researchers were looking forward to finding out the main aspects of this research and make students aware of the advantages and main reasons of why they need to apply Autonomy in their learning process of foreign language. Another purpose of this research was to investigate if through it, researchers could improve the learning of the foreign language (English): case of the students of the Advanced Intensive English I at the University of El Salvador. Camille Grima, 2007; Cotterall, 1995; and Palfreyman, 2003 claim that Autonomy improves the quality of language learning, in this case, they refer to the learning process of English as a foreign language. It also prepares individuals for life-long learning as it is a human right, and that allows learners to make best use of learning opportunities in and out of the classroom.

Also, researchers wanted to find out the convenience that this might bring to their universe by working on their sample and all the benefits that could be found throughout the process and after it had been finished. Besides that, researchers were seeking for the expected results that this investigation might come up with by monitoring students who applied autonomy on their learning and the ones who did not apply it. With all of this, researchers expected to encourage not only students to make use of the autonomous learning but also teachers to promote and create an environment in which autonomous learning is applied.

F. DELIMITATION OF THE PROBLEM

This research sought to address the importance of Autonomous Learning on learning English as a foreign language. The study was limited to cover the students from the Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015. The study did not cover Basic and Intermediate levels; therefore, researchers worked with advanced students only as they wanted to focus on one level during the whole research project. The fact that the Advanced Intensive level was selected as population does not necessarily mean anything. Researchers could have selected Basic or Intermediate levels. The outcome of the research can definitely be applied to any other level afterwards.

The researchers focused to complete this investigation from March 2015 to December. That was including basically everything (Gathering Information, Profile Presentation, Theoretical framework, Methodology, The instruments, Presentation of the progress, Fieldwork, Research implementation, Data Analysis, Research progress, Presentation of the process, Final report elaboration, Final Presentation of the research.)

This study covered the four macro skills (reading, speaking, writing, and listening) as that is the purpose of practicing Autonomy so all of them can be improved by every student. At least, that was the purpose of the research, to study what the incidence of Autonomous Learning on learning English as a foreign language is.

II. THEORETICAL FRAMEWORK

This chapter deals with the definition of concepts and the main conceptions related to autonomy in English learning at foreign language teaching context.

A) Theoretical Background

Autonomy and responsibility are apparently very much interrelated. Holec (1981) (as cited in Little, 1991; p. 7) defines autonomy as “the ability to take charge of one’s own learning”. That is, to have and to hold the responsibility for all the decisions related to all aspects of this learning. For this reason, autonomous learners are expected to create a personal agenda for learning and set up the planning, pacing, monitoring and evaluation of the learning process in the light of this agenda. Moreover, they must be actively involved in the setting of goals, defining content, establishing evaluation mechanism for assessing the progress. Holec (1981) (as cited in Little, 1991) adds that learner responsibility to fulfill such activities must be encouraged by formal learning. Traditionally, the teacher is in charge of learning and language learners have the role of doing what they are told. The transfer of responsibility for learning from the teacher to the learner will have many benefits not only in the school but also in the everyday life. First of all, since learners set the agenda, learning will be more purposeful and more effective both in a short and in long term. Secondly, because responsibility for the learning process lies with the learner, the barriers between learning and living -which is often found in traditional teacher-centered educational structures- will not arise. Thirdly, when there are no barriers between learning and living, learners will have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives.

As a result, they will make choices and decisions regarding their lives by accepting responsibility and learning to do things by themselves. In parallel with this view, Malcolm (1990), who tried to design flexible learning programs at Filton Technical College, reports that moving students from spoon-feeding to autonomy is possible with flexible learning where students are taking responsibilities for the course. Malcolm (1990) also mentions the benefits of his institution's 1989 workshop which mainly aimed to enabling students to assume responsibility for their own learning by analyzing their needs and goals on the course; considering their teacher as an adviser and facilitator; and examining their commitment to and motivation for the course.

Many practitioners of autonomy in recent years have emphasized the importance of collaboration and interdependence rather than individualization. Because the term autonomy focuses attention on independence, autonomous learning may mistakenly be interpreted as solitary learning in which students make progress by studying on their own. This, however, is a mistake.

According to Little and Dam (1998) people are social creatures who depend on one another and learn from each other. Therefore, the independence which implies the total freedom of teachers or teaching materials and which is exercised for autonomous behavior is always conditioned and constrained by inescapable interdependence which means working together with teachers and other learners towards shared goals. Similarly, Harmer (1998) reports that group tasks help students to build independence since they are working together without continuous teacher control, they take some of the learning decisions and they are working without the pressure of the all class listening to them. He also adds that in such learning decisions are cooperatively made and responsibilities are shared.

This view is also supported by Harris and Noyau (1990) who conducted a project to identify what is involved in setting up collaborative group work by providing extra support for the teachers taking initial steps towards autonomous learning. They have reported that the most obvious advantage of this study was the increase in motivation observed by the teachers and students as well. Also, in a survey carried out at one of the schools, they found out 89% of the pupils reported they found group work easier, and 79% said they enjoyed it more and 65% felt that they learned more.

Also, it is important to mention that the Vygotsky's influence on the theory of autonomy in language learning is relatively recent as a key factor in the development of autonomy. An element within Vygotsky's thought that has yet to be fully explored in the context of autonomy in language learning is the notion of self-directed inner speech. According to Rohrkemper (1989: 145 - 6): After repeated exposure to word meanings by other persons in their social/instructional environments, children subsequently become able to expose themselves to word meanings and thereby direct their own behavior. The developmental sequence of the two functions of language, communication with others and self-directions, is from social or interpersonal to self-directive or intrapersonal. The implications of this progression are critical. Not only does language acquire two distinct functions, but the source of self-directive inner speech is the social environment.

From a Vygotsky perspective, therefore, self-direction is a function of inner speech, which is both social in origin and mediated through language. The notion of inner speech may help us to understand how reflection functions as a bridge between social interaction in learning and self-direction. Constructivist and Vygotskian theory entered the field of autonomy in the 1990s primarily through the work of David Little.

The key idea that autonomy in language learning has borrowed from these approaches is the idea that effective learning is active learning.

According to Wang and Peeverly (1986:389) Effective learners are characterized in the research literature as being cognitively and effectively capable of performing process.

They are seen as being capable of learning independently and deliberately through identification, formulating and restructuring of goals; use of strategy planning development and execution of plans; and engagement of self-monitoring.

If learning is matter of the construction of knowledge, effective learners must be cognitively capable of performing actions that enable them to control their learning. Similarly, the capacity to manage one's own learning activities must be grounded in certain cognitive capacities intrinsic to the process of learning. The importance of this hypothesis to the theory of autonomy is evidenced in Little's (1994: 431) claim that "All genuinely successful learning is in the end autonomous"

Furthermore, In David Nunan's 2000 study, he outlines common characteristics for people who successfully and dramatically improved their language skills through learning autonomously. These characteristics and requirements include: a diversity of skills, passion and enjoyment for a particular field, a focused and active approach to learning, and finally, pursuit of learning and success despite high probability of failure and public disapproval (Nunan, 2000). While most learners in Japan are worry about taking these risks, there are many examples of those who do with favorable results.

Nunan (2000) presents a couple of success stories in Hong Kong of students who took their learning in their own hands and excelled because of it. (One student named 'Josephine' once approached Nunan to inform him of the great progress she was making with her English. When Nunan continued to give himself as the teacher credit for the improvements, Josephine countered that it was not his lesson that resulted in her improvements, but her domestic situation living with a Canadian roommate). (Nunan, 2000) Similar examples can be found in Japan, where students who are very keen to learn English will volunteer at tourist places (museums, shrines, and temples) in need of an interpreter. What these learners have in common is that their attitudes were developed after they made a decision for themselves that exclusively studying in a classroom environment was not enough. While it is difficult to implant this attitude in other language students' psyche, the first step for the instructor to encourage this is to better understand the attitudes and needs of the student.

Another concept, which began life to enhance self-directed learning, is learner training. Benson (2001) has reported that adult learners would need to improve skills such as self-management, self-monitoring and self-assessment so as to perform self-directed learning effectively. Benson (2001) added that learners who were used to teacher-centered education would need to be psychologically prepared for more learner-centered learning.

Besides, Chan (2001) argues that it is important that learners need guidance to raise their motivation levels and to re-adjust their learning strategies, which have been necessary to learn autonomously. Similarly, Dickinson (1993) mentions the content of learner training for autonomous learners and adds that learner training should aim at helping learners develop the ability to take more responsibility for their own learning.

Thus, it would be effective to provide learner training together with the program and make it an integral part of the course so as to help learners become autonomous.

B) Conditions for the Development of Autonomous Learners

One does not become autonomous; one only works towards autonomy. In view of the belief, which regards the autonomy with this aspect, there are some conditions for the development of learner autonomy.

The first fundamental condition is the notion of responsibility in the hands of the individual learner. Dam (1995) suggests that this responsibility requires a capacity and willingness on the part of the learner to act independently and in cooperation with others as a socially responsible person. In fact, responsible learners are the ones who accept the idea that their own efforts are crucial to progress in learning and behave accordingly. Responsible learners monitor their own progress and they voluntarily try to do their best to use available opportunities for their own benefit (Scharle & Szabo 2000). Similarly, Sutton (1999) emphasizes that learners' having locus of control, which enables them to choose the content, method, medium, reward, feedback, pacing, etc., will help them feel confident and comfortable in their learning process.

Also, it is inevitable to highlight the unifying role of using metacognitive strategies for promoting learner autonomy. Metacognitive strategies are considered to be crucial in the learning process for various reasons. Oxford (1990) views the metacognitive strategies as actions which enable learners to coordinate their own learning process and she adds that, foreign language learners are often exposed to a lot of new vocabulary, confusing grammar rules and different writing system;

Therefore they need to get accustomed to using metacognitive strategies in order not to lose their control over their own learning.

In other words, possessing the metacognitive skills will help language learners build up autonomy whereby they can take the control of their learning. According to Wenden (1991) metacognitive strategies involve planning of learning, self-monitoring, and self-evaluation. Wenden (1991) also states that the planning strategy concerns with discovering the nature of language learning, organizing to learn, establishing aims, considering task purposes, planning tasks and looking for chances to practice. Learners will undoubtedly become better prepared to make conscious decisions about what they can do to improve their learning with the help of this strategy. By monitoring their use of learning strategies, students are better able to keep themselves on track to meet their learning goals. Once they have selected and begun to implement specific strategies, they need to ask themselves periodically whether or not they are still using those strategies as intended. Finally, at the implementation of the evaluation stage, language learners attempt to evaluate whether what they are doing is effective. They evaluate their strategy use by asking themselves to respond to the following questions: (1) What am I trying to accomplish? (2) What strategies am I using?, (3) How well am I using them?, (4) What else could I do? Responding to these four questions integrates all of the previous aspects of metacognition, allowing the language learner to reflect through the cycle of learning.

The current studies investigating the strategy use among language learners emphasize the promoting of learner autonomy for the enhancement of metacognitive strategies. For instance, White (1995) compares the level of strategy use between distance learners and classroom learners by investigating the degree of autonomy learners assume under different learning conditions.

The results of the study indicated that mode of study is effective on the metacognitive strategy use, ahead of age and level of study. Moreover, the results have represented insights into how learners respond to mode of learning and underlined between strategy use and autonomy in a wider range of contexts.

C) Characteristics of Autonomous Learners

Autonomous learners are the ones who take active roles in the learning process, by finding more learning opportunities for themselves, rather than being the complete pursuer of the teacher.

According to Dickinson (1993) autonomous learners can be characterized in four points. First of all, they can identify what is going on, in other words what is been taught, in their classes. An autonomous student learning English, for example, might think about the relationship between the new grammar rule and the rules she or he has learned previously. Secondly, she adds that, autonomous learners are capable of formulating their own learning objectives, in parallel with or even in addition to their teachers'. Most autonomous language learners make great efforts to improve their language skills outside the classroom. They either read newspapers or watch TV programs in the target language as part of their own learning objectives. The third characteristic is that autonomous learners are able to select and implement appropriate learning strategies. For instance, an autonomous learner will go through the reading text to see whatever available in the text (pictures, diagrams, title, subtitles, etc.) rather than trying to read and comprehend it immediately. The fourth characteristics, as Dickinson (1993) mentions, are that autonomous learners can monitor the effectiveness of their use of strategies and make necessary changes for them.

For example, an autonomous learner, who has not done well on the English test, may first try to find out which structures and points he or she has not understood and then try to find more effective study ways. With these four basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their own learning.

Moreover, Chan (2001), who carried out a study to explore her students' perceptions of learner autonomy reported that her class identified the following characteristic qualities of autonomous learners: highly motivated, goal oriented, well organized, hard-working, initiative, and enthusiastic about learning, flexible, active, willing to ask questions, making use of every opportunities to improve their learning.

D) Teacher's Role in Promoting Learner Autonomy

Tudor (1993) suggests that the main role of the teacher in the traditional modes of teaching is the supplier of knowledge. That is, the teacher is the figure of authority as a source of knowledge, deciding on what will be learned and how will that be learned. Additionally, organizing is another role the teacher takes in setting up the activities, motivating the students and providing authoritative feedback on students' performance. However, in many language programs promoting learner autonomy teachers need to change their role from supplier of information to counselor so as to help learners to take significant responsibility by setting their own goals, planning practice opportunities, or assessing their progress.

The programs of most language courses, which aim at promoting learner autonomy, involve transferring responsibility from the teacher to the learner for the language learning process. Likewise, people working in the curriculum field tend to investigate the learners' attitudes towards the roles of teachers and learners before they design a course for learner autonomy. For instance, Cotterall (1995b) investigated learners' beliefs to measure their readiness for autonomy. One of the six factors in the questionnaire she designed included 'role of the teacher'.

Learners who agreed with the items in that factor considered the teacher role as dominant in the learning process, and they did not match with the profile of autonomous learners, who diagnose difficulties, allocate time and establish aims for themselves rather than assigning them to the teacher.

Cotterall (1995a) discusses the content of the English course program they designed at the English Language Institute in order to encourage learners to take more responsibility for their own learning. She claims that one of the crucial components of this program is the learner/teacher dialogue, which fosters learner autonomy. With the help of these dialogues, a direct relationship was achieved between learners and their teachers, which assisted learners to set and clarify their objectives, assess their learning progress and get the advice of their teachers for their future study of English.

According to Gremmo and Riley (1995) a teacher can take the role of counseling in two ways. Firstly, he or she is supposed to assist learners to establish a set of values, ideas and techniques in the language learning process. In other words, the teacher as a counselor is able to raise the awareness of his or her language learning.

Secondly, the teacher can establish and manage the resource center or self-access center, which can be described as the role of staff in self access centers. The task here involves providing information and answers about the available materials in the self-access center.

In order to foster learner autonomy, it would be indispensable to supply learner training together with the program. Little (1995) states that it is difficult for learners in formal education contexts to accept responsibility immediately for their learning and he adds that it is the teachers who will help them to do so by equipping them with sufficient materials and with chances to practice them.

Additionally, Esch, Schalkwijk, Elsen and Setz (2000) support that future teachers need to be prepared practically and academically in teacher training in order to tackle the influences of autonomous learning on teaching methodology and the role of language teachers and learners. They also report that they have integrated the principles and phases underlying autonomous learning into their teacher training curriculum after long discussions and research. Next, they have written a research program including four research projects, which mainly aim at helping teachers to develop specific tasks to train the autonomy of foreign language learners in comprehension, production and (self) assessment.

Researchers think that autonomy in learning is a process and not a product that many EFL students seek today. Autonomy requires understanding one's own strengths and weaknesses and accumulating a diverse set of resources that will maximize exposure and improvements in speaking, listening, reading, and writing.

The meaningful one, for researchers making this investigation, is the one provided by Henri Holec in 1981 that says: "Autonomy is the ability to take charge of one's own learning." Thus, some sort of information about this writer is provided.

In the year 1981, an Autonomous Learner Model was implemented as a tool in order to help students in their learning. First publication of the Autonomous Learner Model was in 1981 by Betts and Knapp. They provided a definition of Autonomous Learning:

What is an autonomous learner?

"...one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas." (Betts and Knapp, 1981)

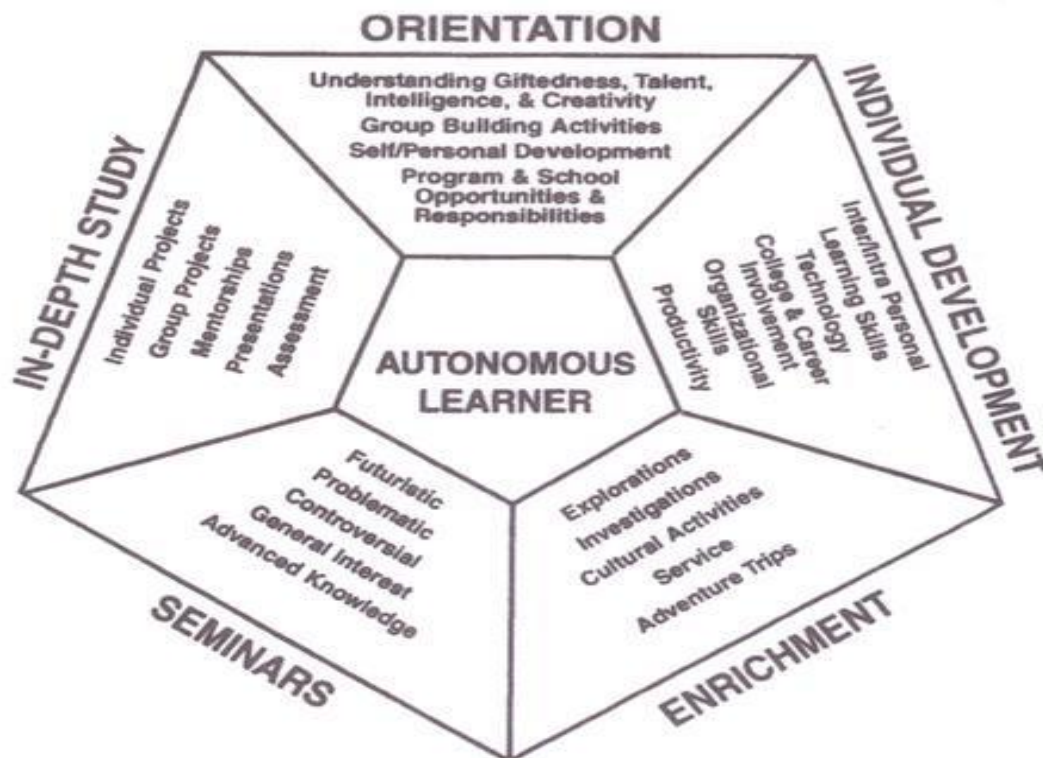
.

However, the Autonomous Learner Model was developed later by **Dr. George Betts and Ms. Jolene Kercher** to give students more power. In fact, Betts and Kercher developed this model with the help of students. The reason they implemented this model was to take the power to learn away from the teacher as a "dispenser of knowledge" and give that power to the students. ALM (Autonomous Learning Model) "attempts to teach students how to discover information on their own; it provides students with a variety of skills needed to navigate the increasingly complex world of learning." Through ALM, students will develop responsibility, positive self-esteem, decision-making and problem-solving skills, interpersonal skills, critical and creative thinking skills, and a passion for areas of learning that interest them.

Dr. George Betts and Ms. Jolene Kercher mention what the goals of the ALM are.

- To have students become independent, creative, responsible learners
- To help students develop a positive self-concept and social skills
- To increase students' knowledge base, independence, and ability to make decisions and find creative solutions to problems

E) Autonomous Learning Model



Source: Betts, George T. "The Autonomous Learner Model for the Gifted and Talented" presented by George T. Betts, www.muw.edu/ccl/presentations/TheAutonomousLearnerModelforGifted_files/frame.htm.

The first component of ALM is **ORIENTATION**, which encourages the students to reflect on what intelligence is, how their school is helping them use their intelligence through various programs and teaching methods, and how they can play an important role in guiding their future.

After Orientation, students enter the **INDIVIDUAL DEVELOPMENT** stage of the model. During this stage, students gain the tools they need to be independent learners. Teachers facilitate the acquisition of skills needed to obtain knowledge through research and technology, an understanding of university and career goals, and the organizational and productivity strategies necessary to accomplish their goals.

ENRICHMENT can take on many different forms. Whether the students will be exploring new ideas, investigating phenomena, taking part in a cultural activity, doing service work, or taking an adventure trip, students will be pursuing knowledge based in real world experiences.

SEMINARS in ALM are not taught by professionals or teachers. Instead, students create and oversee seminars that demonstrate the knowledge and ideas they have acquired during the ALM process. Usually, students work in small groups to create these seminars.

The final stage of autonomous learning is the **In-DEPTH STUDY**. This can take the form of an individual or group project, a mentorship, a presentation, or an assessment. This is considered the highest level of autonomous learning. This is the stage in which students synthesize the information, skills, and strategies they have learned to demonstrate what they have learned--largely on their own. Teachers can choose to complete a full ALM cycle with their class or a specific group of students. It is adaptable for various uses, however, it is most beneficial with gifted students who usually have the ability to work independently and have the emotional maturity to reflect on themselves as gifted individuals and learners.

The ALM was also developed years ago at Arvada West High School in Arvada, Colorado, by Professor George Betts and Jolene Kercher. The main goal for them was “to give students the opportunity to become independent, self-directed learners.” and the most attractive part of this model of education is that was not developed by teachers, but by the students

III. TYPE OF STUDY

There are some writers that mention the importance of developing a research type by its conditions.

- According to Dankhe (1986), types of study are classified in: **exploratory, descriptive, correlational or explicative**. The classification of the type of study is important because the type of research strategy to be used on it will be crucial to have better results in the data gathering process. Every type of study has its own component that is the design; data gathering process and the sampling are different in exploratory, descriptive, correlational or explicative studies.

- The Exploratory studies are useful for “preparing the terrain” and to know the population researchers are working with and commonly the other three types of studies (Dankhe, 1986) are preceded by it. The sequence of these studies is connected like a chain because generally descriptive studies are used as the key to open a door, point of departure, for correlational researches, and the correlational researches bring the literature that will be so useful to create the meaningful information available to carry out explicative studies that generate information with a sense of understanding and highly structured part in the research project.

- Every research or study will take the right form as exploratory, descriptive, correlational or explicative depending on: the literature revision to state the knowledge on the research topic revealing the approach that the researchers intend to use in the study.

This research project was revealed as EXPLORATORY STUDY because there were not prior researches. Now through the literature, it can be said that Autonomous Learning is on everyone, but it will depend on each person whether to develop it or not. Holec (1981) (as cited in Little, 1991) adds that

learner responsibility to fulfill such activities must be encouraged by formal learning which is taught in schools by the guidance of someone.

Exploratory studies consist on:

- The main goal is to examine the topic or the research problem normally one that has not been researched before; but it will convey clear results showing the importance of that topic and its influence on the real world. In this case, the topic is: **“The incidence of Autonomous Learning on learning English as a foreign language”**

- These kind of studies (Exploratory) serve to increase the degree of familiarity with an unknown phenomena (a topic that has never been studied); based on a context of real life **“case of Advanced Intensive English I of the Bachelor of Arts in English”** obtaining information on the possibility of carrying out a full research; research problems of human behaviour which the case is **“emphasis in TEACHING, at the Department of Foreign Languages”** that is considered crucial for the professionals of a given area **“University of El Salvador”**. Researchers provide concepts, variables or priorities for further researches or suggest verifiable affirmations (propositions) about Autonomous Learning.

- Not in all cases where an exploratory study is carried out, it ends for itself; some of the cases do not find any possible answer to the study topic; they generally determine tendencies, identify potential relations among variables and compare ideas from other theories.

- Exploratory studies are characterized by being more flexible in their methodology in comparison to descriptive or explicative studies. Though these studies have their own difficult part that is to use a mixed research approach to get more reliable results, researchers said in one part of the Profile that **“the current investigation is a non-experimental research”** to generate a stronger and meaningful result; they also said that **“the research design of the method is a cross-sectional one”** since this is a topic that had not been studied before at the Foreign Language Department.

IV. RESEARCH DESIGN

This research was carried out using a non-experimental cross-sectional design because no variables will be manipulated intentionally, and this research topic has not been studied before at the Foreign Language Department of the University of El Salvador. It was done in a year – period, (2015.)

The main purpose of this research was to identify the incidence of Autonomous Learning on learning English as a foreign language. Researchers worked with the students from Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador.

Researchers just normally observed the developing topic on its natural context, so they could analyze the students' autonomy.

Researchers were looking forward to finding out the main aspects of this research and made students aware of the advantages and main reasons why they need to apply Autonomy in their learning process of a foreign language.

V. POPULATION AND SAMPLE

A. Calculating the sample size

Researchers present the next sample size according to the information taken from the attendance list; 4 groups of Advanced students – base de datos ADACAD up today 18/08/2015 02:05 pm.

By having a confidence level of 95% and a margin of error of 0.017% (10.7), researchers get the sample size of 50 as the next table presents:

The screenshot shows the MACORR ONLINE website's Sample Size Calculator. The page header includes social media links (Facebook, LinkedIn) and the MACORR logo. Navigation links include 'Who We Are', 'What We Do Well', and 'Our Clients'. A search bar contains the text 'Find out what's better...'. Below this are three tabs: 'Better Tools', 'Better Surveys', and 'Better Analytics'. The 'Sample Size Calculator' section is active, displaying a sidebar with various tool options: 'Sample Size Calculator', 'The Slider Scale', 'The Rank Sort', 'The Stack Sort', 'The Rating Scale', 'The Image Rank Sort', 'The Heat Map', and 'Hot Text'. The main calculator area is titled 'Determine Sample Size' and contains the following fields and buttons:

Confidence Level:	95%	?
Confidence Interval:	10.7 (%)	?
Population:	125	?
<input type="button" value="Calculate"/> <input type="button" value="Clear"/>		
Sample Size:	50	?

Below this is the 'Find Confidence Interval' section with a 'Confidence Level' dropdown set to 95%.

This is a close-up view of the calculator's output. It shows the 'Determine Sample Size' section with the following values:

Confidence Level:	95%	?
Confidence Interval:	10.7 (%)	?
Population:	125	?
<input type="button" value="Calculate"/> <input type="button" value="Clear"/>		
Sample Size:	50	?

The 'Find Confidence Interval' section below shows the 'Confidence Level' dropdown set to 95%.

<http://www.macorr.com/sample-size-calculator.htm>

B. Calculating strata.

- Stratifying the sample, researchers get

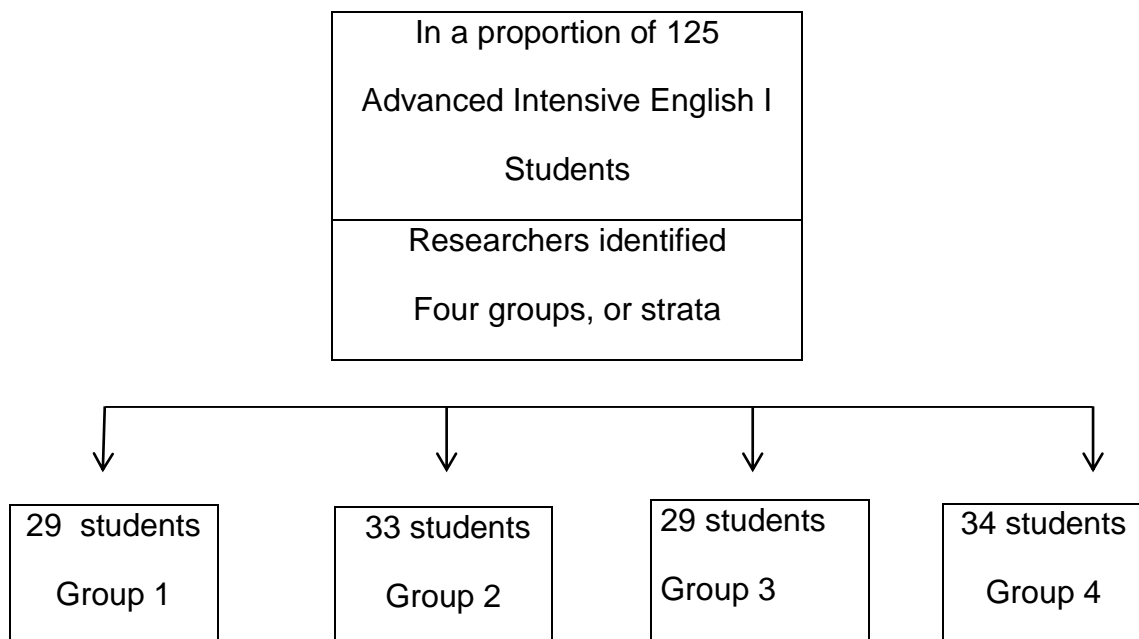
N= 125 Population

n= 50 Sample size

$$Fh = \frac{n}{N} = X$$

$$Fh = \frac{50}{125} = 0.4$$

- The population was divided into 4 groups:



$$G1. 29 \times 0.4 = (11.6) - 12$$

$$G2. 33 \times 0.4 = (13.2) - 13$$

$$G3. 29 \times 0.4 = (11.6) - 12$$

$$G4. \underline{34} \times 0.4 = (13.4) - \underline{13}$$

$$N=125 \qquad n= 50$$

C. Procedure to select the number of the sample.

Systematic random sampling

Here an individual was randomly chosen and then from that individual, researchers started getting the rest of the members of the sample through an interval that in this case was taken as follows by using the next program:



<https://www.randomizer.org/>

Group 1.Interval=29 students

Group 3.Interval = 29 students

(both groups had the same number of students, so the sample was be the same number which was 12 students from each group)

RESULTS

2 Sets of 13 Unique Numbers Per Set
Range: From **1** to **29**

Set #1

22, 28, 17, 20, 11, 21, 18, 15, 29, 25, 8, 5, 6

Set #2

27, 16, 7, 5, 2, 21, 13, 1, 11, 6, 24, 12, 8

Please note: By using this service, you agree to abide by the [SPN User Policy](#) and to hold Research Randomizer and its staff harmless in the event that you experience a problem with the program or its results. Although every effort has been made to develop a useful means of generating random numbers, Research Randomizer and its staff do not guarantee the quality or randomness of numbers generated. Any use to which these numbers are put remains the sole responsibility of the user who generated them.

Group 2. Interval = 33 students

(The sample number was 13 students)

RESULTS

1 Set of 14 Unique Numbers
Range: From **1** to **33**

Set #1

4, 6, 17, 25, 13, 26, 19, 27, 10, 16, 20, 3, 7, 24

Please note: By using this service, you agree to abide by the [SPN User Policy](#) and to hold Research Randomizer and its staff harmless in the event that you experience a problem with the program or its results. Although every effort has been made to develop a useful means of generating random numbers, Research Randomizer and its staff do not guarantee the quality or randomness of numbers generated. Any use to which these numbers are put remains the sole responsibility of the user who generated them.

Group 4. Interval = 34 students
(The sample number was 13 students)

RESULTS

1 Set of 15 Unique Numbers

Range: From **1** to **34**

Set #1

30, 8, 21, 2, 27, 15, 23, 12, 5, 13, 26, 6, 31, 4, 16

Please note: By using this service, you agree to abide by the [SPN User Policy](#) and to hold Research Randomizer and its staff harmless in the event that you experience a problem with the program or its results. Although every effort has been made to develop a useful means of generating random numbers, Research Randomizer and its staff do not guarantee the quality or randomness of numbers generated. Any use to which these numbers are put remains the sole responsibility of the user who generated them.

Note: If in any case the student selected, according to the number, did not assist to classes, an extra number was included in every scale; so that number could be picked.

VI. DATA GATHERING PROCESS

Based on Holec's theory, 'Autonomy is the ability to take charge of one's own learning.' Researchers decided to create some instruments (Observation guide, Questionnaire, Interview, Placement test, Standardized test,) as they wanted to know if Henry Holec's theory about Autonomy is applied in the students of Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015."

The observation guide (Appendix A) was the first instrument created and the first one to work on with the Advanced I Students. This instrument helped the researchers to gather all the necessary information about the use of metacognitive strategies in the classrooms.

The next table shows the metacognitive strategies the research group focused on.

Metacognitive Strategies

Watching TV	Substitute/paraphrase	Summarizing	Monitor/identify
Listening to music	Reviewing	Self-talk	Evaluate
Use background	Use image or sounds	Repetition	
Make inferences	Use kinesthetic sense	Take notes	
Use cognates	Find/Apply patterns	Plan/organize	

The questionnaire (Appendix B) was used to know how frequently students use the metacognitive strategies to enhance their autonomy in the English learning.

However, to know if the students use some metacognitive strategies, the research group decided to create another instrument, the interview (Appendix C). This instrument was useful to know if the students were familiar with these metacognitive strategies. Also, it was important to know if the students normally use them in regular basis to enhance the English learning.

Additionally, the investigators used the Placement test (Appendix D) that contains different aspects to examine whether or not students were in the correct English level according to their current knowledge. This was a great help for the researchers as through this they could know that all the population was in the same English level.

(Appendix E) The Standardized test, this particular instrument was created to measure the students' English proficiency. It was very useful to identify the grammar, pronunciation, oral communication, problem solving and interpersonal skills.

VII DATA ANALYSIS

A. DATA BASE

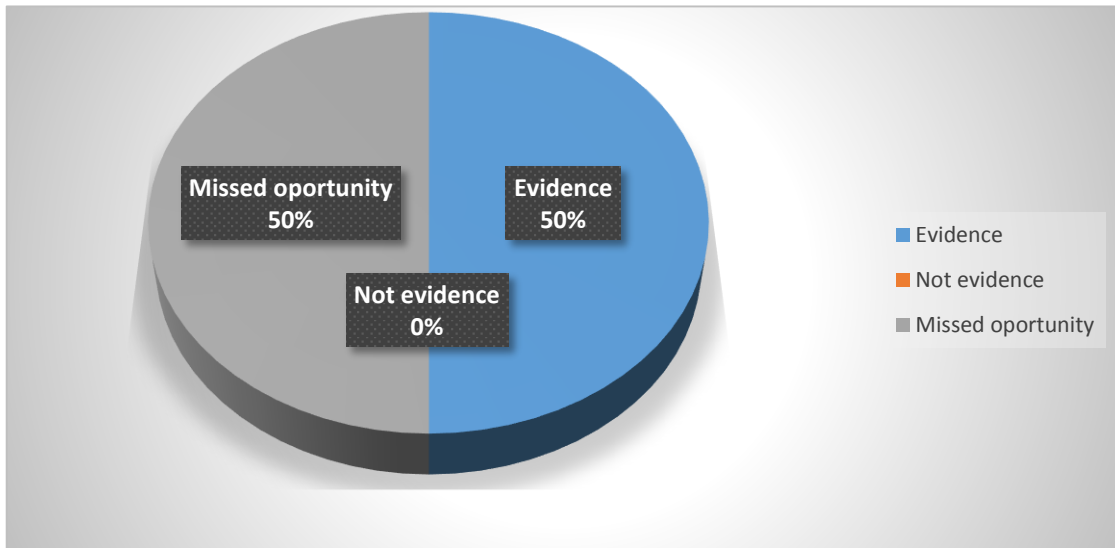
1. QUANTITATIVE DATA ANALYSIS

a) Observation Guide

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Question 1: The teacher uses podcasts in the classroom.

Options	Groups	Percentage
Evidence	2	50%
Not evidence	0	0
Missed opportunity	2	50%
Total	4	100%

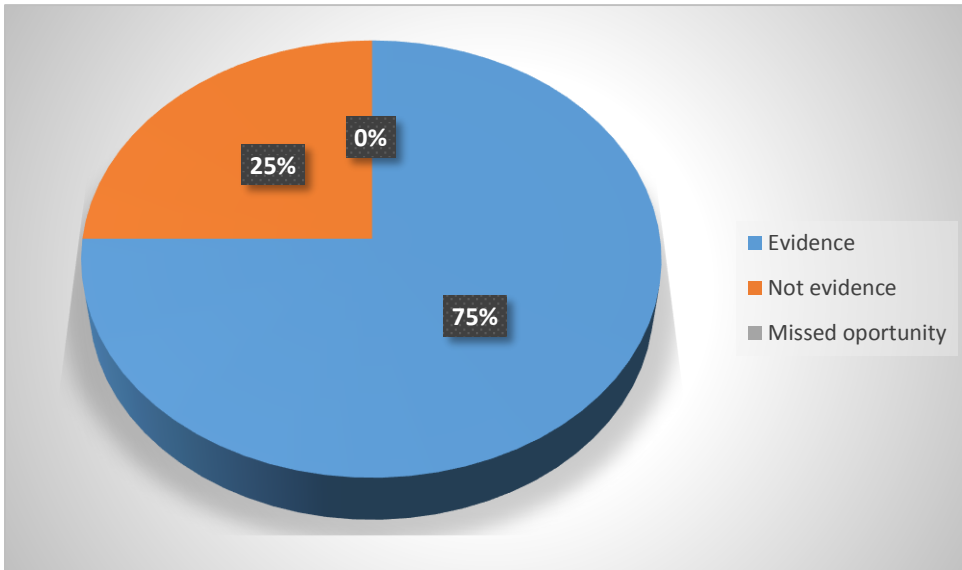


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The 100% of the graph results is divided into two. It shows that the 50% of teachers (2 teachers out of 4) were evidenced to use podcasts in the classroom, but the other 50% of teachers missed the opportunity to use them. Meanwhile, a 0% of teachers using podcasts were not evidenced at the moment of observing the class. It is much helpful for students when teachers use podcasts in classes because their learning sense gets accustomed to the sounds and words contraction in English. Moreover, by using podcast, teachers can promote self-confidence in students because they have to understand or guess what the real meaning of the context is.

Question 2: Students understand English directions without difficulty.

Options	Groups	Percentage
Evidence	3	75%
Not evidence	1	25%
Missed opportunity	0	0%
Total	4	100%



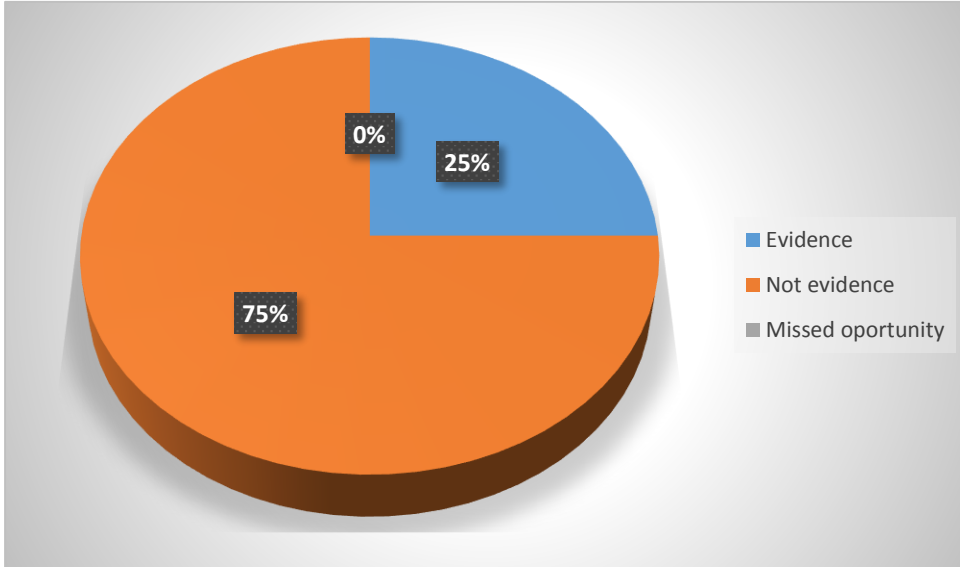
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

From the 4 groups observed, the 75% of students was evidenced to understand directions without difficulty; however the 25% of them was not evidenced to understand and a 0% of students missed the opportunity to understand directions in class.

Teachers' directions were clear, so students understood them without difficulty. When students understand the 95% of directions, the class becomes more comprehensible and the learning input is beneficial for them. Students do not have to guess what the teacher says or what he tries to convey.

Question 3: Student and teacher communicate in English easily.

Options	Groups	Percentage
Evidence	1	25%
Not evidence	3	75%
Missed opportunity	0	0%
Total	4	100%



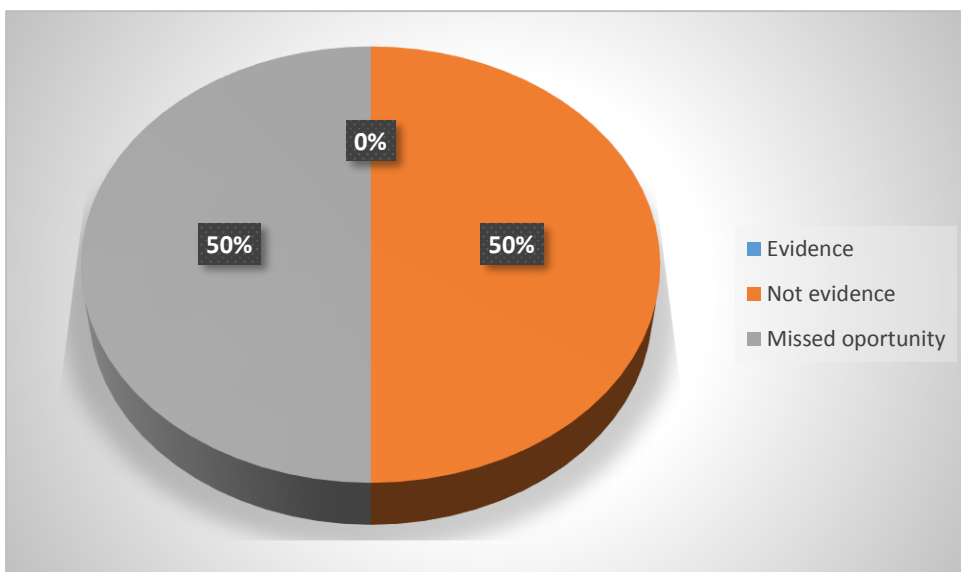
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

According to the graph, one group was evidenced that students and teachers communicate in English easily which is the 25%; consequently, the other three groups were not evidenced that students and teachers communicate among them which is the 75%, and a 0% of groups missed the opportunity.

The interaction between teachers and students occurs depending on the class content, or the directions the teacher provides, however when that does not happen, it does not mean that they cannot communicate. Through the observation, it can be said that only one group communicated in English among students and teachers.

Question 4: Students communicate in English among them.

Options	Groups	Percentage
Evidence	0	0%
Not evidence	2	50%
Missed opportunity	2	50%
Total	4	100%



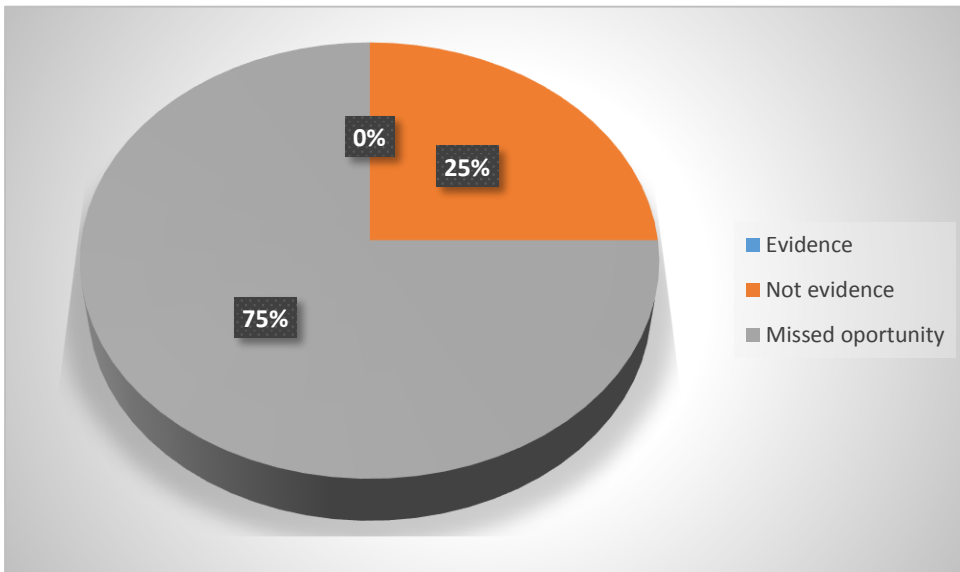
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Regarding to the four groups, there was not any evidence that students communicated in English among them. There were two groups in which there was not any evidence of students communicating in English, and in the other two groups the opportunity was missed.

Students may have the ability to communicate in English among them however when researchers assisted to observe the class, students did not use English to express or communicate themselves. Students were just quietly paying attention to what the teacher was explaining.

Question 5: Teacher writes unfamiliar words on the board for students to guess the meaning.

Options	Groups	Percentage
Evidence	0	0%
Not evidence	1	25%
Missed opportunity	3	75%
Total	4	100%



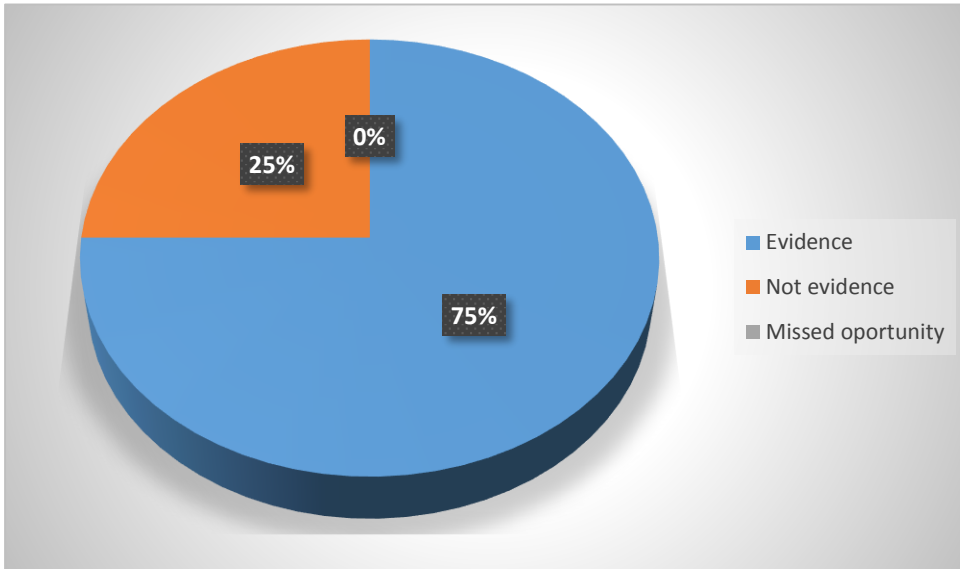
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

By analyzing the graph, in one group (the 25%) was not evidenced that teachers write unfamiliar words on the board, and the other three groups (75%) teachers missed the opportunity to write new words on the board for students to guess the meaning, and there is no evidence for the 0%

In all observed groups, the mechanic is that students discover the new words by themselves, so it is neither convenient nor beneficial for teachers and students to spend time in writing and guessing words when the words are already in the studied material.

Question 6: Teacher uses gestures to establish meaning.

Options	Respondents	Percentage
Evidence	3	75%
Not evidence	1	25%
Missed opportunity	0	0%
Total	4	100%



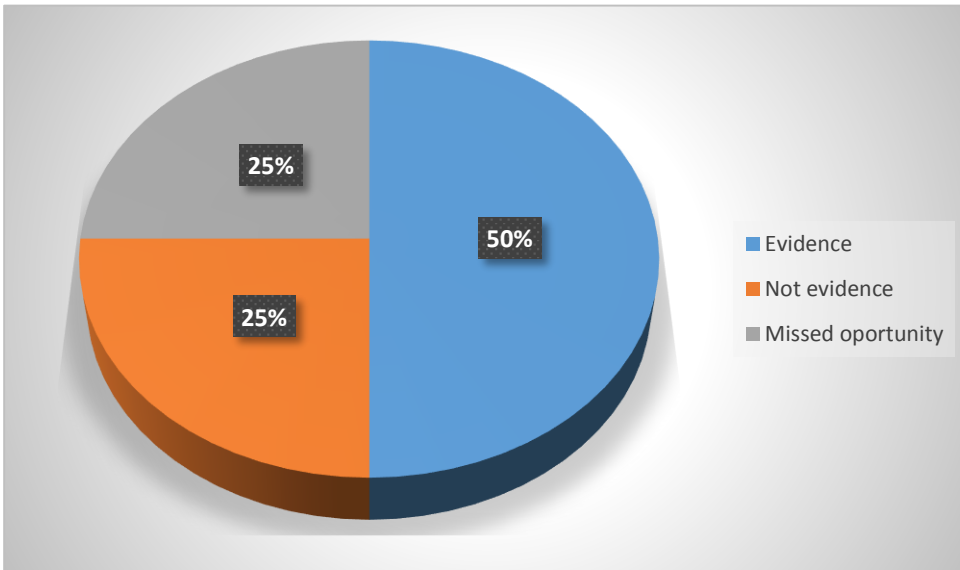
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

According to the graph results, in three groups (75%) it was evidenced that teachers use gestures to establish meaning. And in the other group (25%) it was not evidenced that teachers do that.

Classes become more interesting when teachers use gestures to establish meaning because students are alerted to what the teachers say through gestures. Gestures enhance the meaning.

Question 7: Teacher allows time for students to do writing tasks.

Options	Respondents	Percentage
Evidence	2	50%
Not evidence	1	25%
Missed opportunity	1	25%
Total	4	100%



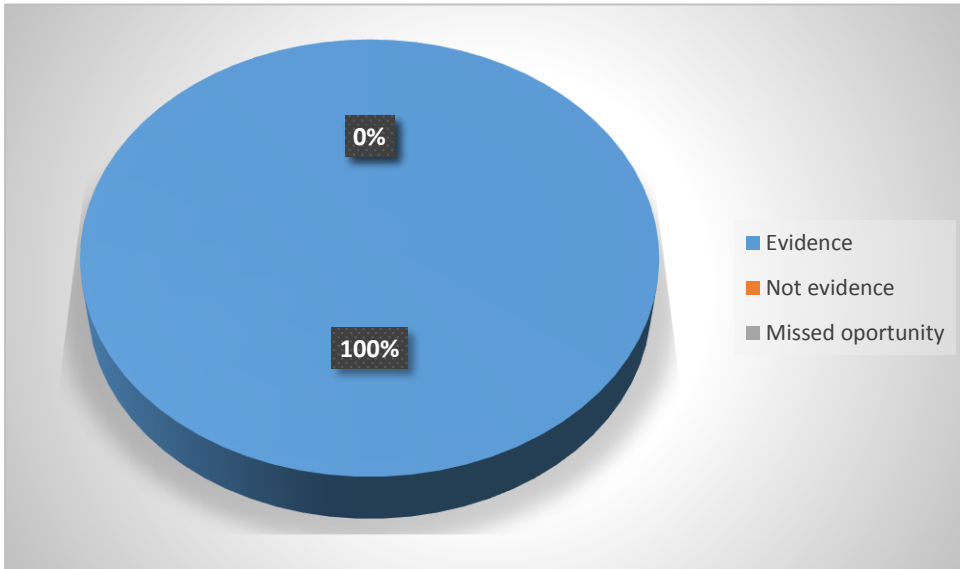
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The previous graph presents the next results: the 50% of teachers (two groups) allow time for students to do writing tasks. The other 50% is divided by two parts: one group does not show any evidence and the other missed the opportunity.

Teachers allow time in the lesson plans for students to do tasks in the classroom; this is implied like a tool for students in which they can practice in every class. When it is an EFL classroom, it is a must that teachers allow time to students to complete writing tasks, so teachers make sure that students practice at least in the classroom.

Question 8: Students have time for reading paragraphs/ articles in class.

Options	Respondents	Percentage
Evidence	4	100%
Not evidence	0	0%
Missed opportunity	0	0%
Total	4	100%



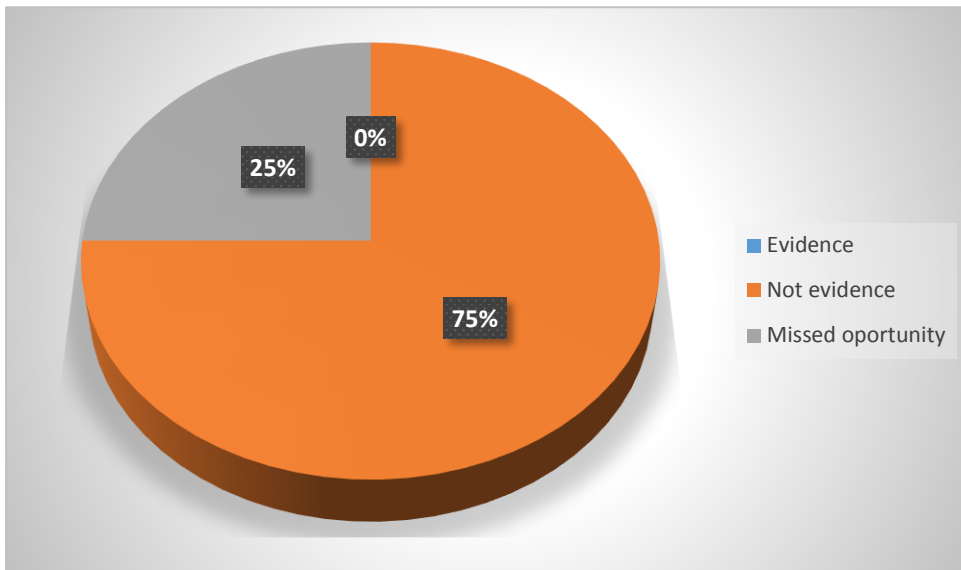
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The graph presents only one result (100%) which evidences that students have time for reading paragraphs/articles in classes. The other two options “not evidence and missed opportunity” do not occur in the four groups.

“Practice” is an activity in the Lesson Plan, including “Presentation and Production”, so students have the chance to “practice” through reading paragraphs, and reinforce their oral capacity to improve their reading skill.

Question 9: Does the Lesson Plan have the chance for Students to watch an educational video in class?

Options	Groups	Percentage
Evidence	0	0%
Not evidence	3	75%
Missed opportunity	1	25%
Total	4	100%



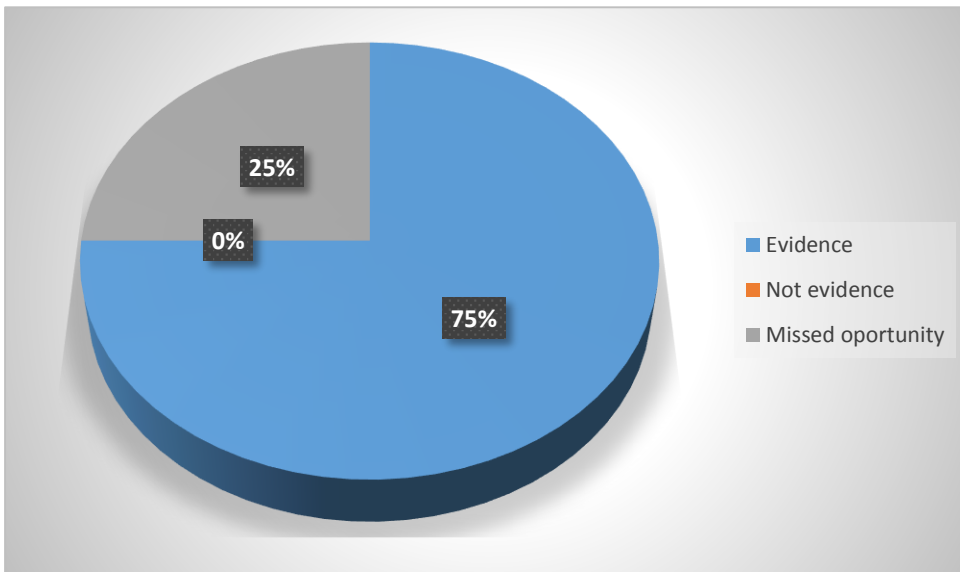
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

In the previous graph, the results reflect that any of the four groups were evidenced on their Lesson Plans to have the chance for students to watch an educational video in class. Three groups (75%) were not evidenced to have the chance to watch educational videos, and one group (25%) missed the opportunity of doing that.

During the time-period researchers were observing the class, lesson plans did not include an educational video, but the teacher said that they did it sometimes in order to increase students' listening ability.

Question 10: Does the Lesson Plan provide the chance for students to speak/talk in English?

Options	Respondents	Percentage
Evidence	3	75%
Not evidence	0	0%
Missed opportunity	1	25%
Total	4	100%



Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

It is clearly EVIDENCED that three groups out of four (75%) provided the chance for students to speak/talk in English on their Lesson Plans; and only one group (25%) missed the opportunity of applying the technique during the class development.

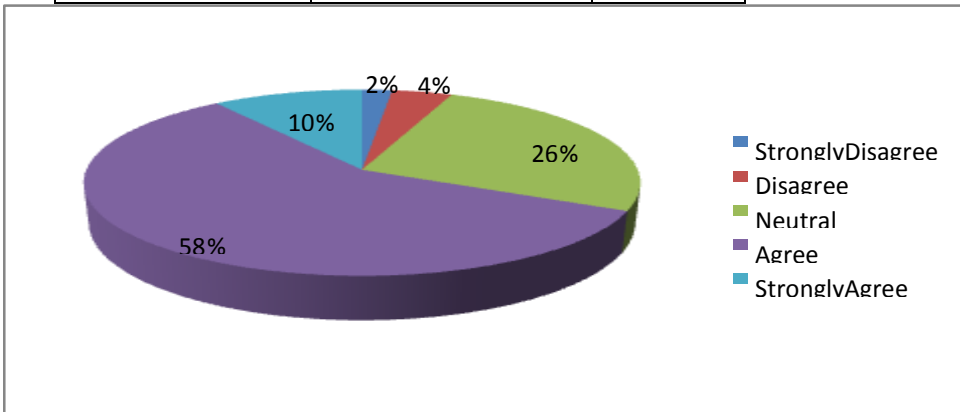
Teachers suggest that the oral practice is mandatory in every class, so they provide the chance to students to speak/talk during the class as reinforcement to fluency and accuracy. They argue that giving the chance to students, they will become more confident at the moment of being interviewed.

b) Questionnaire

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FOREIGN LANGUAGE DEPARTMENT

Question 1: Do you organize the content being studied to have a better English learning process? (Plan / Organize)

Options	Number of Reponses	Percentage
StronglyDisagree	1	2%
Disagree	2	4%
Neutral	13	26%
Agree	29	58%
StronglyAgree	5	10%
Total	50	100%



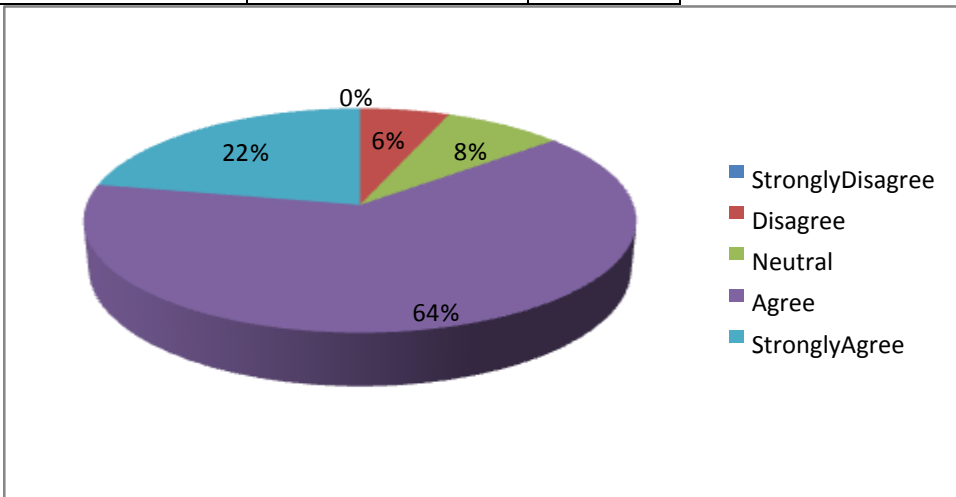
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

According to this graph, studying and organizing the contents being studied is a key to have a better English learning process. The 58% of the respondents state that they do that practice, and also the 10% shows that they strongly agree on this.

Planning and organizing makes the learning more efficient. It helps the respondents to be focused on the English learning process since the beginning to the end.

Question 2: Do you check your progress as you use the language? (Monitor / Identify Problems)

Options	Respondents	Percentage
StronglyDisagree	0	0%
Disagree	3	6%
Neutral	4	8%
Agree	32	64%
StronglyAgree	11	22%
Total	50	100%



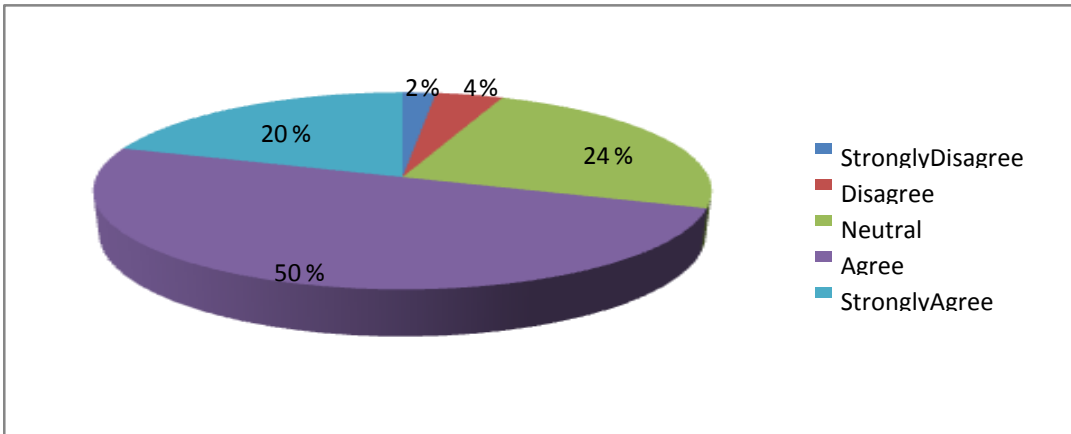
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The evidence from this pie chart shows that a 22% and a 64 % agree on checking the progress as they use the language.

According to the pie chart, it can be said that for the respondents to demonstrate the adequate progress is necessary to monitor and check problems in the English learning progress, so it can be made proficient.

Question 3: Do you evaluate yourself after completing a task to improve your learning? (Evaluate)

Options	Respondents	Percentage
StronglyDisagree	1	2%
Disagree	2	4%
Neutral	12	24%
Agree	25	50%
StronglyAgree	10	20%
Total	50	100%



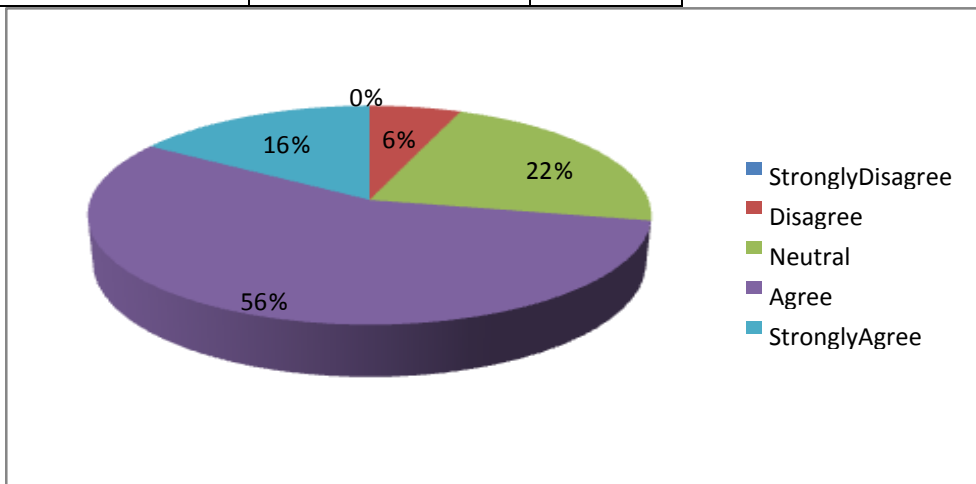
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

From the information shown in this pie chart the large purple area resembles those who agree to evaluate themselves after completing a task to improve their learning of English.

Respondents consider that evaluating themselves from time to time helps them to check how much they have improved in the English learning process.

Question 4: Are you able to determine how you learn the best? (Manage Your Own Learning)

Options	Respondents	Percentage
StronglyDisagree	0	0%
Disagree	3	6%
Neutral	11	22%
Agree	28	56%
StronglyAgree	8	16%
Total	50	100%



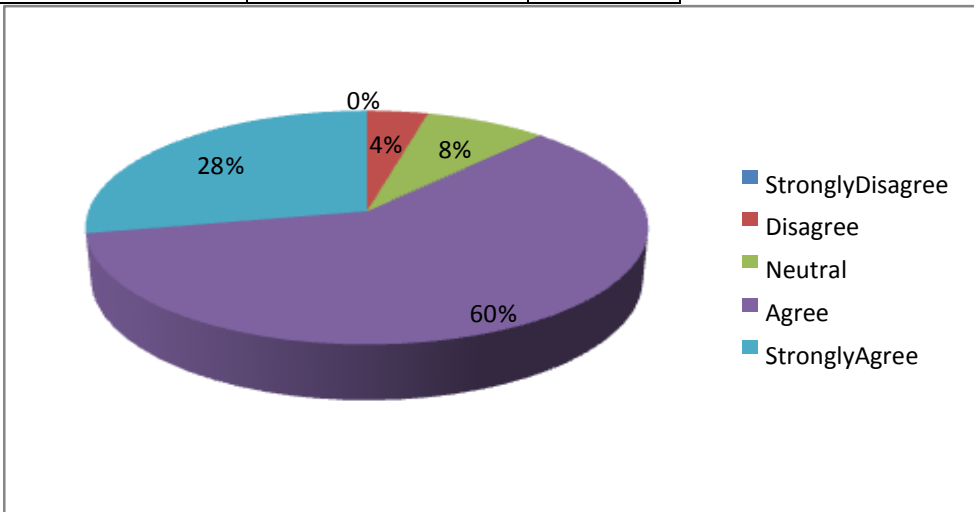
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

From the information given in this pie chart it's really obvious that most of the respondents are in agreement when determining how they learn the best. And only the 16% strongly agree on this.

Study skills and different learning styles show qualified education. The respondents are able to determine how they learn the best according to the results in this chart.

Question 5: Do you use what you have already studied to help you do a task?
(Use Background Knowledge)

Options	Respondents	Percentage
StronglyDisagree	0	0%
Disagree	2	4%
Neutral	4	8%
Agree	30	60%
StronglyAgree	14	28%
Total	50	100%



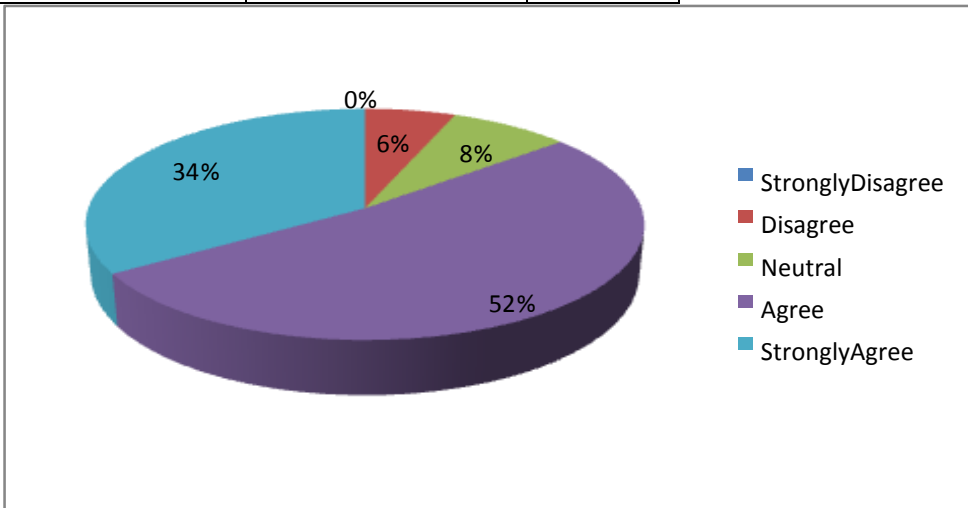
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

It's quite obvious that most of the respondents agree on using prior knowledge to help them do a task.

Prior knowledge helps how the learner perceives new information. Based on the responses gotten, respondents states that background knowledge plays a strong role when doing tasks and learning a new language. (In this case English)

Question 6: Do you use context and what you know to figure out meaning?
(Make Inferences)

Options	Respondents	Percentage
StronglyDisagree	0	0%
Disagree	3	6%
Neutral	4	8%
Agree	26	52%
StronglyAgree	17	34%
Total	50	100%

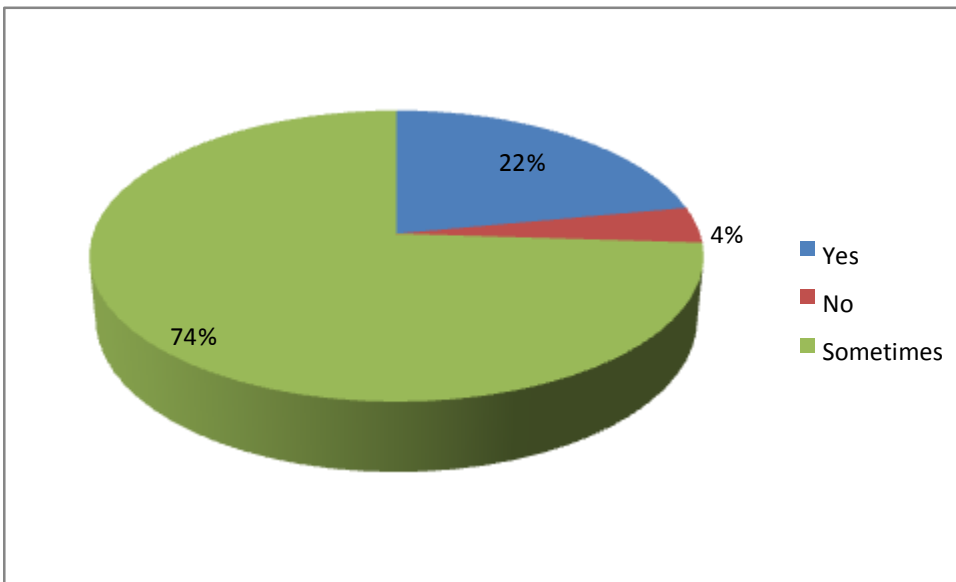


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

As it is shown in the small pie chart the majority of respondents agree on using context and what they know to figure out meaning. Inference is a valuable reading strategy that is being taught to build the students` capacity for comprehension.

Question 7: Do you study by yourself to anticipate information to come? (Make Predictions)

Options	Respondents	Percentage
Yes	11	22%
No	2	4%
Sometimes	37	74%
Total	50	100%

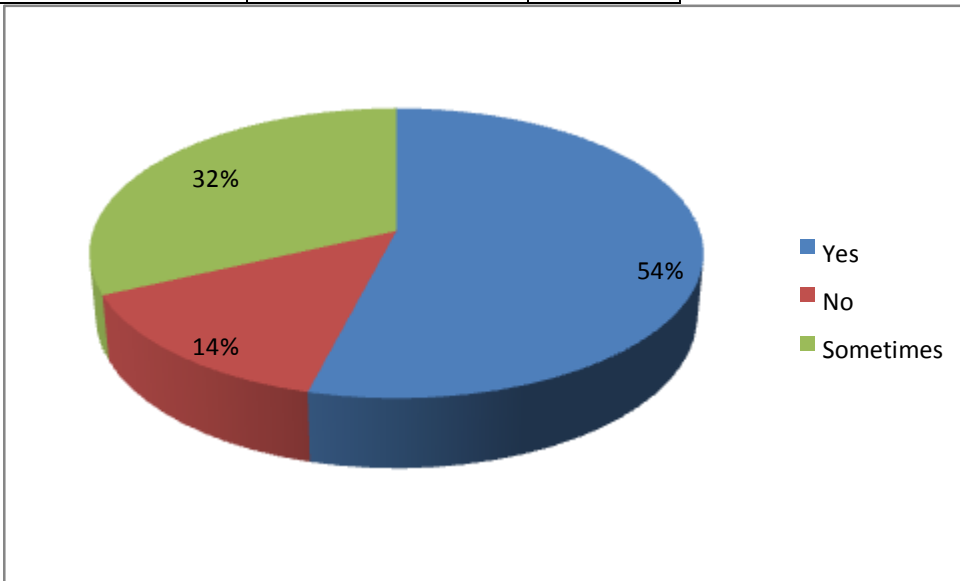


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

It can be clearly seen that most of the respondents on this questionnaire do not normally study by themselves to anticipate information to come, and just a few respondents do it. Also, it is important to mention that the 4% of the respondents do not do it at all.

Question 8: Do you relate the study content with your own life, belief, feeling etc? (Personalize)

Options	Respondents	Percentage
Yes	27	54%
No	7	14%
Sometimes	16	32%
Total	50	100%



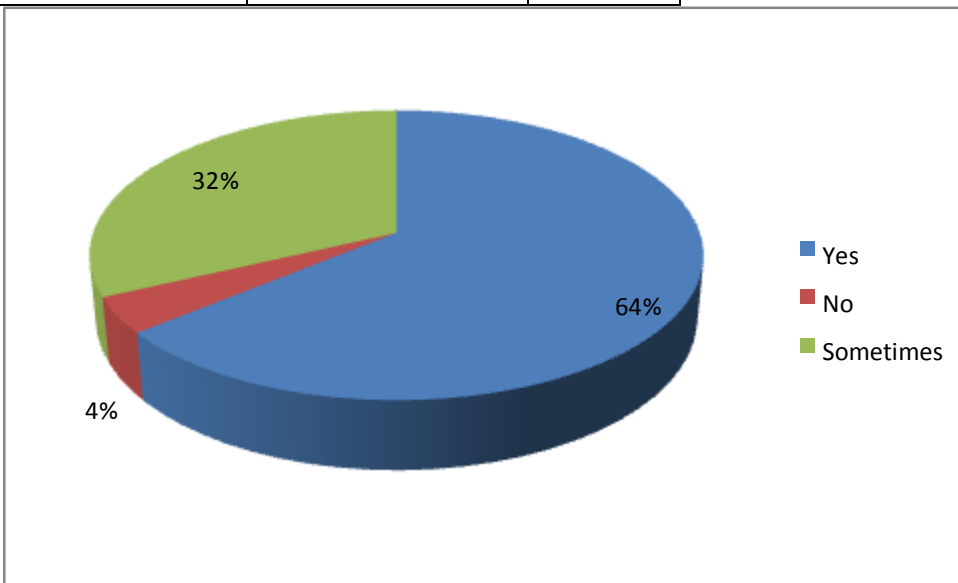
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

A significant 54% of the chart presented here shows that the respondents relate the study content with their own life, belief, feeling etc. The 32% of them do it sometimes and 14% of them do not do it.

Respondents internalize better the content study when this is similar to their lives or when it is familiar to them. The learning of a language becomes easier and more meaningful.

Question 9: Do you apply you native linguistic knowledge to the target language? (Transfer / Use Cognates)

Options	Respondents	Percentage
Yes	32	64%
No	2	4%
Sometimes	16	32%
Total	50	100%



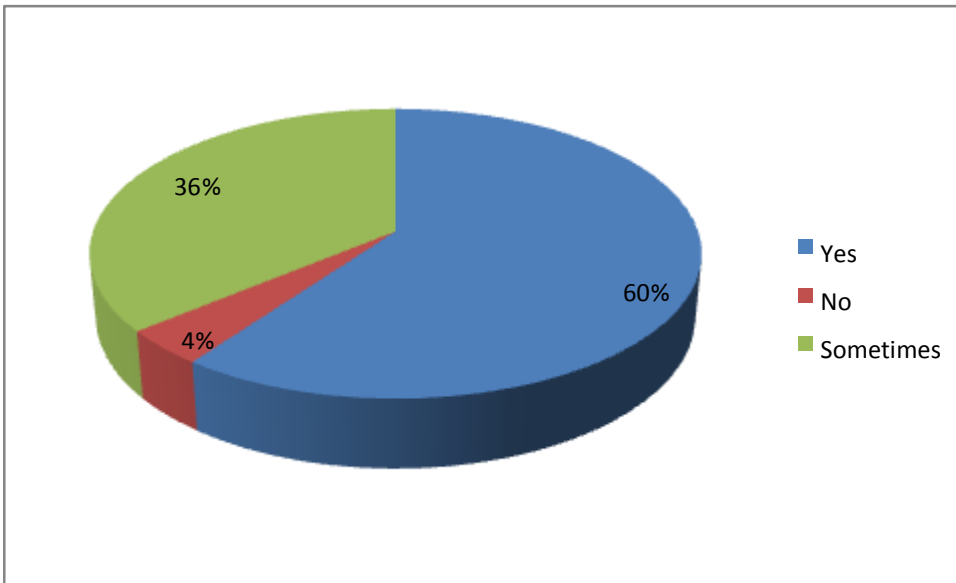
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Through this graph, it can be said that people apply their native linguistic knowledge to the target language. There are some others that do it sometimes as well.

By having the previous analysis, it is clear to say that applying the native linguistic knowledge helps to learn a new language (case of English) and to have a better view of what it is being taught or studied.

Question 10: Do you use synonyms or descriptive phrases to say unknown words or expressions? (Substitute / Paraphrase)

Options	Respondents	Percentage
Yes	30	60%
No	2	4%
Sometimes	18	36%
Total	50	100%



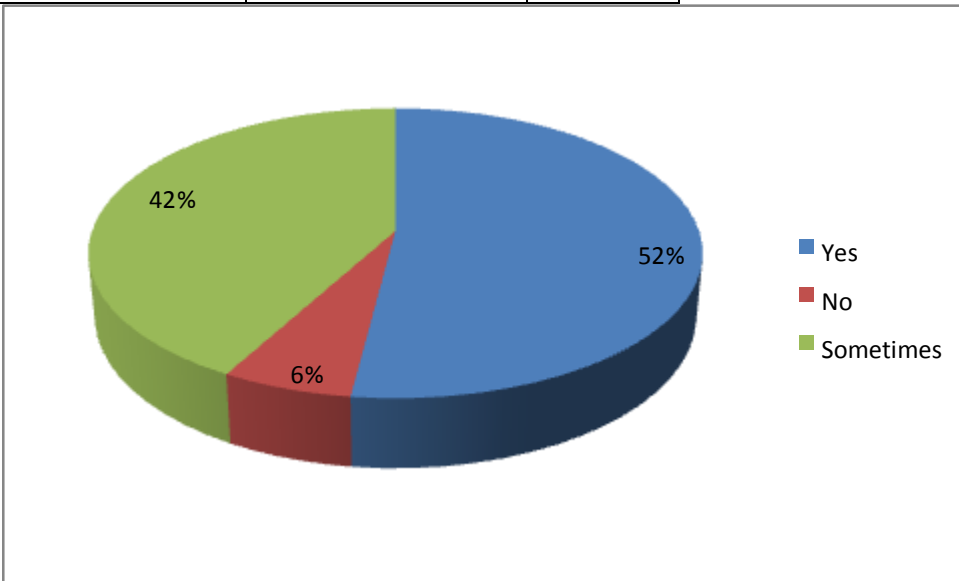
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The information given on this graph shows that the majority of the respondents which is the 60% use synonyms or descriptive phrases to say unknown words or expressions (Substitute / Paraphrase). Though a minimum percentage of them, the 4%, specifies that they do not use synonyms whereas a big part of the respondents, the 36%, sometimes use synonyms or descriptive phrases in their daily life.

To make the learning more sensible and comprehensible, it is suggested by the previous analysis to substitute unknown words by others with the same meaning, and still the same message will be transmitted.

Question 11: Do you use images to understand new information? (Use Images)

Options	Respondents	Percentage
Yes	26	52%
No	3	6%
Sometimes	21	42%
Total	50	100%



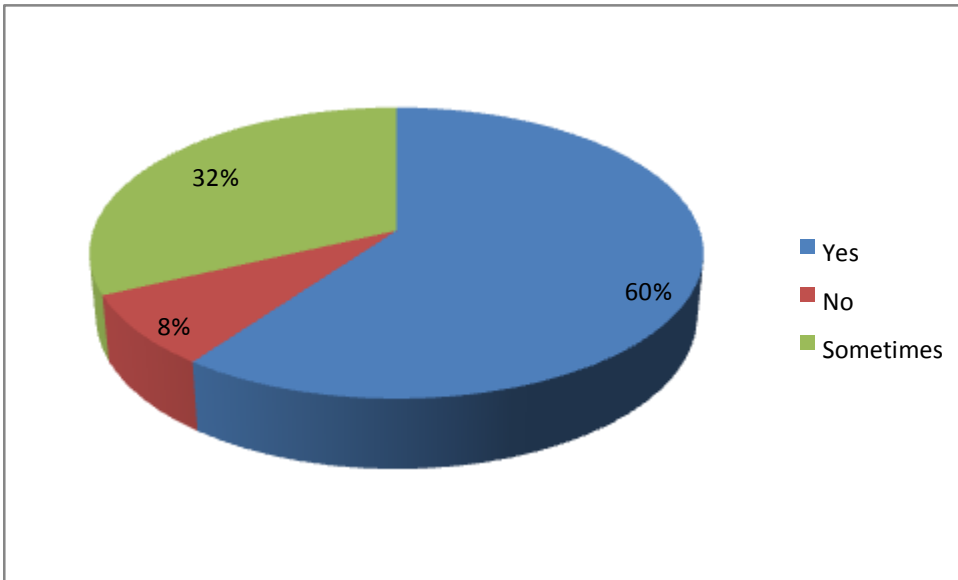
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The results in the graph show that the 52% of the respondents use images to understand new information which is the majority, students need an extra help to understand a context, however a 6% of the respondents do not use images, but a 42% of them sometimes do it.

Learning a language without images is not a good deal. Books, magazines, newspapers, handouts and all learning material materials include images with theory to make them more understandable.

Question 12: Do you use your mental tape recorder to understand sounds, words phrases, and conversations? (Use Sounds)

Options	Respondents	Percentage
Yes	30	60%
No	4	8%
Sometimes	16	32%
Total	50	100%



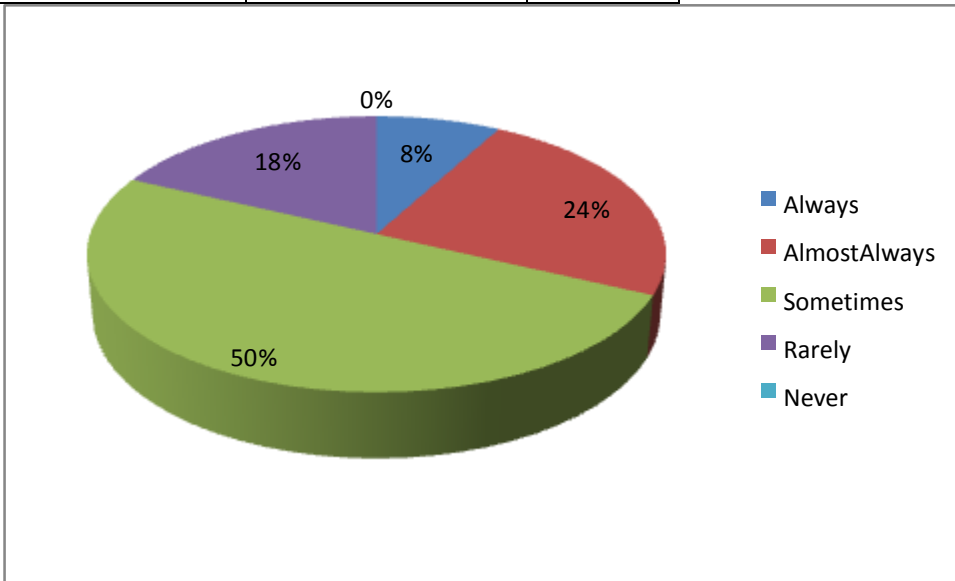
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The graph shows that the 60% of the respondents use the mental tape recorder to understand sounds, words, phrases, and conversations. So the majority of respondents use sounds. The 8% do not use this tool on their autonomous learning which is the minimum part; but a 32% of the respondents sometimes use the mental tape recorder on their autonomous learning

English is one of the most spoken languages in the world, even if people do not study it, they know something in English. That is the reason why, many people use their mental tape recorder to familiarize what they know with the content to be obtained.

Question 13: How often do you watch T.V. programs in English?

Options	Respondents	Percentage
Always	4	8%
AlmostAlways	12	24%
Sometimes	25	50%
Rarely	9	18%
Never	0	0%
Total	50	100%



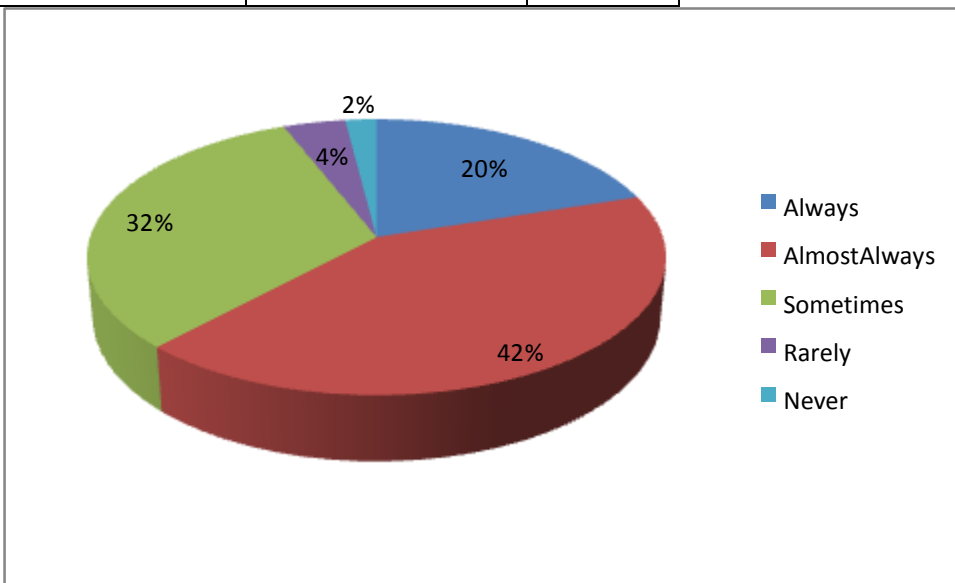
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

It is clear on the graph that respondents sometimes watch T.V. programs in English (50%). The 8% of them always watch TV in English and a percentage of 24% almost always do it. However, the 18% of the respondents rarely watch programs in English and the 0% of them never watches TV in English.

In a context where English is not spoken as L1, it is helpful to watch TV programs in English to improve the listening skill. In the result's graph, the respondents sometimes watch TV programs in English.

Question 14: How often do you image yourself in different roles in the target language? (Use YourKinesthetic Sense)

Options	Respondents	Percentage
Always	10	20%
AlmostAlways	21	42%
Sometimes	16	32%
Rarely	2	4%
Never	1	2%
Total	50	100%



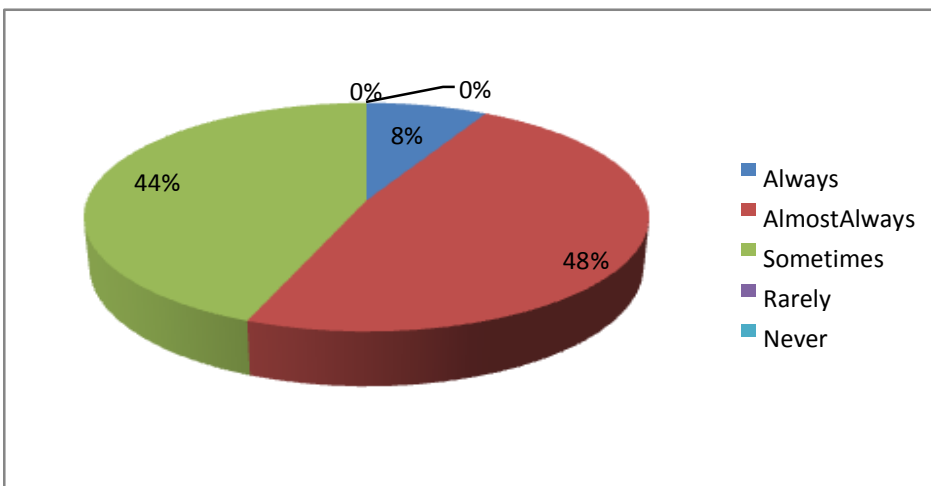
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Having the 42% as the highest in the graph, it can be inferred that respondents almost always image themselves in different roles in the target language, a 20% of them always image themselves, and the 32% of respondents sometimes image them in different roles. However, it is found that the 4% of the respondents rarely image them in a L1 situation and the 2% of them never image being in that situation.

Every person has a specific goal in life. The respondents almost always image them to use their kinesthetic sense by applying that in a good job where they will use the target language to defend themselves in the real world.

Question 15: How often do apply the required rules in the target language?
(Find/Apply Patterns)

Options	Respondents	Percentage
Always	4	8%
AlmostAlways	24	48%
Sometimes	22	44%
Rarely	0	0%
Never	0	0%
Total	50	100%



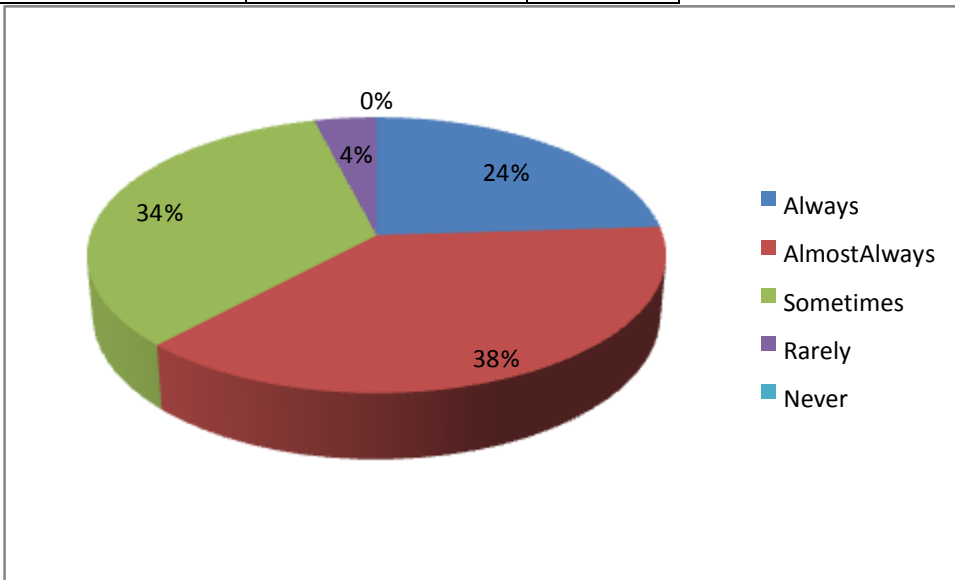
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

By analyzing the graph, a 42% of the respondents almost always apply the required rules in the target language (Find/Apply Patterns), the 44% of them sometimes apply the rules in the learning, and the 8% of the respondents always apply the required rules. On the other hand, the 0% of the respondents rarely and never apply the the rules.

The graph implies that rules are necessary to talk or speak a language and to have a great proficiency on it. The respondents almost always apply the required rules to establish a conversation or to develop a task, so rules are are very impotent in the English learning process.

Question 16: How often do you recognize words and ideas according to their attributes? (Classify/Sequence)

Options	Respondents	Percentage
Always	12	24%
AlmostAlways	19	38%
Sometimes	17	34%
Rarely	2	4%
Never	0	0%
Total	50	100%



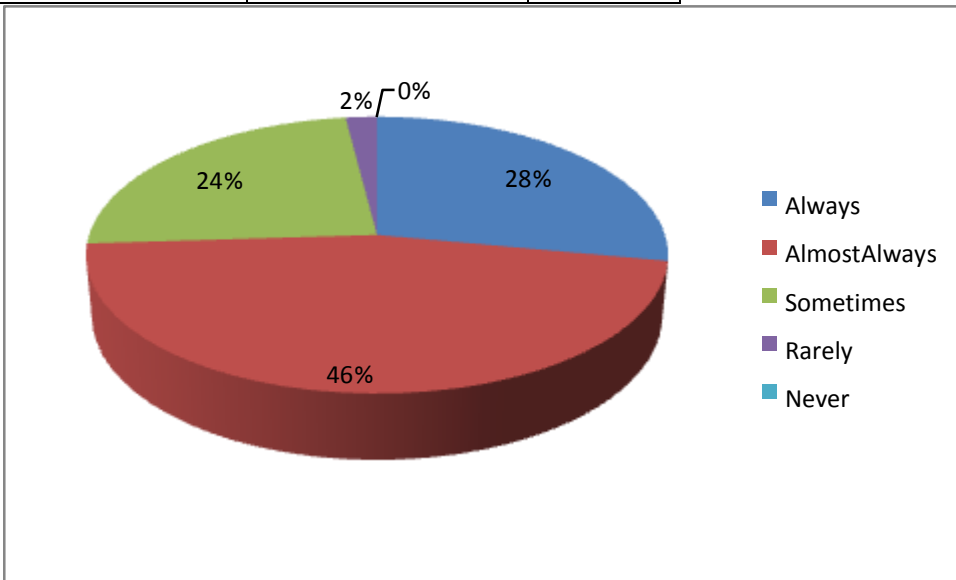
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

The subject under study answered the question by saying that the 38% of them almost always recognize words and ideas according to their attributes, a 34% sometimes recognize them, the 24% always do it, the 4% rarely do it, and the 0% never recognize words and ideas according to their attributes.

As it is showed in the graph there is a considerable tendency on the subjects under study's part to consider that they almost always recognize words and ideas according to their attributes.

Question 17: How often do you list ideas while listening and reading to use in speaking and writing? (Take Notes)

Options	Respondents	Percentage
Always	14	28%
AlmostAlways	23	46%
Sometimes	12	24%
Rarely	1	2%
Never	0	0%
Total	50	100%



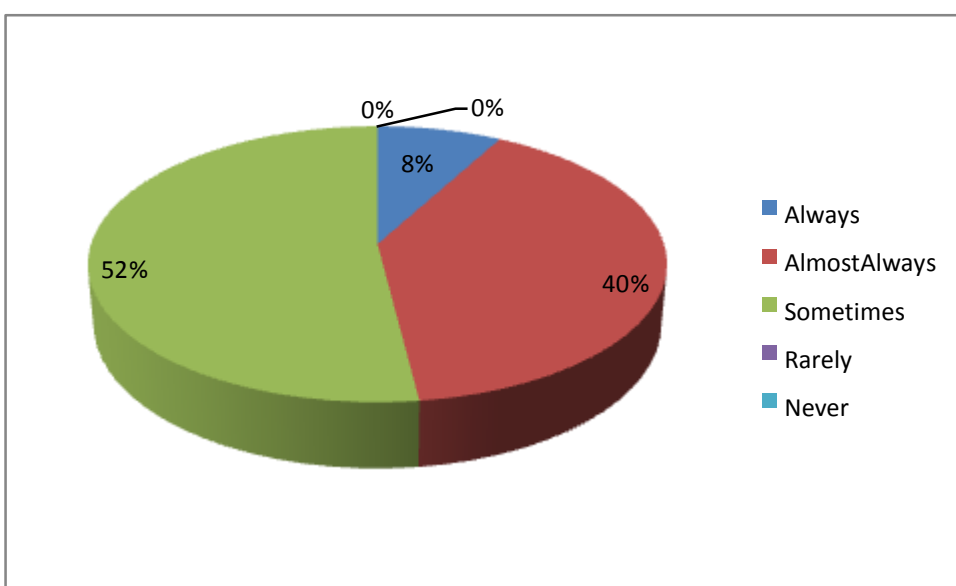
Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Inquiring about the frequency subjects under study list ideas while listening and reading to use them in speaking and writing the 46% almost always list ideas so that they can use them while speaking and writing, a 28% always make a list, a 24% sometimes do it, a 2% rarely do it, and a 0% never list ideas to use them later.

The tendency here is that almost always the subjects under study list ideas to use later while speaking and writing.

Question 18: How often do use visual representations of important relationships between concepts? (Use Graphics /Organizers)

Options	Respondents	Percentage
Always	4	8%
AlmostAlways	20	40%
Sometimes	26	52%
Rarely	0	0%
Never	0	0%
Total	50	100%

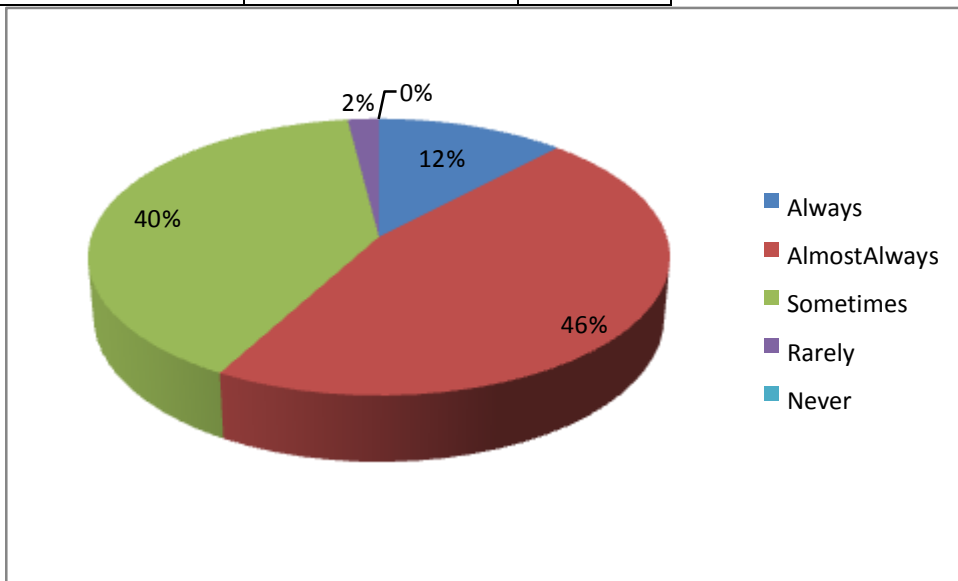


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Having obtained the results about the question of the frequency subjects under study use visual representations of important relationships between concepts, it is cleared that the 52% sometimes do it, a 40% almost always do it, an 8% always do it, and 0% rarely and never do it.

Question 19: How often do you summarize your own knowledge? (Summarize)

Options	Respondents	Percentage
Always	6	12%
AlmostAlways	23	46%
Sometimes	20	40%
Rarely	1	2%
Never	0	0%
Total	50	100%

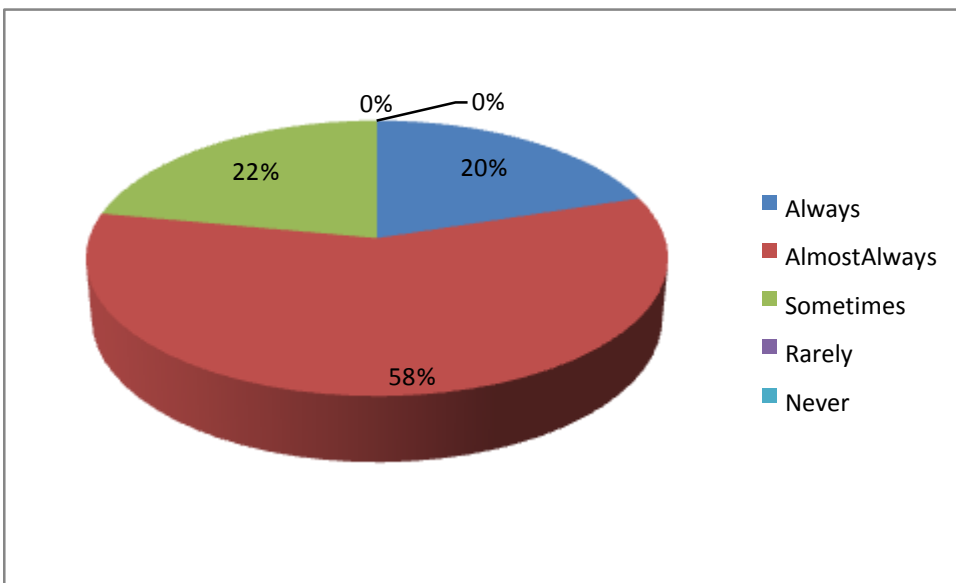


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

According to the results gotten by asking subjects under study about the frequency they summarize their knowledge, it can be said and shown in the graph that the 46% almost always summarize their knowledge, a 40% sometimes do it, a 12% always do it, a 2% rarely do it, and a 0% never summarize their knowledge.

Question 20: How often do you focus on specific information to have a better understanding? (Use Selective Attention)

Options	Respondents	Percentage
Always	10	20%
AlmostAlways	29	58%
Sometimes	11	22%
Rarely	0	0%
Never	0	0%
Total	50	100%

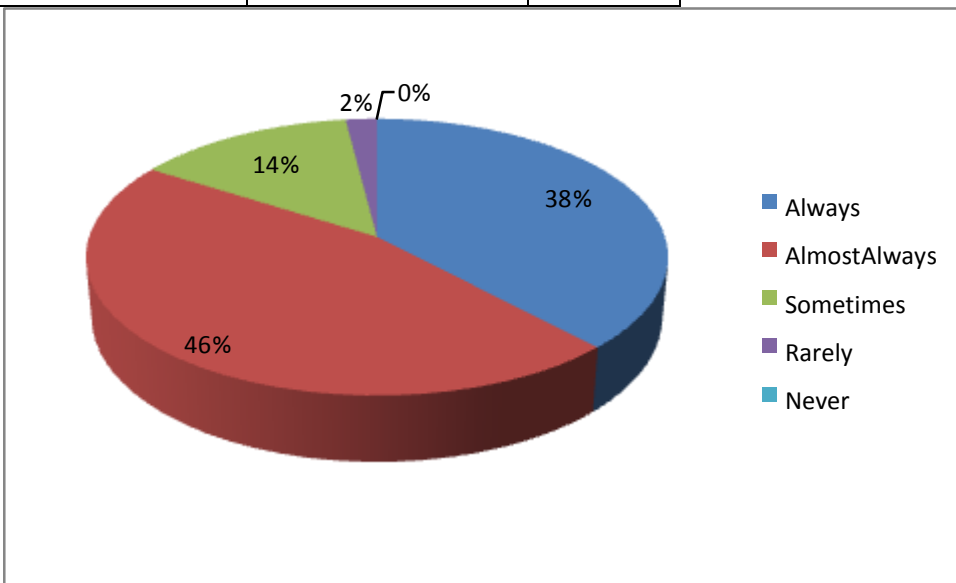


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Showing the results about asking the subjects under study the frequency in which they focus on specific information to have a better understanding, the 58% almost always focus on specific information, the 22% sometimes do it a 20% always do it, and a 0% rarely and never do it.

Question 21: How often do you use information sources like dictionaries, internet and other reference materials? (Access Information Sources)

Options	Respondents	Percentage
Always	19	38%
AlmostAlways	23	46%
Sometimes	7	14%
Rarely	1	2%
Never	0	0%
Total	50	100%

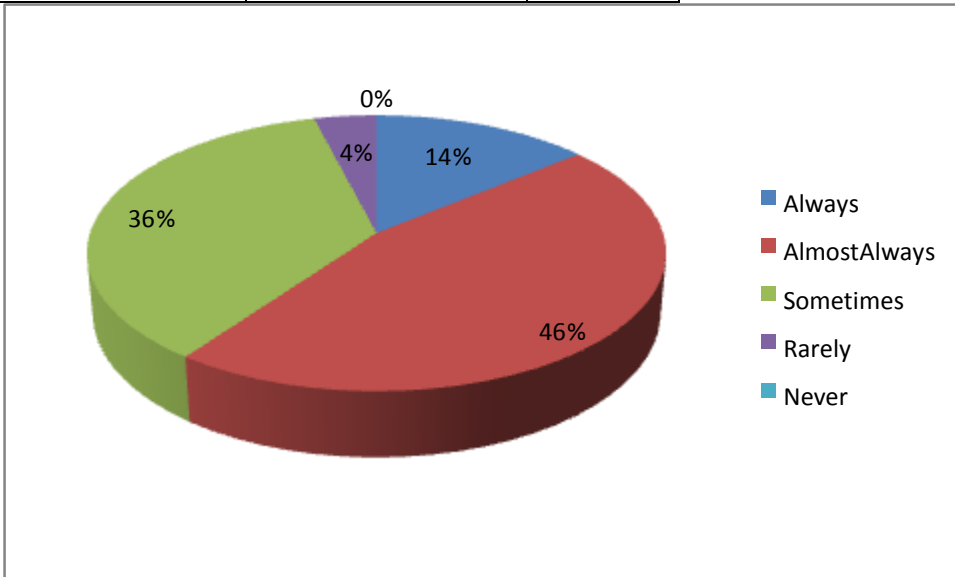


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Being asked about the frequency of usage information sources like dictionaries, internet and other reference materials, the subjects under study answered that by saying that the 46% almost always information sources, a 38% always do it, a 7% sometimes do it, a 1% rarely do it, and a 0% never do it.

Question 22: How often do you work in teams to complete tasks so you can give and receive feedback? (Cooperate)

Options	Respondents	Percentage
Always	7	14%
AlmostAlways	23	46%
Sometimes	18	36%
Rarely	2	4%
Never	0	0%
Total	50	100%

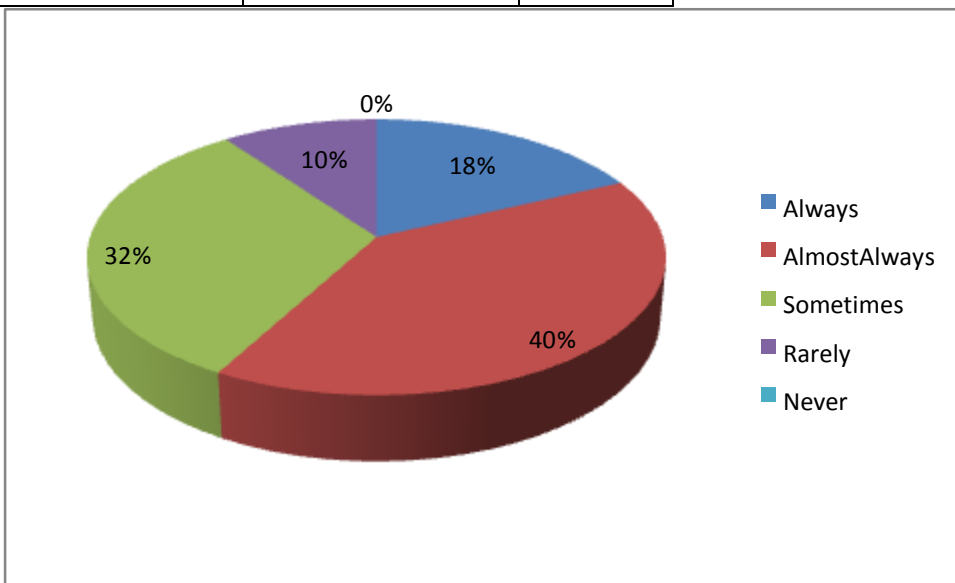


Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Having obtained the answers from asking the question about the frequency subjects under study work in teams to complete tasks, so they can later give and receive feedback, the 46% says that they almost always work in teams, a 36% sometimes do it, the 14% always do it, a 4% rarely do it, and a 0% never do it.

Question 23: How often do you check your own progress? (Self-Talk)

Options	Respondents	Percentage
Always	9	18%
AlmostAlways	20	40%
Sometimes	16	32%
Rarely	5	10%
Never	0	0%
Total	50	100%



Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Asking subjects under study about the frequency they check their progress, they specified that the 40% almost always do it, a 16% sometimes do it, a 18% always do it, a 10% rarely do it, and a 0% never do it.

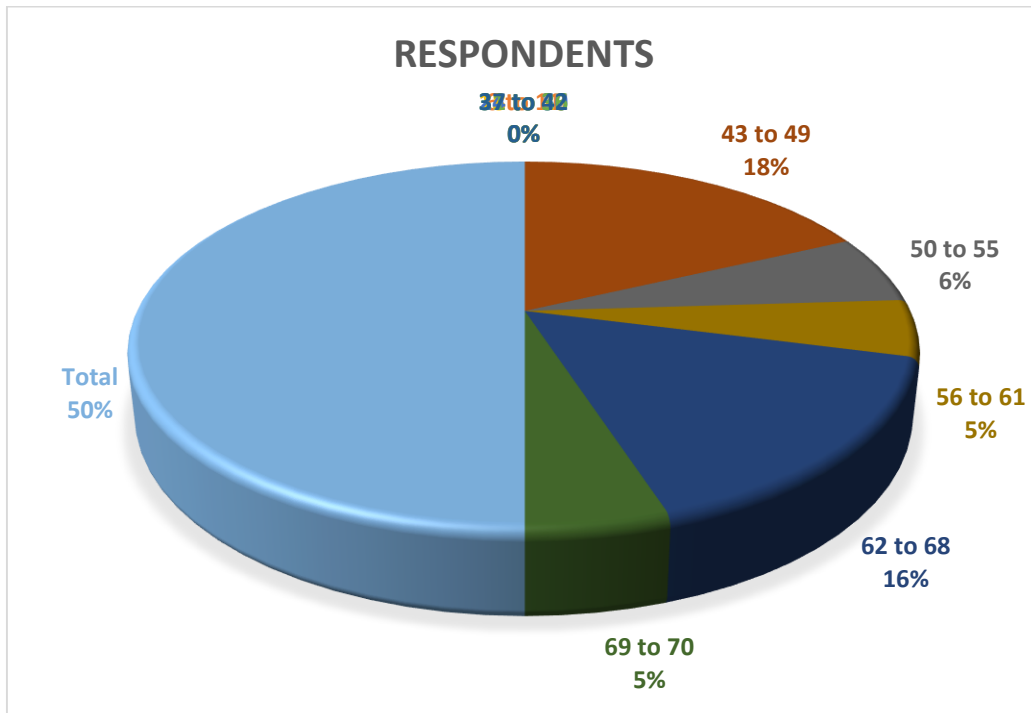
c) Placement Test

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Scoring Guidelines

Score	Students	Placement
1 to 5	1	Interchange Third Edition Intro, first half
6 to 11	2	Interchange Third Edition Intro, second half
12 to 17	3	Interchange Third Edition Level 1, first half
18 to 23	4	Interchange Third Edition Level 1, second half
24 to 30	5	Interchange Third Edition Level 2, first half
31 to 36	6	Interchange Third Edition Level 2, second half
37 to 42	7	Interchange Third Edition Level 3, first half
43 to 49	8	Interchange Third Edition, Level 3, second half
50 to 55	9	Passages Level 1, Firsthalf
56 to 61	10	Passages Level 1, Secondhalf
62 to 68	11	Passages Level 2, Firsthalf
69 to 70	12	Passages Level 2, Secondhalf

Score	Respondents	Percentage
1 to 5	0	0
6 to 11	0	0
12 to 17	0	0
18 to 23	0	0
24 to 30	0	0
31 to 36	0	0
37 to 42	0	0
43 to 49	18	36%
50 to 55	6	12%
56 to 61	5	10%
62 to 68	16	32%
69 to 70	5	10%
Total	50	100%



Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

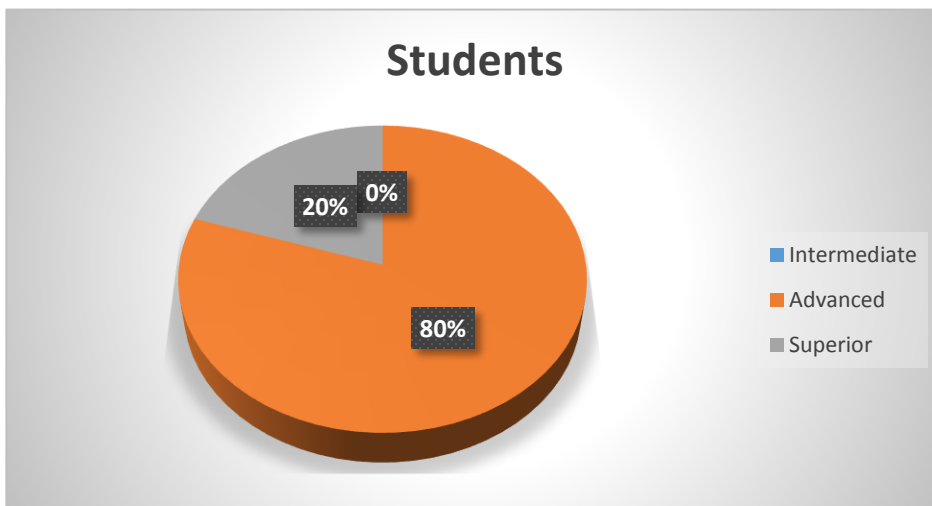
Analysis

The results from the previous graph vary according to its scale percentages and the level of proficiency respondents got in the test. They are as follow: the 50% is for respondents who did not get any of the scores in the table (zero students), the 18% is for respondents which scores were over 43 correct answers, continuously the 16% goes for respondents who got more than 62 correct answers, the 6% classifies the respondents which scores were more than 56 correct answers in the test, whereas there are two 5% in the graph – one part of the respondents got over 56 correct answers and the another part exceeded the 69 correct answers.

d) Oral Proficiency Interview

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Levels	Students	Percentage
Intermediate	0	0%
Advanced	16	80%
Superior	4	20%
Total	20	100%



Source: Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of foreign Languages of the University of El Salvador semester II in the year 2015.

Having made some interviews through which students' knowledge is classified as intermediate, advanced, and superior. There were not students in the intermediate level as it limits student up to create with language, ask and answer simple questions, and handle a simple situation or transaction. The following situations are intended to facilitate the evaluation of linguistic tasks sometimes not easily elicited in a conversational format. Testers should tailor the contexts and the identities of the interlocutors to evaluate language-specific requirements and forms of address, honorifics, and kinship terms, as necessary.

1. You are in _____. You missed your plane to New York. Ask the person behind counter three or four questions to find out what you need to know to get to New York quickly.
2. You to the reception desk of hotel in _____. Describe the type of room you want. You have a price limit. Ask three or four questions to get more information about the area.
3. Call and a friend to go to the movies with you. Make arrangements regarding time, place and getting something to eat afterwards.
4. You want to rent an apartment. Talk to the building manager and describe what you want. Ask four or five questions to find out everything you need to know.
5. You are reported for a (school) newspaper interview a visiting celebrity, _____. Find out everything you can for an article you are writing.
6. You are left alone in a room with a friend's grandparent. Make polite conversations with him/her while wait for your friend.
7. You have broken your glasses. Go to an optical shop, explain the problem, and ask to have the glasses repaired. Try to getthemrepairedquickly.
8. Call and invite a friend to a party. Tell your friend three or more things he/she needs to know about the party.

There was a 16 student group that was classified as advanced students because they have the capacity to narrate, describe, and handle a complicated situation or transaction.

1. You had a minor car accident. No one was hurt seriously. Call the police, describe how the accident happened, describe the scene, and find out what to do.
2. You bought a pair of shoes. When you try them on again at home, they do not seem to fit well, and you decide you do not like the style. Return to the store and try to get your money back.
3. You stay lite at work and are the only one in the office. You leave to get a drink of water and lock yourself out. You do not have identification with you. Explain the situation to the guard and ask him/her to open the door to your office.
4. You returned to a coat to the dry cleaner. Explain to the owner why you are returning the coat to be recleaned at his/her expense and why it is in his/her interest to do a good job.
5. A window in your apartment is broken. Call the building manager, describe the problem, explain how It happened, and try to get the window repaired as quickly as possible.
6. Your house was robbed. Call the police, explained what happened, describe the scene, and find what to do.
7. You missed an important exam and have made an appointment with the teacher/professor. Explain what happened and try to arrange for a make-up exam.

There was also a 4 student group that is able to support opinions, hypothesize, discuss abstract topics, and handle linguistically unfamiliar situations. This group is classified as superior.

1. You are a student representative of your collage. Make a brief presentation at an orientation meeting for students and parents to convince the students of the merits of higher education and if your college in particular.
2. _____ asks you about the current emphasis in many countries on diet and exercise. Some have been critical saying such an emphasis is an obsession of fanatics and a diversion for the affluent and overeducated. Discuss the issue and take a stand supporting your opinion.
3. You are reading a discussion at your club on a book/movie you read/saw recently. Describe a major theme of the book/movie, and discuss the significance of that theme to society.
4. You just received an award from the _____ American Cultural Society for your work in promoting multicultural awareness. Make a brief speech accepting the award.
5. _____ asks you about the accusations that the great museums of the world have plundered works of art from far and wide. Some argue that treasures should be returned. Others argue that museums have, in fact, preserved treasures and that if they are returned they might be damaged or lost. Discuss the issue and take a stand supporting your opinion.
6. _____ asks you about the merits of a highly structured education system with an emphasis on required subjects as opposed to the merits of a more flexible education system with emphasis on creativity. Discuss each and take a stand supporting your opinion.
7. _____ asks you about differences in family structure from country to country. In some societies families are large, extended networks, and in other societies, small nuclear families are the norm. Discuss the burdens and pleasures of families and take a stand supporting your preference for a large, extended family or a smaller, nuclear family.

2. QUALITATIVE DATA ANALYSIS

1. Interview

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Definition of Metacognitive Strategies

Metacognitive strategies refer to the conscious monitoring of one's cognitive strategies to achieve specific goals (Flavell, 1981, p 273)

Metacognitive Strategies

Watching TV	Substitute/paraphrase	Summarizing	Monitor/identify
Listening to music	Reviewing	Self-talk	Evaluate
Use background	Use image or sounds	Repetition	Plan / Organize
Make inferences	Use kinesthetic sense	Take notes	
Use cognates	Find/Apply patterns	Plan/organize	

1. Are you familiar with the metacognitive strategies to assimilate any topic presented by the teacher?
2. What metacognitive strategies do you think help you the most to learn English for a long time period?
3. What metacognitive strategies do you usually use to study individually?

THANK YOU!

Question 1 Are you familiar with the metacognitive strategies to assimilate any topic presented by the teacher?

Analysis: From all of the answers gotten, it can be said that respondents have used the metacognitive strategies consciously or unconsciously during the learning process; that is why, they were familiar with some of the strategies at the moment of being interviewed. They did not recognize some of the strategies by their proper names as metacognitive ones, but still they had an idea. Respondents said they use only the most common ones which are watching and listening to music in English because they are easier to be applied in a context or a new topic to be taught in class. They improve one skill in specific (listening) saying that those strategies were the most important in the English learning; whereas the rest of the strategies were used without knowing that they were part of the metacognitive family. The fact of using background, making inferences / predictions, using cognates and substituting/paraphrasing is specifically taught in advanced English courses. It was said to respondents that all the strategies improve not only one skill (Listening) but also the others (Reading, Speaking, and Writing). Respondents argued that some classes have been reinforced when they have used those tools in advanced and the assimilation of a new topic in class has been much easier for them.

Question 2 What metacognitive strategies do you think help you the most to learn English for a long time period?

Analysis: Talking about the strategies, respondents' opinions differed among them. But it was not so hard to set one in specific because most of the times they used the same one to make their learning more powerful. Regarding to what respondents said about the usage of the metacognitive strategies, the most common were "use background, substitute or paraphrase, use images, take notes, and summarize". The strategies have helped respondents to have a better class understanding and their grades have been improved in tests because they have

gotten meaningful information by checking their notes. Respondents mentioned that SUMMARIZING

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is the best strategy because “when you summarize, synthesize, comprehend, and get cleared on what to do, you can represent what you understand by USING IMAGES” said one respondent. Finally, the background has an important role since respondents apply what they know with the new context, and when they do that, they are autonomous on their learning.

Question 3 What metacognitive strategies do you usually use to study individually?

Analysis: The only strategy respondents said was REVIEWING their notes. This is the most basic and easiest strategy to use individually; it has been applied for several years in any educational program. All the respondents use it to memorize, check, revise classes and to get good results on tests. “There is no other way to understand what you bring from University to home and to facilitate the learning as well” added a respondent referring to the reviewing strategy. Some of the respondents were accustomed to review the classes every day and they got the highest scores from the class, some others were accustomed to review classes just one day before tests take place and they still got good scores. Reviewing became part of the students’ daily life especially for those who were enrolled in English courses, they also had to repeat and review their notes every day to assimilate and adequate the target language. For EFL learners, the suggestion was to review classes every single time they are exposed to that.

The majority of the respondents felt in the “Interchange Third Edition, Level 3, second half” scale. The test showed the good proficiency students had at the level which was the Advance English I of the major Licenciatura en Idioma Inglés, opción enseñanza.

B. DATA ANALYSIS

1. Univariate Analysis

a) Analysis of the observation guide

The purpose of this instrument was to observe how the teaching and learning process goes around the class and how students use the Autonomous Learning techniques by applying them to a specific topic taught in the classroom. Teachers from the Advanced Intensive English I were observed during the class time for one day; this was done to identify if the techniques were evidenced or not evidenced in the classroom, or if there was a missed opportunity to include any of them in the development of the class.

The use of podcasts was the first thing researchers wanted to know with this instrument; they identified that just half of the observed teachers made use of it. Listening is one of the main skills that need to be developed to the fullest. However, some teachers do not work much on it with their students. It is important to mention that the results gotten from the Interview show that students apply autonomy when it comes to the listening skill as they watch and listen to music in English. That way they consciously or unconsciously work on their listening skill.

During the time classes were observed, most of the students were able to understand directions without difficulty. It is also important to mention that teachers were able to make themselves clear on any instruction given. The fact that students are autonomous in their English listening skill, help them be able to understand teachers' instructions. Though, the communication between students and teachers was not evidenced; students did not talk to teachers in English that much. Only a few students were able to speak English to their teachers.

Throughout the observation, researchers could observe that no English is spoken among the students. Also, teachers do not use unfamiliar words when

talking to their students, and when there was any unfamiliar word, teachers made gestures to establish meaning.

Writing is a very important skill students need to practice. Researchers identified that teachers allow time in the lesson plans for students to do tasks in the classroom. When it is an EFL classroom, it is a must that teachers allow time to students to complete writing tasks, so teachers make sure that students practice, at least, in the classroom. Reading is another skill that was observed. According to teachers they always include that skill practices in all lesson plans.

Answer to the general research questions

General research question: What is the relationship between Autonomous Learning techniques and English learning proficiency level in Advanced English I students from the Foreign Language Department at the University of El Salvador?

As stated by teachers and students who were observed, they have been applying all of these techniques all the time. Mostly, listening to music and watching television in English; this has helped them to have a better English understanding in class.

Normally, students and teachers preferred listening to music and watching English programs as those were the most common ones. During the investigation and the development of this instrument, some teachers came up with some other strategies students could work with to enhance autonomy. These strategies won't be guided directly by teachers, but they can be suggested to students by them.

To mention some of them:

- Listen to English music every time coming to the University. Sometimes traffic is heavy, but this time spent there in the bus or car can be use for good purposes like listening either English music or conversations.

- Download some classes to cellphones and listen to them while not being at the university.

- Put all devices in the English mode (Cellphones, computers, ipads etc.) as this can help them with vocabulary; among others.

b) Analysis of the Questionnaire

The instrument was applied with the purpose of knowing the incidence of autonomous learning on learning English. The instrument was done with the students from the Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015"; researchers were checking how frequently students use the metacognitive strategies and if students were autonomous in the learning of English.

The first part of the instrument was from "being strongly in agreement up to being strongly in disagreement" of using the metacognitive strategies in students' self-development; the ranked strategies in this part were "Plan/organize, Monitor/identify, Evaluate, Manage his/her own learning, Use background/knowledge, and Make inferences". All the answers gotten in this part showed that students WERE IN AGREEMENT of using the strategies to complete a task or to know how much they have improved in their learning process.

The second part was about whether students "use, or not, or sometimes use" the metacognitive strategies on their learning procedure. The ranked strategies in this part were "Make predictions, Personalize, Transfer/use cognates, Substitute/paraphrase, Use images, and Use sounds". The common answer to the questions was YES, students used the strategies to understand new information and used synonyms or descriptive phrases to say unknown words. Making use of the strategies, students were forced by themselves to have a critical thinking of the developed topic in class and they felt more confident giving opinions.

The third and last part was about the frequency of using the metacognitive strategies in students' performance. The strategies were "Use kinesthetic sense, Find/apply patterns, Classify/sequence, Take notes, Graphics/organizers, Summarize, Use selected attention, Access information source, Cooperate, and self-talk".

The ranked scale in this part was from "Always until Never" on which the common answer was that students ALMOST ALWAYS use the strategies by their own to get a clear meaning of a word (in the case students use dictionaries, internet, or other references). Students were accustomed to work in groups (cooperate) in the classroom where they had the chance to expand their vocabulary, grammar, or speaking.

To sum up, students were accustomed to use the metacognitive strategies as they made use of them in a range of 52% that proved that they definitely applied Autonomy in their learning English process.

Answers to the research question according to the questionnaire

General research question: What is the relationship between Autonomous Learning techniques and English learning proficiency level in Advanced English I students from the Foreign Language Department at the University of El Salvador?

According to the instrument's results, the relationship of Autonomous Learning techniques and English learning proficiency was quite connected one to the other.

When a person uses background to identify a context, makes inferences, substitutes or paraphrases uncommon words, watches English TV programs, listens to music in English or uses images to get the meaning of unfamiliar phrases, the metacognitive strategies are taking place.

It is basic to be autonomous in learning a new language (case of English) because the classes taken from any educational institution are not enough to communicate in the real world. Those strategies help to increase the students' response ability.

Second research question: What are the advantages of applying autonomy on the English learning in students from advanced English I?

1. One advantage is that students develop self-confidence on what they do (use the kinesthetic sense); they are more communicate in the classroom and self-producers (Self-talk and take notes).
2. Another advantage is that students increase their vocabulary through using the Substitute or Paraphrase strategy; their vocabulary is expanded according to the time they are exposed to that.

In sum, autonomy had a great impact in the learning of English because the learning of English could not go further without the implementation of the metacognitive strategies; they improved the input of the language.

c) Analysis of the Placement Test

The placement test was an instrument used to position students according to their language proficiency in a scale which ranges were from Interchange Third Edition Intro, first half (the basic level) to Passages Level 2, Second half (the highest level).

Researchers administered this instrument with the aim to test how much students knew about English, case of Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015". The instrument consisted of seventy questions divided into three sections: Section I: Listening, Section II: Reading, and Section III: Language use. Besides, the ranked scale goes from Interchange Third Edition Intro, first half (the basic level) to Passages Level 2, Second half (the highest level).

A different number of respondents was taken from the four Advanced English I groups in order to classify them in a scale. According to the answers gotten in the test, all the students exceed the forty-three correct answers but just some of them were positioned in the Interchange Third Edition, Level 3, second half. Other students which scores transcended the fifty-six correct answers were positioned in Passages Level 1, Second half; whereas, other students which scores were the seventy correct answers were positioned in Passages Level 2, Second half, being this the highest level.

One of the main purposes of administering the test was to gather information from students and to test how well they were doing on the regular classes according to the level they were at. In deed, researchers found out that all the students exceeded the forty-three correct answers and that score corresponded to the Advanced Level (for further references go to the Scoring Scale on appendixes part); so, the purpose of the test was achieved. The result was not difficult to find because respondents were able to do the test, and then, the data gathering was not difficult to get neither. Respondents were neither familiar nor accustomed with the test; for some of them, it was their first time in doing the test and their scores were good.

Answers to the research question accordint to the placement test.

This instrument did not answer any of the research questions because it was not designed with the purpose of evaluating the autonomous learning. As it was mentioned before, the main aspect of this instrument was to know whether students had the capacity to be in Advanced English I or in a lower level. Even though, there were some excellent students that had the requirements to be in higher levels but they felt comfortable taking the classes.

d) Analysis of the Oral Proficiency Interview (Standardized Test)

To evaluate the students level of English to classified them either in an intermediate, advanced or superior level students were interviewed in a way they could perform some situations. Cases that were set according to the proficiency level they were intended to measure.

This type of interview is popular because this is more personal than traditional interviews. It can measure students' abilities to perform in different English fields, so they can be ranked according to their scores. During this type of interview processes, an abundance of information is exchanged between the interviewer and the interviewee.

The main purpose for the researchers to carrying this type of interview out was to check if the students recognized or used correct English grammar, punctuation, and spelling; communicates information (e.g., facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience.

Oral Communication: Expresses information (e.g., ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (e.g., technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

Problem Solving: Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

Interpersonal Skills: Shows understanding, friendliness, courtesy, empathy, concern, and politeness to others; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

Finally, it is important to mention that having cleared the levels of proficiency as ranges and abilities to do with language at each level, and cannot do at the next higher level, regardless of where, when, or how the language was acquire, students have to be more autonomous and teacher should encourage and facilitate more autonomy through making use of it.

e) Analysis of the interview

The researchers aimed to evaluate the English proficiency students have by doing interviews to know the incidence of Autonomy on English learning. It is important to mention that the interview was directed to the students from the Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015” The 3 researchers and the 4 teachers from those classes were involved.

To carried out the interview, twenty students were selected from the four Advanced Intensive English I groups. Those students were given some explanation about the research project and the theory the researchers are working with. Henri Holec’s theory “Autonomy is the ability to take charge of one's own learning.”

The first aspect to be analyzed was to know if the selected students were familiar with the metacognitive strategies to assimilate any topic presented by the teacher. Mostly, the answer was that students have used the strategies consciously or unconsciously during the learning process. According to them, these strategies have helped them in the English learning process, though they are not much familiar with some other strategies they could use. Normally, they practice watching television, and listening to Music in English.

One of the essential elements of this research was to know what metacognitive strategies help students to learn English for a long time period. According to all the information gathered, researchers can say that the most common strategies the students prefer are: background, summarizing and making use of images. Students stated that making use of, at least, those strategies they are being autonomous in the English learning. Students’ interest on knowing more about Autonomy was very evident during the interview.

In addition, it was fundamental to know what metacognitive strategies the students usually use to study individually. Throughout this interview, researchers identified that students also apply autonomy when reviewing notes. It was a way to study individually and that it was easier when memorizing any type of vocabulary or topics being studied. This helped them to get better results on exams as they need to memorize many rules or vocabulary depending on the topic.

Answers to the research question according to the interview

What are the advantages of applying autonomy on the English learning in students from advanced English I?

The interview: Students and teachers stated that there are several advantages of applying autonomy on the English learning. Researchers mentioned some:

- Respondents stated that they have improved one skill in specific (listening) as they normally watch television or listen to music in English and it has helped them throughout the whole English learning process.
- Making use of Background and Summarizing has been a great help for their reading and writing skill as these are two strategies that they apply outside the classroom.
- Students also apply autonomy when reviewing notes. It was a way to study individually and that it was easier when memorizing any type of vocabulary or topics being studied. This helped them to get better results on exams as they needed to memorize many rules or vocabulary depending on the topic.

Through this instrument, researchers, interviewed students, and teachers concluded that there were several advantages of applying autonomy on the English learning to students from advanced English I.

VIII FINDINGS

A. ANSWERS TO THE RESEARCH QUESTIONS

1. GENERAL RESEARCH QUESTION

What is the relationship between Autonomous Learning techniques and the English learning proficiency level in Advanced English I students from the Foreign Language Department at the University of El Salvador?

Being autonomous is not only necessary because the students learn by themselves but also this is highly important because students improve what they have already learned. This also helps students to better assimilate the information their studying at the moment. The sample under study is a very good way of showing the importance of autonomy when learning a foreign language. Through a variety of instruments researchers have found that no matter what level students might be if they make use of autonomy they are going to learn faster since the English proficiency level and the autonomy can be consider like two variables that depend of each other (the more autonomous a student becomes, the better English proficient he/she will become) case of the Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015.

2. SPECIFIC RESEARCH QUESTIONS:

1. What is the relationship between students' English proficiency and the incidence of Autonomy on English learning?

The purpose of each investigation is not only to show the status of a matter, but to recommend ways in which that matter can be treated. Being exposed to the

subject being studied researchers pointed out that autonomy is an excellent way to learn and improve a language. That can only be stated after knowing that the students' English proficiency is tied to the autonomy they might have when making an effort to learn. On the other hand, it is commonly known that to learn any type of language students need to assist to a university, an academy, or a summer course to be exposed to the target language. Somehow, they may be good options, but not all of these places may be classified as being all good at their journey. Now it would only depend on how autonomous students become through the learning process.

2. What are the advantages of applying autonomy on the English learning in students from advanced English I?

At this level most of the grammar topics which need the teacher's assistance have been provided to the students already. By this time, students know how to communicate among themselves making use of the target language without the teacher's pressure to do it. Students need the teacher to act more like a guide than a teacher. At this time students only need to be encouraged to practice so that they can become more knowledgeable about the target language.

By having the students to apply autonomy in their learning, they can broad their academic proficiency not only in the suggested topics, but in different fields such as medicine, economy, mathematics, science, psychology, etc...

This is of such importance as in this phase students decide what to do with their knowledge either getting stuck in the level they are or getting better to go further in the English field.

3. What are some strategies about autonomy that teachers can use as methods of promoting the Autonomous learning?

Based on this view, the teacher is the person that is exposed to the students' behavior; that is why, the teacher is expected to enhance the students' autonomy. As a result teachers can foster relevance. This category involves direct attempts by teachers to help students to experience the learning process as relevant to and supportive of their self-determined interests, goals and values. To facilitate such a positive perception of learning, teachers may explain the contribution of the learning task to students' personal goals and attempt to understand students' feelings and thoughts concerning the learning task. Thus, teachers who were perceived as rather attentive to and considerate of students' feelings and thoughts were also described as trying to demonstrate the value of studying.

Providing choice: Here the teacher is most likely trying to enable students to choose tasks that they perceive as consistent with their goals and interests. The opportunity to work on tasks that allow students to achieve their goals or interests, contributes to students' experience of autonomy in learning.

Allowing criticism and encouraging independent thinking. Teacher behaviors in this category are assumed to evoke feelings of interest because the expression of dissatisfaction by students might cause teachers to make learning tasks more interesting. In cases in which the teacher is not able to make the learning task more interesting, student criticism may still cause the teacher to provide a more convincing rationale for the learning task, thus helping the student to form a more positive evaluation of the learning task.

With the purpose of answering the research questions and achieving the research objectives, researchers made use of 5 instruments (interview, questionnaires, surveys, observation guides, and a placement test) which provided quantitative and qualitative data. This data showed researchers that the chosen sample was divided into two main parts or sections that placed them in different levels. There was a group of the subject being studied (16 students) that belonged to the advanced

level and there was another group that belonged to the superior level in which there were only 4 persons.

It is commonly known that to learn any type of language students need to assist to the university, academy, summer course etc. A characteristic of all those places is that all of them teach English. But not all of them may be classified as being all good at their journey. Now some researchers investigated a sample of a university (The University of El Salvador) to find out how important making use of different methods of teaching and learning would be so students could learn and improve their learning.

The results that this instrument showed were that students really took into consideration the metacognitive strategies at the moment of learning as they learned more by themselves doing different types of exercises that did not need the teacher's guidance.

Being autonomous was not only important because the students learned by themselves but also this was highly important because students improved what they had already learned. This also helped students to better assimilate the information their studying at the moment. The subject being study was a very good example of the importance of autonomy when learning a foreign language. Through a variety of instruments researchers have found that no matter what level students might be if they make use of autonomy they are going to learn faster, case of the Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015

The purpose of each investigation is not only to show the status of a matter, but to recommend ways in which that matter can be treated. Being exposed to the subject being studied, researchers point out that autonomy is an excellent way to

learn a language, to improve a language. And it has different strategies that can be easily used (metacognitive strategies.)

B. MOST IMPORTANT FINDINGS

1. Through observing the subject being studied during classes: Researchers found out that tough teachers do not use techniques at all to enhance the students' listening ability, students consciously or unconsciously use different strategies to learn. This can be clearly seen through the analysis of the observation guide in which researchers realized that students listen to music and watch TV programs in English without knowing that these are metacognitive strategies that help them to improve their learning of English.
2. In an effort to know the English level the subject being studied was, researchers made use of a placement test, yet it was not used to answer any research question, it came out with surprising results as most of the students performed well.
3. Even though students did not recognize at all the term metacognitive strategies, they were able to fill out a survey that shows that unconsciously they make use of such strategies.
4. Students use the most frequent metacognitive strategies. They classified them according to the skill they thought they were more useful: listening, reading, speaking and writing.

5. Through the standardized interview, it is inferred that most of the students of the Advanced English I are able to fulfill all the requirements at this level as almost all of them performed good at the situations they were exposed to in the interview

IX CONCLUSIONS

GENERAL CONCLUSIONS

For the exploration of the impact that autonomy has over the learning of English as a foreign language, a research has been carried out concluding that most of the students have, at least, a little idea of what autonomy is and how it could be helpful if it is placed into practice. Autonomous students tend to be more capable as they go beyond classes and what the teacher may teach. The meaningful students' learning and the vital teachers' guidance raise the autonomy's importance while learning a foreign language.

Secondly, the participants of the present study were all exposed to T1 in a planned setting composed by a placement test and a standardized interview through which students were at no time faced with drastically unfamiliar T1 terrain, but to some comprehensible situations that helped researchers to check the English proficiency level student may have.

On a pedagogical level, this investigation supports the fundamental arguments raised by previous researchers whose thoughts are oriented to believe that autonomy can enhance the language learning process. Wenden (1986) suggested that classroom activities in which learners examine and evaluate their own beliefs may lead to increase awareness and modification of their expectations concerning language learning.

This research probes into the prospect of introducing learners' autonomy and teachers' autonomy in the context of EFL education. Starting with some basic definitions of autonomy, learner autonomy and teacher autonomy, researchers explore the roles played by both learners and teachers in the process of cultivating autonomy and presents some ways as the metacognitive strategies for the

integration of learner autonomy and teacher autonomy in order to carry the point of being autonomous in EFL education.

This study showed that the students during the classes developed metacognitive awareness. Learner awareness, subject matter awareness, learning process awareness and social awareness were raised to varying degrees in different students. Both the students and the teacher became more autonomous and the quality of life in the classroom improved. It can be concluded that both students' learning and teachers' guidance can be promoted through metacognitive strategies. However having drawn this conclusion, there may be some limitations as previously mention.

It is also believed that, future teacher education programs should provide trainee teachers with the skills to develop autonomy in the learners. More studies in different contexts need to be conducted so that the results can be shared to inspire ingenious ways of implementing metacognitive strategies. This research is an attempt to share the results of how metacognitive strategies work in an EFL classroom. Hopefully, the findings of the study may provide some insights for language teachers who are interested in experimenting with similar ideas in their classrooms as this is not only important for students to go beyond classes, but for teacher as well.

Being or trying to become autonomous is not an easy endeavor in the EFL class. There must be commitment on both parts, teachers' and students,' to vary the orientation of current trends in teaching and learning the higher the autonomy level is, the more successful the linguistic achievement will be. The level of study students may show highly depends on either the learning strategies each learner has devised along the path or the instruction and impact teachers have had on the student's learning. It can be said that learners' autonomy positively affects their linguistic development by promoting independence, self-reliance and accountability in them. Likely, memory, cognitive, compensation, metacognitive, affective and

social strategies promote autonomous learning which, as confirmed in this research, leads to a modification of students' academic achievement.

In terms of instruction, the role of the teacher in the EFL class has a crucial effect on students' accomplishment. This conclusion is akin to one of Little's that emphasizes the role of the teacher as key to promote independence. Students learn to manipulate their own learning process and benefit from all possible actions when being EFL learners at the very beginning and throughout their linguistic development. These actions, when successful, remain in the learners' repertoire of top learning techniques for very long and, eventually, will help them reach the desired linguistic achievement.

Furthermore, every single action that learners take contributes, sooner or later, to the learners' accomplishment of linguistic proficiency and enhancement of autonomous behavior. This remark is supported by one of Little's four beliefs that states that language learning and language use are maximized throughout the process in an autonomy-based class.

X RECOMMENDATIONS

Based on the information obtained through the researchers' observation and students' opinions, it can be said that Henri Holec's theory about autonomy is successful. Students demonstrated that they applied autonomy every day in different ways. They showed enthusiasm and interest on knowing more about how they could be more autonomous in their English learning.

Acknowledging the mentioned results, researchers came up with some recommendations:

To the Advanced Intensive English I teachers:

1. Teachers should acknowledge students about metacognitive strategies, and what those are. Throughout the development of the instruments researchers realized that many students did not know what a metacognitive strategy was or what it was use for.
2. Teachers should encourage students to use different metacognitive strategies for the English learning to be more successful. The research instruments prove that students differ in personalities and interest, so they need to know what other strategies they can try to be successfully autonomous in the English learning process.
3. Every student is unique and every semester teachers get different students in the class. All of the teachers can make use of different strategies depending on the students' interests or abilities, so teachers should get more

involved into Autonomy strategies as it should go hand in hand with every day's lesson plan to get a successful English learning.

To the Advanced Intensive English I students:

1. Nowadays, students should take advantage of the technology they have. Students have the ability to take charge of their own learning. They can make use of the internet and learn English on their own, or use it as a great support in their everyday English classes at the university.
2. Autonomy shows excellence in students' performance, it shows quality and great results. Students should take advantage of the great and outstanding intelligence they have to apply autonomy in their English learning to the fullest.
3. Students should investigate more about the metacognitive strategies which can help them in the English learning process. That way they can find the most suitable for them depending on the skill they want to work on.

To the Authorities at the University of El Salvador:

1. Now after carrying this investigation out, it gets cleared that the students learning or the teachers instructions does not depend on the authorities at all, but since they play a very important role on the decisions made; It would be good for them to adopt the orientation of autonomy as part of the institution's values.
2. Some flexibility and support to teachers' projects related to the improvement of the teaching and learning process would be of great importance as teachers go along the teaching and learning path. They are exposed to the students' needs, abilities, weaknesses, etc.

3. An English autonomy oriented project should be supported by inviting English speaking foreigners to the institution so that students can be exposed to the real English world; it would depend on students if they decide to either interact or not with these people.

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APPENDIXES

APPENDIX B

Questionnaire



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

“The incidence of Autonomous Learning on learning English as a foreign language: case of Advanced Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Department of Foreign Languages of the University of El Salvador in the year 2015”

Objective: To know the incidence of Autonomous Learning on Learning English as a foreign language: Case of Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Department of Foreign Language of the University of El Salvador in the year 2015.

GENERALITIES:

Researcher’s names: Jairo Wilfredo Campos Villafuerte
Teodoro Alexander Nájera Linares
Gerson Oswaldo Sánchez García

1. Gender: Female Male
2. How old are you? () years old
3. Place of living: Urban Rural

Directions: Please read the questions below and tick your best answer.

1ST PART: RATING SCALE

1. Do you organize the content being studied to have a better English learning process? (Plan / Organize)

-----○-----○-----○-----○-----○-----
Strongly Disagree Disagree Neutral Agree Strongly Agree

2. Do you check your progress as you use the language? (Monitor / Identify Problems)

-----○-----○-----○-----○-----○-----
Strongly Disagree Disagree Neutral Agree Strongly Agree

3. Do you evaluate yourself after completing a task to improve your learning? (Evaluate)

-----○-----○-----○-----○-----○-----
Strongly Disagree Disagree Neutral Agree Strongly Agree

4. Are you able to determine how you learn the best? (Manage Your Own Learning)

-----○-----○-----○-----○-----○-----
Strongly Disagree Disagree Neutral Agree Strongly Agree

5. Do you use what you have already studied to help you do a task? (Use Background Knowledge)

-----○-----○-----○-----○-----○-----
Strongly Disagree Disagree Neutral Agree Strongly Agree

6. Do you use context and what you know to figure out meaning? (Make Inferences)

-----○-----○-----○-----○-----○-----
Strongly Disagree Disagree Neutral Agree Strongly Agree

2ND PART: USE

Directions: Please read the questions below and tick your best answer.

7. Do you study by yourself to anticipate information to come? (Make Predictions)

-----○-----○-----○-----
Yes No Sometimes

8. Do you relate the study content with your own life, belief, feeling etc? (Personalize)

-----○-----○-----○-----
Yes No Sometimes

9. Do you apply your native linguistic knowledge to the target language? (Transfer / Use Cognates)

-----○-----○-----○-----
Yes No Sometimes

10. Do you use synonyms or descriptive phrases to say unknown words or expressions?
(Substitute /Paraphrase)

-----○-----○-----○-----
Yes No Sometimes

11. Do you use images to understand new information? (Use Images)

-----○-----○-----○-----
Yes No Sometimes

12. Do you use your mental tape recorder to understand sounds, words phrases,
conversations? (Use Sounds)

-----○-----○-----○-----
Yes No Sometimes

3RD PART: FREQUENCY

Directions: Please read the questions below and tick your best answer.

13. How often do you watch T.V. programs in English?

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

14. How often do you image yourself in different roles in the target language? (Use Your
KinestheticSense)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

15. How often do apply the required rules in the target language? (Find/Apply
Patterns)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

16. How often do you recognize words and ideas according to their attributes?
(Classify/Sequence)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

17. How often do you list ideas while listening and reading to use in speaking and writing?
(Take Notes)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

18. How often do use visual representations of important relationships between concepts?
(Use Graphics /Organizers)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

19. How often do you summarize your own knowledge? (Summarize)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

20. How often do you focus on specific information to have a better understanding? (Use
SelectiveAttention)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

21. How often do you use information sources like dictionaries, internet and other reference
materials? (Access Information Sources)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

22. How often do you work in teams to complete task so can give and receive
feedback? (Cooperate)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

23. How often do you check your own progress?(Self-Talk)

-----○-----○-----○-----○-----○-----
Always Almost always Sometimes Rarely Never

THANK YOU!!

APPENDIX C

Interview



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Objective: to identify how knowledgeable students are regarding the metacognitive strategies to have a better understanding of the target language.

Definition of Metacognitive Strategies

Metacognitive strategies refer to the conscious monitoring of one's cognitive strategies to achieve specific goals (Flavell, 1981, p 273)

Metacognitive Strategies

Watching TV	Substitute/paraphrase	Summarizing	Monitor/identify
Listening to music	Reviewing	Self-talk	Evaluate
Use background	Use image or sounds	Repetition	
Make inferences	Use kinesthetic sense	Take notes	
Use cognates	Find/Apply patterns	Plan/organize	

1. Are you familiar with the metacognitive strategies to assimilate any topic presented by the teacher?
2. What metacognitive strategies do you think help you the most to learn English for a long time period?
3. What metacognitive strategies do you usually use to study individually?

THANK YOU!

APPENDIX D

Placement Test



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Objective: to identify how knowledgeable students are at the level of Advance English I.

The screenshot shows the main interface of the 'Interchange Passages Placement Tests' software. The title bar at the top reads 'interchange Passages Placement Tests' and includes icons for zooming (100%), printing, and help. On the left side, there is a vertical menu with four buttons: 'Welcome', 'Administration and Scoring Guide', 'Teachers' Test Materials', and 'Students' Test Materials'. The main content area is titled 'Welcome!' and contains the following text:

To view and print instructions and test materials, click on any item on the menu on the left side of the screen.

The *Interchange/Passages* Placement Tests are designed to identify the optimal levels for students entering programs where *Interchange* and *Passages* are used.

The **Administration and Scoring Guide** contains descriptions of the *Interchange/Passages* Placement Tests and instructions on scoring the tests. Before administering the Placement Tests, the teacher will need to print copies of the **Teachers' Test Materials**, as well as the tests and answer sheets found in the **Students' Test Materials**.

The Placement Tests consist of three parts:

- A **Placement Essay** that tests writing skills. There are three versions of the Placement Essay: Forms A, B, and C.
- An **Objective Placement Test**, including a listening section. To play the audio for the listening section, place this disc in an audio CD player. There are three versions of the Objective Placement Test: Tests A, B, and C.
- A **Placement Conversation** that tests spoken English.

The PDF materials on this CD-ROM are designed to be copied and distributed in class, without the need to apply for permission each time. Only those pages which carry the wording "Copyright © Cambridge University Press" may be copied.

APPENDIX E

Oral Proficiency Interview



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Objective: To evaluate the English proficiency students have by doing interviews to know the incidence of Autonomy on English learning.

Instruction: Paying special attention to the following situations, try to perform them the best way you can.

A. INTERMEDIATE

1. You are in _____. You missed your plane to New York. Ask the person behind counter three or four questions to find out what you need to know to get to New York quickly.
2. You to the reception desk of hotel in _____. Describe the type of room you want. You have a price limit. Ask three or four questions to get more information about the area.
3. Call and a friend to go to the movies with you. Make arrangements regarding time, place and getting something to eat afterwards.
4. You want to rent an apartment. Talk to the building manager and describe what you want. Ask four or five questions to find out everything you need to know.
5. You are reported for a (school) newspaper interview a visiting celebrity, _____. Find out everything you can for an article you are writing.
6. You are left alone in a room with a friend's grandparent. Make polite conversations with him/her while wait for your friend.
7. You have broken your glasses. Go to an optical shop, explain the problem, and ask to have the glasses repaired. Try to get them repaired quickly.
8. Call and invite a friend to a party. Tell your friend three or more things he/she needs to know about the party.

ADVANCED

8. You had a minor car accident. No one was hurt seriously. Call the police, describe how the accident happened, describe the scene, and find out what to do.
9. You bought a pair of shoes. When you try them on again at home, they do not seem to fit well, and you decide you do not like the style. Return to the store and try to get your money back.
10. You stay late at work and are the only one in the office. You leave to get a drink of water and lock yourself out. You do not have identification with you. Explain the situation to the guard and ask him/her to open the door to your office.
11. You returned to a coat to the dry cleaner. Explain to the owner why you are returning the coat to be recleaned at his/her expense and why it is in his/her interest to do a good job.
12. A window in your apartment is broken. Call the building manager, describe the problem, explain how it happened, and try to get the window repaired as quickly as possible.
13. Your house was robbed. Call the police, explained what happened, describe the scene, and find what to do.
14. You missed an important exam and have made an appointment with the teacher/professor. Explain what happened and try to arrange for a make-up exam.

SUPERIOR

15. You are a student representative of your college. Make a brief presentation at an orientation meeting for students and parents to convince the students of the merits of higher education and if your college in particular.
16. _____ asks you about the current emphasis in many countries on diet and exercise. Some have been critical saying such an emphasis is an obsession of fanatics and a diversion for the affluent and overeducated. Discuss the issue and take a stand supporting your opinion.
17. You are reading a discussion at your club on a book/movie you read/saw recently. Describe a major theme of the book/movie, and discuss the significance of that theme to society.

18. You just received an award from the _____ American Cultural Society for your work in promoting multicultural awareness. Make a brief speech accepting the award.
19. _____ asks you about the accusations that the great museums of the world have plundered works of art from far and wide. Some argue that treasures should be returned. Others argue that museums have, in fact, preserved treasures and that if they are returned they might be damaged or lost. Discuss the issue and take a stand supporting your opinion.
20. _____ asks you about the merits of a highly structured education system with an emphasis on required subjects as opposed to the merits of a more flexible education system with emphasis on creativity. Discuss each and take a stand supporting your opinion.
21. _____ asks you about differences in family structure from country to country. In some societies families are large, extended networks, and in other societies, small nuclear families are the norm. Discuss the burdens and pleasures of families and take a stand supporting your preference for a large, extended family or a smaller, nuclear family.

