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Developing Adult Second Language Learner Autonomy through the Use of Self-reflection
Activities within Literature Circles

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Research Report submitted

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Abstract

This research project inquires about the impact of the use of self-reflection activities within literature circles on adult second language learner autonomy. In this regard, information was collected by means of two semi-structured interviews to compare the learners' understanding of literature circles, self-reflection and learner autonomy at the beginning and at the end of the pedagogical intervention, six questionnaires to guide learners on how to evaluate their performance in the literature circles, a students' journal to obtain the learners' general analysis about their areas of difficulty, strengths and strategies and six video recordings of each session to analyze the autonomous learning practices. The collected and subsequently analyzed information demonstrated that the use of self-reflection activities contribute positively to the development of a more autonomous learning in adult second language learners. In the specific case of this literature circles' implementation, the use of self-reflection activities motivated participants to self-regulate (monitor, evaluate and reinforce) their performance allowing them to identify and to address their strengths and challenges, and to be aware of the impact of decision-making on other learners' performance. Consequently, adult second language learners were given the necessary autonomy to continue their learning in other contexts.

Keywords: Self-reflection, adult second language learner autonomy, literature circles and self-regulation

Resumen

Este proyecto de investigación indaga acerca del impacto que el uso de actividades de auto-reflexión implementadas dentro de círculos de lectura ejerce en la autonomía de los adultos aprendices de una segunda lengua. En este sentido, la información fue recolectada por medio de dos entrevistas semi-estructuradas para comparar el entendimiento de los aprendices acerca de los círculos de lectura, la auto-reflexión y la autonomía del aprendiz al inicio y al final de la intervención pedagógica, seis cuestionarios para orientar a los aprendices sobre como evaluar su desempeño en los círculos de lectura, un diario para los estudiantes para obtener el análisis general de los estudiantes acerca de sus áreas de dificultad, fortalezas y estrategias y seis video grabaciones de cada sesión para analizar las prácticas de aprendizaje autónomo. La información recogida y posteriormente analizada demostró que el uso de actividades de auto-reflexión contribuyen positivamente al desarrollo de un aprendizaje más autónomo en los aprendices adultos de una segunda lengua. En el caso específico de esta implementación de círculos de lectura, el uso de actividades de auto-reflexión motivó a los participantes a auto-regular (monitorear, evaluar y retroalimentar) su desempeño permitiéndoles identificar y abordar sus fortalezas y desafíos, y ser conscientes del impacto de la toma de decisiones en el desempeño de los demás aprendices. En consecuencia, los aprendices adultos de una segunda lengua fueron provistos de la autonomía necesaria para continuar su aprendizaje en otros contextos.

Palabras clave: Auto-reflexión, autonomía de los aprendices de una segunda lengua, círculos de lectura y auto-regulación.

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Chapter One: Introduction

This research project emerged from a particular interest on the influence of self-reflection on learner autonomy. Self-reflection – also found as reflection – is a concept which has been analyzed from different fields of study. For example, the metacognitive perspective of language learning describes reflection as a way of thinking about learning and helping individual learners understand what, how and why they learn (Hinett, 2002). This definition implies that learning not only means making new discoveries about a subject but also considering the aspects which underlie those discoveries.

In this regard, learning entails two major stages of development: Cognitive (learning) and metacognitive (learning to learn). The first one is set and strengthened by each person since he/she starts experiencing the world that surrounds him/her, while the second one takes more time to be enhanced because it requires that the individual self-regulates (monitor, evaluate and reinforce) his/her experiences. As Josyula et al. (2010) express “the ability of an agent to learn about its environment and make decisions based on that information can mean the difference between success and failure” (p. 261). Here, we can notice that self-reflection plays an important role within these learning stages, especially in the metacognitive one, as it leads individuals to take control of their learning process when they are able to self-regulate it.

The achievement of individuals’ control over learning indicates they have enhanced their capacity “to take charge of one’s own learning” (Holec, 1981, p. 3). This aspect is one of the most important characteristics of learner autonomy since it “refers to how students reflect on their learning and how they are able to realize when they have effective learning opportunities”

(Nguyen, 2012, p. 318). Hence, achieving and enhancing learner autonomy involves high levels of learners' independent performance over assisted one (Verenikina, 2003).

Then, being an independent learner means that learners do not rely permanently on teachers' support but look for strategies that help them have major control over their learning. One strategy that fosters independent performance in learners is called "literature circles". They allow learners to choose what they will read, to develop reading comprehension activities by themselves, to set the topics that better fit the discussion and to evaluate their performance under teacher's guidance as a facilitator not as an instructor (Daniels, 2002). Moreover, this strategy has been designed to promote literacy in young learners but in this research project it was explored with a population of adult second language learners in order to develop their autonomy through the use of self-reflection activities that led them not only to discuss readings but also to reflect upon their own performance.

Rationale

New trends on language teaching lead English teachers to create opportunities to facilitate learners' genuine and spontaneous use of the target language to communicate meaningfully (Brown, 2007). Nevertheless, being competent in a language different from the mother tongue requires the learners' awareness of and responsibility for their learning process. This aspect implies that learners will need to reflect continuously upon the achievements and challenges they experience in their performance when learning a second language. In this regard, it is essential that teachers facilitate the use of the target language considering the implementation of self-reflection activities. Moreover, when second language learners are engaged in reflecting upon their performance, their sense of autonomy becomes stronger as they "get consciously involved in language processing... begin to develop their individual strategies... find their individual learning styles, start to believe in their own abilities and, gain independence" (Gwiazda-Rzepecka, 2000, p. 32-35).

Trusting on the benefits that the use of self-reflection activities offers in terms of developing autonomy in language learning, the teacher-researcher was interested in analyzing the impact this kind of activities has on her adult second language learner autonomy. Eventually, she invited them to participate in extracurricular sessions called literature circles where the learners used English comfortably and responsibly, sharing their opinions while analyzing and discussing literary texts (Short, Harste & Burke, 1996) and reflecting upon their performance. As a result, this research project intends to identify the impact of the use of self-reflection activities on adult second language learner autonomy. Hence, the analysis of those elements will provide new educational trends with tools to teach a second language taking advantage of learner participation in the learning process.

Problem Statement

The Ministry of Commerce, Industry and Tourism created a program called *Ispeak* which aims at assessing and certifying English proficiency of Colombian residents (Ministerio de Comercio, Industria y Turismo, 2010). In this program, qualified candidates are selected by groups to take an English course that allows them to achieve the level B2 according to the Common European Framework. As selected candidates become aware of the need to enhance their English proficiency, some of them look for extracurricular classes that supplement the official course they are attending. This was the case of one group of candidates that expressed their interest in having an additional learning experience where they could use English on their own. In this regard, the following excerpt of the pre semi-structured interview presents a sample of the expectations of this group of learners:

I always thought about to have a group to share the knowledge and to practice the languages, yes? Actually, I have been searching or looking for a group in Facebook or something like that who said... ok, let's talk English... but I couldn't yeah? (Pre semi-structured interview, Transcription # 2, Charlz, L. 19-21 [sic])

These expectations demonstrated the teacher-researcher that this group of adult second language learners was genuinely motivated by a desire to achieve a high degree of autonomy in their learning process in order to fulfill their particular needs (Smith & Strong, 2009). Nevertheless, for gaining a full sense of autonomy these learners needed to be more independent from the teacher-researcher's assistance especially when regulating (monitor, evaluate and reinforce) their second language learning process. For example, the pre semi-structured interview allowed the teacher-researcher to confirm that these learners were not used to reflecting

continuously upon their strengths and challenges and even less making decisions on them. As the following excerpt shows:

Teacher-Researcher: How do you feel reflecting about yourself?

Eowyn: A little strange because you are unused to it, so, it's strange that you are evaluating everything that you do in your process and that on reference on many things... but it is useful (Pre semi-structured interview, Transcription # 4, Eowyn, L. 16-18 [sic])

As a consequence, the teacher-researcher concluded that this group of adult second language learners needed to be engaged in activities where they regulated (monitor, evaluate and reinforce) their learning process. These activities led the learners to reflect upon their performance and, therefore, to develop their autonomy. Thus, the use of self-reflection activities within literature circles appeared as an appropriate tool for addressing these learners' needs.

Research Question

How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?

Research Objective

To identify the impact of the use of self-reflection activities within literature circles on adult second language learner autonomy.

Chapter Two: Theoretical Framework

This chapter connects the literature review, the state of the art and the teacher-researcher's voice as a set of theoretical foundations which supports this research project. Hence, the following constructs were identified as the most relevant ones to be discussed within this theoretical framework:

Language learning

The evolution of human communication has been determined by the mutually beneficial working relationship between language and learning: Language is learnt and learning is expressed through language (Hurford, 2008). Then, individuals acquire the main characteristics of a language while communicating. It involves individuals' awareness and knowledge of the language and willingness to communicate effectively using that language.

Therefore, language learning entails a dynamic system in which every cognitive and social element supports the ability to communicate. Nevertheless, this system is not limited to the acquisition of the first language; it works in a similar way on new languages that individuals want to learn. As Scarino and Liddicoat (2009) explain "learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the [target] language" (p. 16). In this regard, learning a second language entails the learners' ability to communicate effectively with second language speakers and some other characteristics that will be discussed in the next construct.

Second language acquisition and second language learning in adults

Acquiring and learning a second language refers to two different levels of competence: Subconscious and conscious. In the first one learners are not aware of acquiring the second language they use. Meanwhile, in the second one learners know, are aware of and are able to talk about the second language rules (Krashen, 1982). These perspectives, although different in meaning, complement the essence of being adult second language learners since individuals start acquiring the target language and then strengthen this acquisition through intentional learning.

Furthermore, learning a second language requires learners to experience some stages of acquisition which lead them to master that language: Elementary, consolidation, conscious expression, and automaticity and thought (Gardner, 2007). Therefore, learners acquire the basics (vocabulary, grammar, pronunciation, and some others) and the structures of the second language. Then, previously acquired elements and structures – from now on second language – are employed with a great deal of conscious effort. Finally, second language is used automatically while thought emerges from the relationship between language and self-development.

Adults reach those stages easier than children and youngsters because they “have a greater body of collected experience, which increases with age, and their readiness to learn is motivated by factors from their immediate social environment rather than being externally imposed” (Knapper & Cropley, 2000, p. 50). Thus, adults are more likely to be independent learners since they do not rely permanently on teacher’s assistance. Accordingly, these characteristics have encouraged Colombian researchers to explore the field of second language learning because of the increasing adult language learners’ need for mastering English as an academic and

professional requirement in national and international contexts. For example, Perdomo (2011) conducted a qualitative case study on non-traditional students' English learning experiences. He defined non-traditional students as adults who abandoned their study and resumed it at an age different from the one established in formal education.

This investigation aimed at recognizing the rights of this population in order to provide them with opportunities to learn a language considering their maturation and experience over traditional students. Perdomo employed researcher's journals, observations and interviews to analyze non-traditional students' English learning experiences. Consequently, he found that non-traditional students were motivated to learn English for different personal interests such as future job opportunities, family support and travel abroad for job seeking.

Studies like this reveal the influence adult learners' characteristics and interests have on instructors and teachers who adapt their language courses in accordance with learners' needs. Hence, instructors and teachers have to rethink their pedagogical practice when working with adults as Knowles (1980) calls *andragogy*: "the art and science of helping adults learn" (p. 43). For instance, a Finnish action research study exemplifies second language learning at an adult age (Tukiainen, 2003).

The author of this investigation focused his analysis on the implications of the learning strategies adult second language learners applied in their learning process considering learners' responsibility when implemented those strategies, as he said: "The learning process takes place 'in the learner's head', the learner himself/herself is ultimately responsible for his/her own learning" (Tukiainen, 2003, p. 2). Therefore, response sheets, questionnaires and interviews were implemented in the study and reported there were some aspects that determined learners' choice

regarding certain learning strategies (motivation, other L2s learned at school, the acquisition of the four skills, grammar skills and gender). Then, the author concluded that the study was useful because it promoted the reflection on one's own working methods making learners aware of their strengths and weaknesses, which were reinforced by the chosen learning strategies.

In conclusion, learners' awareness and responsibility for their learning process have great influence on second language learning. For this reason, next construct will describe in detail the relationship between autonomy and second language learning.

Autonomy in second language learning

Learning successfully a second language involves learners' potentialities to achieve independence and control of their own learning process (Chitashvili, 2007). In other words, the most effective way to learn a second language is through the achievement of autonomy. Accordingly, learners who are considered as autonomous display a set of characteristics which lead them to be more efficient and effective as they are reflectively engaged with their learning (Little, n.d.). For example, autonomous learners collaborate in the orientation of work, maintain a positive attitude and behavior despite learning difficulties, transfer what was learnt to new contexts and enjoy activities that favor social interaction (Luna & Sánchez, 2005).

Regarding this research project those characteristics represent adult second language learners, however, the teacher-researcher observed they were not used to self-regulate their performance, use varied learning strategies and reflect upon their contributions. Those missing characteristics indicated learners' need for developing their autonomy (Kotik-Friedgut, 2008; Li, 2009; Nguyen, 2012). Therefore, the teacher-researcher realized this group of learners required a particular learning environment that encouraged them to feel self-confident, highly motivated to

work independently and responsible for adapting their performance to their language learning needs. The implementation of this kind of learning environment attempted to lead the “learners to take an active part in making decisions about their learning” (Scharle & Szabó, 2009).

As a consequence, work among the learners and the teacher-researcher had to be collaborative where the learners not only followed instructions but asked for the purpose of the activity and came up with suggestions on how to improve it. Then, as long as learner responsibility and confidence increased, they started revising, assessing and managing their performance considering their learning outcomes. This process is what constitutes regulation – also known as self-regulation since it refers to an individual’s introspective capacity –, the reflective practices of feedback control (Carver & Scheier, 2011).

The achievement of self-regulation entails the strengthening of learners’ abilities to monitor, evaluate and reinforce their performance in their language learning process (Harris, Graham, MacArthur, Reid, & Mason, 2011). In fact, the more comfortable learners feel with their role as autonomous learners, the more engaged they will be when assessing their performance. As a result, learners will control their learning through their observations, analyses and decisions, gaining such level of self-confidence that move them into the implementation of these decisions (Dickinson, 1987). Here, teacher’s guidance is essential to inform learners on the most suitable activities that lead them to self-regulate their performance when learning a second language. Among them teachers can suggest learners to explore self-reflection activities since they “stand for thinking about how well one did on a learning task” (Chitashvili, 2007, p. 18). Thus, the use of self-reflection activities become relevant to the development of learner autonomy as it will be presented in next construct.

The use of self-reflection activities to develop learner autonomy

Self-reflection activities are based on self-reflection that “acts as a personal interpreter of experiences, filtering out what is relevant and what is not and making connections with existing beliefs and knowledge” (Hinett, 2002, p. 4). In this regard, self-reflection allows individuals to scan their abilities identifying their strengths and challenges, and, increasing the awareness of their own development. For instance, Forseth (2012) conducted an investigation about self-reflection and its incidence on personal development. In this study the author administered a literature review, a survey and interviews to collect information. Eventually, findings confirmed the responsibility of the individuals in owning their personal development through the understanding of the role of self-reflection.

Nevertheless, the use of self-reflection activities is not only a concern of personal development but of second language learning. It leads learners to improve their performance strengthening classroom processes and outcomes and developing confident, self-motivated learners (Pennington, 1992). Moreover, the use of self-reflection activities raises individuals’ awareness of themselves as learners helping them realize that they can direct and change their learning (Hinett, 2002). This enhancement of self-awareness leads learners to be more autonomous.

An example of the relationship among self-reflection, awareness and autonomy is presented by Wenden (1986) who analyzed a group of adult language learners. She applied semi-structured interviews to know learners’ beliefs about how to learn a second language. Then, she implemented a set of eight modules which helped learners discover their own beliefs and reflect upon their role as good language learners. Thus, she concluded that learners expected the teacher

to make learning happen and, although, they did not consider themselves as autonomous, they had confidence in their ability to do so.

In addition, Hoyos (2011) investigated the impact of self-reflection in the development of autonomy in adult learners. She observed that learner's needed to be aware of the process they carried out and, consequently, act and obtain positive outcomes. Hence, she employed self-reflection diaries to be informed about learners' perceptions and feelings towards the class, the auto evaluation of their performance in some activities and the evolution of their learning process, and interviews to know learners' perceptions on the use of journals in the class. Accordingly, she found that the development of self-awareness among learners was evident. They were more conscious of their abilities and weaknesses and looked for strategies to overcome them. Those aspects activated learners' sense of responsibility and attitudes of autonomy.

Therefore, the use of self-reflection activities empowers learners to self-regulate their performance since they "locate their own strengths and weaknesses and... think about what they need to do" (Harris, 1997, p. 13). For instance, Sánchez (2012) carried out a qualitative action research study with a group of adult learners who participated in a course that did not have any academic credits or completion requirements. She analyzed whether self-reflection and self-monitoring strategies affected their learning experiences. Then, she employed checklists, surveys and students' and teacher's journals to collect this information and found that self-reflection and self-monitoring strategies affected participants in positive ways. Learners developed awareness of their language learning process and increased involvement in their individual learning process and progress by identifying specific areas for improvement.

In this research project two self-reflection activities were used to promote the development of autonomy: The implementation of questionnaires and students' journal writing. These activities allow learners to contrast their performance with standards and with their own reflections leading them to reach a higher level of control over their learning process.

Questionnaires are “written instruments that present respondents a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown, 2001, p. 6). Moreover, questionnaires are “a productive way to integrate the collection of action research data into regular classroom activities” (Burns, 1999, p. 132). This feature makes questionnaires beneficial to pedagogical and investigative purposes. For example, Sánchez (2012) employed one kind of questionnaire under the name of “checklist” in order to have learners self-monitor the extent to which they had reached a competence level in each of the language skills.

On the other hand, students' journals permit learners to record their responses to their learning experiences through introspective writing (Burns, 1999). Hence, the most important characteristic of these journals entails the encouragement of learners to write freely and expressively highlighting language production and critical thinking (Kern, 2000). In this regard, Arciniegas (2008) and Hoyos (2011) implemented students' journals in their research projects as tools to empower learners to take charge of their own learning process by reflecting upon it and by assessing their own progress over time.

Accordingly, literature circles were chosen as the setting where self-reflection activities take place. Thus, next construct will discuss the main features of literature circles considering their benefits for the use of self-reflection activities.

Literature circles as a context for self-reflection activities

Literature circles have been investigated few decades ago. They are a recent discovery for language learning which started using them in literacy programs (Peterson & Eeds, 1990; Schlick Noe & Johnson, 1999; Short & Klassen, 1993). Then, literature circles' benefits showed that they contribute to language learning in general (Daniels, 2002; Pollack, Lee, McLellan & Brown, 2002; Church & Swain, 2009). Hence, many authors have defined literature circles regarding their experiences but the definition that better fits in this research project is given by Schlick Noe and Johnson (1999) who say that:

Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. (p. 9)

In summary, literature circles are small discussion groups composed of learners who are reading the same work of fiction (Daniels, 2002). Those discussions encourage learners to use the target language while sharing their perceptions and opinions with others. Here, the teacher monitors the activity and is not involved in the discussions. Thus, learners take responsibility for developing and discussing their own questions and interpretations of texts and reach more complex levels of thought and language (Burns, 1998).

The structure as well as the definition of literature circles has been explained from different authors' points of view (Bruveris, 2008; Stabile, 2009; López, 2007). Nevertheless, they agree on three main elements that are necessary within literature circles: The presentation of the

material to read, the engagement in new roles for teacher and learners and the execution of the activities that comprise the implementation and the evaluation of the literature circles.

The materials of the literature circles have to be authentic or those designed for and by native speakers of the target language (Erben, Ban & Castañeda, 2009). In this case, literary texts are the most appropriate material to develop learners' critical abilities to analyze, deduce, infer and make judgments (Lazar, 1993). Additionally, there is a great variety of literary texts that can be used to promote critical thinking and reflection but they must be carefully selected according to learners' needs and interests. For example, in this research project the parameters teacher-researcher considered to select the most appropriate literary text to be used within the pedagogical intervention included: The learners' level of English, the amount of time learners would have to spend on literature circles each week, and the length and content of different types of literary texts.

Furthermore, in traditional learning environments the teacher was in charge of controlling every aspect of the course but nowadays learners have gained more power in making decisions about their learning process. Certainly, literature circles belong to current learning environments where learner participation is fundamental to their execution. In words of Blum, Lipsett and Yocom (2002): "Literature circles are meant to empower the reader by allowing him or her to participate in the decision-making process" (p. 100).

Therefore, literature circles have established some roles for learners to participate in the discussions from different perspectives (illustrations, unknown words, connections, and some others) encouraging them to be more independent from the teacher. It shows learners that they are responsible for their learning process and they need to collaborate among them to develop the

discussion. In this sense, as Daniels (2002) says: “Ownership makes a big difference: This way, students are in charge of their thinking and discussion” (p. 22).

As soon as roles are assigned learners start the activities that constitute literature circles. First of all, learners read the literary text chosen by the group (López, 2007) and develop specific tasks according to the assigned roles (Blum et al., 2002). Then, learners group to discuss the chosen literary text using the products of the tasks. Here, self-assessment tools are implemented. In the case of this research project, self-reflection activities are used to help learners evaluate their performance in literature circles (Daniels, 2002).

Chapter Three: Research Design

This research design presents the aspects that allowed the teacher-researcher to investigate the educational phenomenon established in the problem statement:

Research Question

- ❖ How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?

Research Objective

- ❖ To identify the impact of the use of self-reflection activities within literature circles on adult second language learner autonomy.

Type of Study

This research project was conducted under *action research* as it involves a “small scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (Van Lier, 1996, p. 32). Therefore, a case study was carried out to identify the impact of the use of self-reflection activities within literature circles on the development of adult second language learner autonomy. In this regard, the information gathered from this intervention is presented in terms of qualitative and quantitative data: Opinions, numerical responses, reflections and actions registered by the data collection instruments. Additionally, this information is read and analyzed by the teacher-researcher to identify the facts and interpretations that led her to answer the established research question.

Accordingly, the teacher-researcher chose a representative sample of six learners from the group of the 12 participants to focus the data analysis on those learners who maintained good attendance records. This choice was supported by the sampling strategy called “**typical-case selection**” proposed by Goetz and LeCompte (1984) which states that the teacher-researcher identifies a profile of attributes possessed by an average of the population and then seeks a sample of this case.

Research Setting and Participants

The cohort comprised 12 adult second language learners; six men and six women, whose ages ranged between 20 to 35 years old. They were concerned about becoming good English users because of their academic (the English Course sponsored by the Ministry of Commerce, Industry and Tourism) and professional (engineering, education, accountancy and psychology) requirements. Then, they were invited by their teacher to participate in six literature circles at a private institute. In this regard, these learners attended three sessions per week for two months.

Researcher Role

The role of the teacher-researcher was to be a participant-observer. Hence, she attended literature circles as a facilitator and gathered data from the pedagogical intervention. Moreover, she analyzed the implications of developing learner autonomy through the use of self-reflection activities for English teaching. In words of Burns (1999) the participant-observer researcher has the opportunity to be involved in the research project, focusing directly on issues and concerns which are significant in her daily teaching practice.

Data Collection Instruments and Procedures

Semi-structured interviews, questionnaires, a students' journal and video recordings (supported by transcriptions) were chosen as the instruments to collect learners' understanding, assessment (summative and formative) and development of their autonomy. Semi-structured interviews were applied for identifying the learners' understanding of literature circles, self-reflection and learner autonomy. Consequently, two semi-structured interviews were employed at the beginning and at the end of the pedagogical intervention. This kind of interviews permits the interviewer to elaborate the questions and the interviewee to feel comfortable managing a higher degree of power and control over the course of the conversation (Nunan, 2008).

The pre semi-structured interview (See appendix A) presented ten open and closed questions. The first five questions aimed at obtaining the language learning background (affective, sociocultural and cognitive factors) of the participants (Brookfield, 2006) in order to explore their previous knowledge regarding literature circles, and the last five questions inquired about the learners' familiarity with self-reflection and autonomy. On the other hand, the post semi-structured interview (See appendix B) presented fourteen open and closed questions which were directed to analyze the learners' understanding of literature circles, self-reflection and learner autonomy at the end of the pedagogical intervention.

The implementation of semi-structured interviews included: Arrangement of dates and time to meet, explanation of the aims of the project and delivery of the interviews' questions. Then, during the interviews further questions arose as extra information obtained from the prepared questions. Finally, the interviews were transcribed and commented.

Additionally, six questionnaires – also called self-reflection form (See appendix C) – were employed in six sessions of the pedagogical intervention. They informed the teacher-researcher about the learners' awareness and responsibility for their performance at the end of each literature circle. Therefore, questionnaires were chosen because they “can generate frequencies of response amenable to statistical treatment and analysis” (Cohen, Manion, & Morrison, 2000, p. 247).

Questionnaires presented twelve items to help the learners evaluate their performance in each literature circle. Those items were measured according to a rating scale where number one was labeled as “needs improving”, number two as “satisfactory” and number three as “very good”. Then, the learners had the opportunity to write a short reflection about each literature circle under the title: “My most important contribution to the discussion was...”. These questionnaires were developed by each learner at the end of the third session of each literature circle and were sent by e-mail to the teacher-researcher.

Eventually, at the end of the pedagogical intervention the teacher-researcher asked the learners to answer a set of questions – as a last self-reflection – in a students' journal (See appendix D). This journal highlighted the learners' general analysis about their areas of difficulty, strengths and strategies in learning (Burns, 1999) detected from their participation in the literature circles. Moreover, the students' journal was used to complement and enrich data collected from previous instruments.

In this regard, the learners had to read each statement and answer them accordingly. Meanwhile, to complete the journal each learner needed to check the questionnaires they developed during the pedagogical intervention and to support on the notes taken during the

evaluation of the literature circles. Finally, the learners were required to send the journal to the teacher-researcher's e-mail.

Furthermore, six sessions of the pedagogical intervention were registered through video recordings to collect detailed information about the learners' performance within literature circles. There, the teacher-researcher observed the decisions learners made on their performance after using self-reflection activities. Thus, video recordings were chosen because "they are valuable sources of accurate information on patterns of interactional behaviour which may not be obvious during the actual teaching process" (Burns, 1999, p. 94).

The third session of each literature circle was recorded in order to register the six discussions carried out by participants. Hence, video recordings were watched and analyzed by the teacher-researcher to determine the events that exemplified the development of learner autonomy. Accordingly, video recordings were transcribed as a way to present those events in the form of a written document (Seliger & Shohamy, 2004). In this sense, transcriptions of semi-structured interviews (pre and post) and video recordings were done in a specific table format (See appendix E).

Finally, a general timeline or "general action plan" (See appendix F) was created to state the steps in which the research project was carried out, and a specific timeline (See appendix G) was set up to present the stages by which the pedagogical intervention, data collection and data analysis were developed.

Ethical Considerations

The treatment of data must follow action research principles of responsibility, negotiation and confidentiality (privacy and anonymity) (Burns, 1999). Hence, the teacher-researcher was responsible for negotiating the access to the information and the acceptance of the context to

carry out the research project. Moreover, she had to keep the participants informed about the treatment of the data gathered from them. As Cohen et al. (2000) state: “Researchers must take into account the effects of the research on participants, and act in such a way as to preserve their dignity as human beings” (p. 56). Eventually, this negotiation was managed through a consent form (See appendix H) which is defined as the procedure “in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions” (Diener & Crandall, 1978, p. 57).

Regarding confidentiality, privacy and anonymity of participants, the learners were invited to choose nicknames to be identified in the literature circles instead of using their real names. This aspect ensures that “the identities of those involved in the research are not made public, thus reducing the likelihood they may be judged negatively” (Burns, 1999, p. 71).

Reliability Issues

Reliability and validity are the criteria by which a research is evaluated in terms of its quality and acceptability (Burns, 1999). Therefore, the teacher-researcher applied two techniques which evinced that the data collection procedures elicited accurate data and measured what was supposed to be measured (Seliger & Shohamy, 2004). For example, before an instrument was administered to the participants it was implemented with a similar group of learners to assess its quality in order to minimize the possible constrains that might emerge on its real implementation. This technique is called *piloting* as it gives the researcher the opportunity “to insert changes and revisions if necessary” (Seliger & Shohamy, 2004, p. 184).

Furthermore, *triangulation* of data – the second technique – was really useful for validating the teacher-researcher’s assumptions about specific issues that arose from the data collection process. Then, the teacher-researcher compared the instruments and procedures,

previously described, to obtain particular information from different perspectives. As Burns (1994) states: “If different methods of investigation produce the same result then the data are likely to be valid” (p. 272). In this sense, the pre semi-structured interview presented the learners’ background and previous knowledge, the questionnaires revealed the learners’ assessment of their performance while the students’ journal, the video recordings and the post semi-structured interview contrasted and supported the data obtained from the pre semi-structured interview and the questionnaires through the learners’ reflection and performance.

Chapter Four: Pedagogical Intervention and Implementation

This chapter shows the main elements of the pedagogical intervention that permitted the teacher-researcher to analyze the contribution of the use of self-reflection activities within literature circles to the development of adult second language learner autonomy:

Methodology

This pedagogical intervention was guided under the principles of the *Communicative Language teaching approach* because the use of self-reflection activities within literature circles entailed that the learners employed “the second language productively and receptively, in unrehearsed contexts” (Brown, 2007, p. 241). In other words, the learners reflected upon their performance while interpreting and discussing literary texts. As a result, the implementation of literature circles aimed at employing English as a means of acquiring information and not as an end (Richards & Rogers, 2004).

Therefore, literature circles’ lesson planning was designed in accordance with *Content-Based Instruction* and *Task-Based Instruction approaches* to focus communicative factors on specific content and tasks. In this regard, planning task-based lessons involved scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection (Nunan, 2004). As a consequence, the readings, the worksheets and the self-reflection forms provided the specific language forms and vocabulary to complete sequentially the tasks proposed for literature circles, and the self-reflective practice – implicitly promoted by the tasks – enhanced social relationships, personal commitment and language proficiency.

Additionally, *literature circles* supported the use of self-reflection activities since they provide a curricular structure to engage learners in exploring the world of literature together, learning the target language and making sense of their experiences as autonomous learners (Short et al., 1996). Hence, this instructional strategy contributed to develop learner autonomy involving independent learning and self-reflection (Bruveris, 2008). In this sense, lesson planning was based on the twelve principles of literature circles stated by Daniels (2002):

1. The learners choose their readings.
2. Small groups are formed based on their choices.
3. Different groups read different texts.
4. Groups meet on a regular, predictable schedule for discussion.
5. The learners use written notes to guide both their reading and discussion.
6. Discussion topics come from the learners, not the teacher-researcher.
7. Group meetings strive to become open, natural conversations about the readings.
8. The learners rotate their roles each literature circle.
9. The teacher-researcher serves as a facilitator and not as a group member or instructor.
10. Evaluation is done by the teacher-researcher's observation and the learners' self-evaluation.
11. A spirit of fun about sharing complements the discussions.
12. When a literature circle finishes, the learners group around new reading choices.

Learning Materials

Literary texts support the implementation of literature circles allowing the adult second language learners to cope with language intended for native speakers (Collie & Slater, 1994). Consequently, fables were selected to foster critical thinking and reflection as they refer to short stories about human experiences or conflicts, which generally have a moral (Detlor, 2001). Then,

the teacher-researcher gave twelve fables to the group of adult second language learners who chose six of them for reading in each literature circle (See appendix I).

In addition, six worksheets that corresponded to the learners' roles (See appendixes J, K, L, M, N and O) were adapted from Regina Public Schools (2003) and Literature circles (2012). The self-reflection form used after each discussion was adapted from the Department for Education and Child Development (2002) and the last self-reflection applied at the end of the literature circles' implementation was created by the teacher-researcher.

Teacher-Researcher & Learners Roles

According to principles **number eight** and **number nine** stated by Daniels (2002), the teacher-researcher and the adult second language learners played specific roles within literature circles. For instance, the teacher-researcher facilitated and encouraged the learners to use of self-reflection activities. Each week she provided the learners with the learning materials and attended the discussions to record them without interfering in the learners' participation. Meanwhile, the learners had six different roles that were rotated each literature circle.

1. **DISCUSSION DIRECTOR:** Led the discussion.
2. **ILLUSTRATOR:** Exemplified the chosen fable.
3. **WORD WIZARD:** Looked for the meaning of difficult, puzzling, unfamiliar or unknown words or expressions.
4. **PASSAGE PICKER:** Presented interesting, funny, puzzling or important sections of the chosen fable.
5. **SUMMARIZER:** Told the most important events of the chosen fable.
6. **CONNECTOR:** Showed how the chosen fable connected with the outside world.

Lesson Planning

In this regard, the instructional elements of the pedagogical intervention were organized into a lesson plan form (University of Cambridge, 2005) that facilitated the teacher-researcher to implement effectively the literature circles. Therefore, the lesson plan comprises the aims (main and subsidiary), the learners' assumed knowledge, the skills and sub skills fostered in literature circles, the description of the materials, the learners' linguistic, affective and cognitive needs and the stages of the literature circles (See appendix P).

Tasks

Literature circles provide a way for learners to engage in critical thinking and reflection while they read, analyze and discuss literary texts (Schlick Noe & Johnson, 1999). Hence, literature circles present a set of tasks that lead participants to develop their autonomy through the use of self-reflection activities. Each task involves a specific level of development: Exploration, awareness, responsibility, independence and regulation.

1. **Task One (Exploration):** The learners read on their own the chosen fables, the worksheets and the self-reflection form. Then, they analyzed and identified the main characteristics of working with literature circles.
2. **Task Two (Awareness):** Each learner developed a worksheet according to the assigned role of the week. Worksheets were used to lead the learners to construct meaning of the chosen fable from different perspectives (See appendix Q). Here, the learners realized they were going to be in charge of the discussions and, therefore, of their learning process.

3. **Task Three (Responsibility):** The learners looked for and implemented activities that they considered appropriate to support the development of the worksheets. Thus, they had to evaluate their abilities for completing the worksheets and employ their best efforts to present appropriate interpretations of the chosen fable.
4. **Task Four (Independence):** According to principles **number seven** and **number six** (Daniels, 2002), the learners met the last session of each literature circle to carry out open and natural conversations about the readings. There, discussion topics came from the learners rather than from the teacher-researcher. As a consequence, the learners decided the way they developed the discussions taking into account they would help others or would need others' support.
5. **Task Five (Regulation):** The learners assessed their performance in each discussion through a self-reflection form which presented a list of expected behaviours that the learners would show (See appendix R). Eventually, at the end of the literature circles the learners answered a set of questions related to their participation (See appendix S). Those activities encouraged the learners to monitor, evaluate and reinforce their performance in the discussions and to understand their duty with their learning process.

Implementation

Literature circles were implemented according to the dates stated in the literature circles' planner (See appendix T). Accordingly, each literature circle consisted of three weekly sessions. In sessions one and three the learners and the teacher-researcher met. Meanwhile, in session two the learners worked independently.

- *Session one:* The learners carried out task one and grouped according to their choices as principles **number one**, **number two** and **number three** indicate (Daniels, 2002).
- *Session two:* The learners developed tasks two and three and, considering principle **number five** (Daniels, 2002), were ready to use their notes in the discussions.
- *Session three:* The learners performed task four attending to principles **number four** and **number eleven** (Daniels, 2002). Moreover, the discussion director guided other participants to share their opinions and each learner supported their participation with the outcomes of tasks developed in session two.

When each discussion finished, the learners answered the self-reflection form associating their performance with the expected one. Then, they contrasted those answers, wrote their last self-reflection and determined the strengths and challenges of their performance. Hence, the learners completed task five.

Evaluation

The evaluation of the literature circles was designed following principle **number ten** (Daniels, 2002). Therefore, a special session – after the sixth literature circle – was established to carry out this evaluation. The teacher-researcher and the learners drew the conclusion that each literature circle presented a characteristic of autonomous learning (See appendix U). Then, the learners discussed the positive aspects and the aspects to improve of their participation in the literature circles (See appendix V). This evaluation permitted the learners to realize that they became more autonomous.

Chapter five: Results and Data Analysis

The data analysis process implies the separation, interpretation, organization and categorization of qualitative data that has been collected from different instruments and procedures (Seliger & Shohamy, 2004). In this case, two semi-structured interviews (pre and post), six questionnaires (self-reflection forms), a students' journal (last self-reflection) and six video recordings (literature circles' discussions) were used to gather data. However, these instruments cannot produce a set of findings by themselves, it is necessary to analyse and to interpret them through a systematic process.

This process is addressed by the *grounded theory approach* which has been defined by Haig (1995) as the general theory of scientific method concerned with the generation, elaboration, and validation of social science theory. For instance, social science refers to the study of the incidence of the use of self-reflection activities on the development of adult second language learner autonomy. Hence, this educational phenomenon is explored from a structured, elaborated and valid analysis in order to determine new insights that enrich future language learning experiences.

In this sense, grounded theory approach is considered as the most relevant qualitative research method for this data analysis since it uses a systematic set of procedures to develop theory about a phenomenon (Strauss & Corbin, 1990). These procedures obtain hierarchically the following units of analysis: Concepts, categories and propositions. Accordingly, there are three types of procedures: *Open coding*, *axial coding* and *selective coding* (Borgatti, 2003).

Open coding refers to “the process of breaking down, examining, comparing, and categorizing data” (Strauss & Corbin, 1990, p. 61). It entails a careful management of the applied instruments in order to compare and group similar characteristics identified within each of them

(Pandit, 1996). The first step of this procedure was to read the questionnaires, the students' journal and to observe the semi-structured interviews and the video recordings.

Then, the information presented in each instrument was broken down. The questionnaires were consolidated in a general chart where the teacher-researcher used some colors to highlight the learners' evaluation of their process in the literature circles (See appendix W). Blue color represented the starting point of the process, therefore, the first literature circle evaluated by the learners. Orange color indicated that the learners maintained the numerical evaluation of the items for the next literature circle which implied that there was not any progress or regress. Red color showed the low evaluation given by the learners to some items which entailed that these learners were conscious of their difficulties. Meanwhile, green color displayed the high evaluation given by the learners to some items which demonstrated these learners' awareness of their progresses. Finally, the comments that the learners included in each questionnaire under the name of "My most important contribution to the discussion was..." were grouped according to the nickname of each participant (See appendix X).

On the other hand, the semi-structured interviews (pre and post), the video recordings and the students' journal were transcribed (See appendixes Y, Z, AA). Each transcription was organized in a specific table of two columns. The left column was used to transcribe the instrument; there, the transcription was divided in numbered lines. Accordingly, the right column was used by the teacher-researcher to briefly write her observations and interpretations of the transcription. Those observations and interpretations are also called "memos" (Borgatti, 2003).

After breaking down the information obtained from each instrument, it was categorized regarding its relationship with the research question (See appendixes AB, AC, AD, AE). This information was stated in a table where samples of the instrument (left column) and the teacher-researcher's comments (right column) were included. Colors were also used to identify the type

of instrument, for example: Questionnaires were fuchsia, semi-structured interviews were green and red (pre and post), students' journals were yellow and video recordings were grey. Finally, numbers and letters were employed to specify the name of the instrument and the location of the sample.

Axial coding implies that, after open coding, data is revised one more time by making connections between a category and its subcategory (Strauss & Corbin, 1990). Thus, the most representative samples of the data collection instruments were selected according to repeated patterns of information found in the open coding procedure. Those patterns were identified when specific details were repeated among the instruments. In this regard, the teacher-researcher started reading the "memos" (observations, interpretations and comments) she wrote in each table of each instrument and realized that some of those memos were repeated in two, three or all the tables.

Eventually, she put together similar interpretations organizing them in three big groups and selecting the samples of the instruments that represented each group. As a result, the selected interpretations and samples were added to a general table (See appendix AF). Then, the teacher-researcher highlighted with brown color – in each specific table of analysis – those interpretations she selected in order to know which samples were used from each instrument. Consequently, she identified one category and two subcategories from the three groups she had already stated.

Selective coding indicates that the teacher-researcher reports in detail the findings revealed by the integration of the categories and subcategories (Pandit, 2006). Therefore, the concepts, the category, the subcategories and their relationships were put together to obtain propositions or, in this case, the theory that supported the impact of the use of self-reflection activities on the development of adult second language learner autonomy. Here, the teacher-researcher's interpretations were validated against language learning theory and the outcomes of

open and axial procedures following a general process called “the paradigm model” (Strauss & Corbin, 1990), which entails the identification of:

1. **Causal conditions** (The events that lead to the occurrence of a phenomenon): The use of self-reflection activities.
2. **Phenomenon** (The central event to which the set is related): The adult second language learners’ ability to self-regulate their performance.
3. **The context** (The properties that concern to the phenomenon): Literature circles.
4. **Intervening conditions** (Facilitate or constrain the action/interactional strategies taken within the specific context): The learners’ commitment and willingness to use self-reflection activities within literature circles.
5. **Action/interactional strategies** (The events that respond to the phenomenon): The comparison of performance and the analysis of the incidence of own performance on other learners.
6. **Consequences** (The outcomes of action/interactional strategies): The development of learner autonomy, which is presented as follows:

Category: Adult second language learners are able to self-regulate (monitor, evaluate and reinforce) their performance within the literature circles’ implementation.

Self-regulation is a learning process in which self-generated thoughts, feelings, and actions are oriented towards the attainment of learners’ goals (Zimmerman, 2000). Those goals generally aim at improving the learners’ academic performance. Hence, self-regulation requires that the learners are engaged in identifying their strengths and challenges, the strategies to address them, and the opportunities to reinforce their performance.

In this regard, the use of self-reflection activities within literature circles encouraged the adult second language learners to analyze their performance, although they were not used to do it. The learners realized that those activities became valuable tools for monitoring, evaluating and reinforcing their performance which helped them focus on carrying out effective discussions within the literature circles. These aspects revealed the teacher-researcher that there was a positive contribution of the use of self-reflection activities to the development of learner autonomy. Thus, the questionnaires, the video recordings and the students' journal were used to support the teacher-researcher's observations and interpretations of the learners' self-regulation process.

The questionnaires led the learners to observe and to analyze their performance, in other words, to monitor it. Hence, monitoring the own performance involved a critical self-assessment where the learners actively compared and reflected upon their practice (Chiu & Linn, 2012). In this regard, questionnaires provided the learners with 12 items that allowed them to compare and to reflect upon their performance in each literature circle. Eventually, the learners assessed their performance considering each item and the rating scale: 1 (*Needs improving*), 2 (*Satisfactory*) and 3 (*Very good*). Then, the general results of the assessment done by each learner in each literature circle and of each item indicated three levels of performance: *Excellent* (10%), *in progress* (61%) and *with difficulties* (29%) (See appendix AG). These levels of performance evinced the learners' concern for enhancing and improving their strengths and challenges rather than getting the best scores of the questionnaires.

Excellent levels of performance were scored with **0%** for **needs improving**, **31%** for **satisfactory** and **69%** for **very good** response options (See appendix AG) demonstrating that the learners were able to identify their strengths and challenges and to work on enhancing and

improving them in each literature circle. Levels of performance considered as *in progress* were scored with **10%** for **needs improving**, **54%** for **satisfactory** and **36%** for **very good** response options (See appendix AG) revealing a permanent monitoring process in which the learners strove to accomplish the 12 items despite their strengths and challenges. Finally, levels of performance considered *with difficulties* were scored with **25%** for **needs improving**, **75%** for **satisfactory** and **0%** for **very good** response options (See appendix AG) indicating that the learners did not limit their performance because of low scores. On the contrary, the learners perceived those scores as opportunities to improve their performance.

Additionally, the analysis applied to the questionnaires not only comprised monitoring but also evaluation processes because it involved comparisons of self-observed performances against some standard (Zimmerman, 2002). However, evaluation is not exclusively carried out against an absolute standard it can be done against one's prior performance or another person's performance (Zimmerman, 2002). In this sense, the literature circles' discussions promoted the comparison of performance among learners.

This dual comparison (against a standard and against other's performance) helped the learners be focused on self-regulating their performance individually as well as in groups. For instance, in the literature circle number one Sophia – the discussion director – led other participants to analyze the strengths and challenges of the assigned roles for the week. Then, each learner expressed a short reflection on their performance considering their background knowledge and the new learning experience. As follows:

Sophia: Ok, now, how do you feel about your role? The specific role that you develop in this interesting activity, in my case, I feel good but at the same time nervous

because this is a good challenge that I have to do in order to improve, to connect ideas, in order to believe the activity, what happen with the summarizer?

Danny: *Ok, it is very challenging for me... because, for me it's kind of difficult summarize the ideas or the readings so, I know that if I start doing it, at the end I will get used to do it, so, I like it even though is kind of difficult for me*

Sophia: *The passage picker?*

Charlz: *Yes, I think the same, maybe this is a role that I never was... like that, I think that it's difficult for me, it's hard because my job have always been like maths or something like algorithmic... yeah?*

Danny: *Concrete*

Charlz: *Yes, something that you can see it as measurable but this is... this requires some imagination, some thinking, I don't know... it's challenging and I like it because is new, as I said before I feel some scared (smile) about that because maybe I couldn't do it at first or something like that but I know that I will achieve my goal*

Sophia: *Ok, our connector, what do you feel?*

Matthew: *For me, the connector is... a little difficult for me, because I had to choose a section part of the reading and say what chose I this section, I think that it reminds me a lot of my personal life, personal life and I'm not that kind of person that talk with everyone one of... about my problems but I realized... actually, I realized that the fable helps me because I found interesting, specially, one section and I found also*

that I got over one specific situation of my life, I realized of that (Video Recording, Transcription # 12, LC1, Sophia, Danny, Charlz, Matthew L. 64-81 [sic])

Furthermore, this excerpt also presents a brief reflection on those strategies that the learners found useful to improve their roles. Here, self-regulation was definitely exemplified because the learners were able to monitor, evaluate and reinforce their performance in the discussion through social comparison (Thompson & Iwata, 2005). Hence, the reinforcement of the learners' performance was not only perceived through the questionnaires and the video recordings, it was also observed through the students' journal. For instance, in the following sample of the students' journal Charlz reflected on the importance of the interaction with their peers for self-regulating his second language learning process:

Even when you are an autonomous learner you need from other people to get feedback of your process and your achievements. I believe interaction with other people is a crucial point when you want to learn another language. Audios, movies, conversations and literature must be shared between different people because of the diverse points of view and opinions. (Students' Journal, Charlz, L. 37-40 [sic])

In conclusion, the use of self-reflection activities enabled the adult second language learners to self-regulate (monitor, evaluate and reinforce) their performance allowing them to take charge of their own learning which contributed positively to the development of their autonomy. Therefore, self-regulating own performance led the learners to identify and to address their strengths and challenges and to be aware of the impact of decision-making on others' performance as it will be explained in the subcategories.

Subcategory one: Autonomy is enhanced when learners identify and address their strengths and challenges.

The increase of the learners' awareness of their learning is known as "metacognition" (Naznean, 2011). In this data analysis, metacognition was observed as the learners' awareness of their performance within the discussions. Hence, this kind of awareness entails that the learners identified their strengths and challenges and looked for language learning strategies to address them. Those strategies were adopted or created by the learners in order to their use permitted them to make effective decisions about their performance (Kotik-Friedgut, 2008). In this sense, learners were aware of the elements that influenced their learning and it was easier for them to self-regulate (monitor, evaluate and reinforce) their performance.

Accordingly, the teacher-researcher noticed through the questionnaires that the learners identified seven strengths and challenges in their performance. Thus, they were determined by the results of the questionnaires to items 2, 3, 7, 8, 9, 11 and 12 (See appendix AH). Four of them were strengths (2, 7, 8, and 11) and three of them were challenges (3, 9, and 12). Those results were obtained considering the three levels of performance observed in the questionnaires and the number of participants in the six literature circles. Furthermore, samples of the video recordings, the students' journal and the post semi-structured interview allowed the teacher-researcher to analyze the learners' interpretation of their strengths and challenges and how they used specific language learning strategies to address those aspects.

Therefore, this subcategory was organized in three main groups: Two of them explained the strengths and the last one described the challenges. These groups started with a detailed report on the items of the questionnaires. Then, the video recordings and the students' journal provided samples of them. Additionally, each group included the language learning strategies employed by

the learners, which were supported by the video recordings and the post semi-structured interview.

Group one. The learners were more confident of their communicative skills, especially when speaking and arguing during the discussions. They could contribute to the topic of the day taking into account their own knowledge and their understanding of their immediate context. These aspects allowed the learners to enjoy genuine and natural conversations (Daniels, 2002). In this sense, the questionnaires' results indicated that items number two (*I spoke clearly and slowly enough*) and number eight (*I gave reasons for opinions*) presented high levels of **excellent** (30% – 26%) and **in progress** (63% – 70%) performance. For instance, in his last self-reflection Matthew analyzed the increase of his speaking skill and its importance for his second language learning process and for his professional development after participating in the literature circles:

[literature circles] helped to me to improve my speaking skill and it was my principal motivation to join it. I think that the topic that we saw in the fables was related with our lives, with our society and for that reason it is meaningful learning. And for [me] as English Student, it was so worth. Also, as pre-service teacher, it was so great because I learn about learning styles, activities to develop in my classroom and others. (Students' Journal, Matthew, L. 32-35 [sic])

Accordingly, the learners employed two language learning strategies that enriched their discussions. The first one referred to the use of synonyms for defining unknown words and expressions (Webb, 2007) and the second one involved the connection of the learners' lives (Benson, 2012) with the chosen fable. These strategies were implemented as soon as the learners realized that for explaining other participants their interpretation of the chosen fable, it was necessary they understood it first through the use of synonyms or through a connection with their lives. It demonstrated the learners' responsibility for their own and others' learning and their

commitment to cooperate with the effective development of the discussions (Scharle & Szabó, 2009). Thus, the following sample of the literature circle number five shows how Danny used synonyms for the word “grasshopper” in order to other participants could contextualize and broaden its meaning:

Danny: Ok, I didn't find any uncommon word... but I wanted to find some synonyms, so I will let you know what I found and if you have a question about a word that you didn't understand or wasn't common for you, just let me know, so the first one is 'grasshopper', the other word could be 'terrestrial plant eating', so, yeah, is even longer than grasshopper, but this is another synonym so we can get familiarized with both and grasshopper also means... and that's interesting because it also means a cocktail which is made by cream of mint and cacao cream, so it is a cocktail, so you can go to some... a place and ask for a grasshopper (Video Recording, Transcription # 16, LC5, DannyL. 40-45 [sic])

At the same time, this literature circle included an example of the connection between Matthew's life and the main character of the chosen fable. Here, the learner expressed his reflection on the difficulties he faced because of postponing his duties. In this regard, Matthew recognized that he had to change his attitude for improving his performance:

Matthew: Personally, I identified with the grasshopper character because I always do the things at the last time, yeah?, I always be, I always be worried about things that could happen but I never take advantage of that, yeah?, I mean... I'm taking into account everything... in my daily life but I (smile) sometimes I don't do... I'm not doing anything for to solve that, yeah? For that reason I choose that character (Video Recording, Transcription # 16, LC5, Matthew, L. 10-13 [sic])

Group two. The learners had the ability to summarize and to highlight the main idea of the fables they read. However, they needed to work on those aspects permanently because they had difficulties in using the appropriate words that convey the main idea of the reading (Zúñiga, 2003). Aspects like these encouraged the learners to reflect on their need for implementing strategies that led them to improve their performance on their own efforts. Consequently, the questionnaires' results revealed that items number seven (*I summarized or repeated my ideas when necessary*) and number eleven (*I read it with time to reflect and re-read if needed*) presented higher levels of performance **in progress** (78% – 74%) than other items, while **excellent** (15% – 19%) and **with difficulties** (7% – 7%) levels of performance showed low percentages. Hence, in the literature circle number one Charlz shared two important sections of the chosen fable and attempted to express the main idea of this text relating each section to everyday life:

Charlz: Ok, I have two sections that I want to share with you, a passage picker has to choose two sections who maybe can generate a feeling in the reader, so I choose that 'when the crow put his beak into the mouth of the pitcher he found that only very little water left in it, and that he could not reach far enough down to get at it', so, that's exactly the situation when you try something for the first time and you cannot achieve it, yeah?, the frustration of not to obtain the results that you want, so, that's the problem that happened every day in your job, in your school or in your family, when you will start to make something but you cannot, the second section is the same but on the contrary 'then a thought came to him and he took a pebble and dropped it into the pitcher at last he saw the water mount up near him', so, that's the moment when you think in a solution, maybe after one or two times you have tried and you said wow! That was, that was, yes, and you say eureka, yeah?, and you feel that

satisfaction because of your tenacity because you can, you say yes I can, I can, so, if I can solve this problem I can do anything, that's the two sections that I choose, that I consider that make... or that produce the best feelings or the two feelings that can [be]... important (Video Recording, Transcription # 12, LC1, Charlz, L. 89-100 [sic])

This sample shows that Charlz managed to explain the main idea of the fable in his own words and connected it to his background knowledge. Nevertheless, before implementing the literature circle number two Charlz told the teacher-researcher that he found difficult to summarize ideas as he was an engineer and he was not familiar with this kind of tasks but his motivation for expressing in English guided him to overcome those problems. Then, the teacher-researcher observed that while he answered the questionnaires and participated in the discussions, he got used to monitoring and evaluating himself permanently (Britton, 2010). For this reason, when Charlz was asked to write the last self-reflection, he easily expressed a brief analysis of his performance recognizing that it improved due to the activities carried out in the literature circles. He realized that his challenges led him to improve his learning skills and to adapt his performance:

The main aspect that contributed to get better performance was the weekly immersion and the permanent communication with the mates, the discussions in the literature circles and the research of different words and expressions. Also the change of role every week contributed to get better skills since I had to adapt on each case. (Students' Journal, Charlz, L. 17-20 [sic])

In this regard, Charlz and other learners decided to use certain linguistic and paralinguistic conventions to summarize and to exemplify the chosen fable of the week. Therefore, the learners

applied those conventions to the language learning strategies that fitted their particular needs. Accordingly, they employed one acrostic, the analysis of the structure of a paragraph, a Paulo Coelho's text, a pdf presentation, drawings, small cards with language expressions, proverbs in English and in Spanish, quotations, metaphors and common daily expressions. For example, in the literature circle number six Charlz filled, showed and explained some cards with language expressions related to key words that appeared in the fable "The rose and the amaranth" to support his participation in the discussion and to help other learners understand better the main idea of the reading (See appendix Q).

On the other hand, Matthew addressed his difficulty to express his analysis of the fable "The ant and the chrysalis" using codes (drawings and colors). The implementation of this strategy allowed him to summarize and to highlight the main aspects of the reading. Thus, at the end of the questionnaire number three he wrote a short reflection in which he recognized that he enjoyed making a drawing with colors because it helped him reinforce his performance in the discussion:

In this literature circle I was the illustrator. For me it was so interesting because I am not dedicated to the arts, for that reason I do not like painting or drawing. But, this case was so different. I wanted to show a nice drawing and for that reason I colored it and every color had a different meaning. I could explain all of it and I felt important this time, because I was the first who made a drawing with color or explain the meaning of the colors for me. I consider that I caught their attention and for that reason I liked it. (Questionnaire, "My most important contribution to the discussion was...", LC3, Matthew [sic])

Group three. The learners' challenges involved answering others' questions, listening effectively and including extra details in the discussions. Those factors did not hinder communication but made the learners feel uncomfortable with their performance (Bryce & Withers, 2003). Hence, the learners attempted to take advantage of each literature circle to overcome their challenges. This attitude revealed that the learners were concerned for becoming better learners rather than just accomplishing the literature circles' tasks. It moved them to improve their performance from reactive to proactive in order to self-direct their learning (Knowles, 1980).

Accordingly, the questionnaires' results revealed that items number three (*I answered others' questions*), number nine (*I listened courteously and effectively*) and number twelve (*I included lots of details and good ideas*) showed higher levels of performance **with difficulties** (15% – 11% – 15%) than other items. For instance, in the literature circle number six Avathar asked Danny about her opinion in relation to the main topic of the discussion. She did not expect this question but replied slowly according to her background knowledge:

Avathar: Yeah, thanks... Danny, 'do you think envy don't allow see our own attributes and affect our personal development?'

Danny: Yeah, yeah, I think the envy is like... is like the blindness, covers all of your skills and stop you to develop yourself... yeah, so, I think it is, is totally negative, I think, yeah... well, the only like... only option to see it as a positive way should be like, sometimes people with envy... create or come up with different ideas, so is like give you, gives you energy... energize you, at some point, that's like the only positive thing (Video Recording, Transcription # 17, LC6, Avathar, Danny, L. 27-31 [sic])

Furthermore, the students' journal evinced the learners' analysis of their performance in the discussions because this instrument provided the learners with opportunities to pause and to

reflect on how they as individuals felt about the outcomes achieved across the various learning activities (Jones, 2008). In this case, the following excerpt of the students' journal shows the reflection done by Matthew about his challenges and the strategies he used to enhance his performance:

At the moment to speak, maybe I made some mistakes of pronunciation and fluency. In that sense I memorized that word and for the next time I had learned it. Or before speaking I checked it with some partners. At the moment to express my ideas. Perhaps I was so direct with my partners. In that sense, I learned to control myself and do not be a little rude with my partner's ideas. Instead of interrupted them I first listened and after that, I participated. Also, I tried to understand the different points of view of my partners. Listened to my partners. Sometime I did not feel good. And for that reason I was in the clouds. But just, sometimes. Not always. For that reason I tried to leave my issues so far away for the literature circles. And tried to did my best in every session. (Students' Journal, Matthew, L. 10-17 [sic])

Apart from Matthew, the other learners also recognized their challenges regarding their participation in the discussions and concluded that they had to explore different sources to understand the readings and to enrich their performance. Therefore, the sense of perseverance of this group of learners led them to face "the thrilling experience of exploring and expanding their own abilities" (Scharle & Szabó, 2009, p. 8).

One example of this issue is Avathar: He was the learner who had less time of exposure to formal English learning in comparison with other learners. Hence, he showed each literature circle how much effort he invested in reaching an appropriate level of performance to participate in the discussions. Additionally, he was not really fluent in English and sometimes he required extra time to understand and follow a conversation.

However, Avathar read the fables and the worksheets of the week on time and made an effort to apply the language learning strategies that would help him understand the context, in order to contribute to the discussions and to improve his performance. For instance, in the literature circle number three he investigated the metamorphosis of the butterfly to understand the core situation of the fable and shared his interpretation of a sentence he chose from that reading.

Consequently, the investigation of topics related to the fables not only benefited Avathar but also those learners who had a higher level of English. In this regard, Eowyn expressed in the post semi-structured interview that research was one of the strategies she used within literature circles to support her learning process. She mentioned an additional text, found after her regular research, which facilitated her comprehension of the fable of the week:

Teacher-Researcher: Which strategies did you use to work by yourself in the literature circles?

Eowyn: I liked to research depends of the fable and in the case in the literature circle, I don't remember, maybe four I found another fable that was related with the topic and it was useful to understand better the topic and to expand the knowledge, understand better, yeah?, it's important to search more than the topic that you are doing (Post semi-structured interview, Transcription # 9, Eowyn, L. 36-38 [sic])

In conclusion, this subcategory presented the direct impact of self-regulation in second language learning. Adult second language learners monitored their strengths and challenges, and evaluated and reinforced them through different language learning strategies. Those aspects were supported by the learners' permanent self-reflection on their performance and their interest in developing their autonomy. Accordingly, the next subcategory will analyze the indirect impact of

self-regulation in second language learning, which involves the learners' awareness of the consequences of their decisions on other learners' performance.

Subcategory two: Autonomy is enhanced when learners are aware of the impact of decision-making on others' performance.

At the same time that the learners monitored, evaluated and reinforced their performance, they reflected upon the consequences of their attitudes on their classmates' performance. For instance, the learners demonstrated that they were conscious of the great influence their actions had on the discussions when they oriented their participation towards the development of those conversations in a supportive, constructive and positive manner (Stephenson, 1998). In other words, the engagement on weekly discussions permitted the learners to realize the importance of their participation as a support for other members of the group, especially when they promoted mutual respect, tolerance and understanding and when they collaborated and encouraged each other in each literature circle. Moreover, the learners faced the difficulties that emerged from each session and, little by little, solved them. Those difficulties compelled them to analyze their roles and, consequently, recognize that they were the owners of their learning process, and that they were responsible for helping others (Joshi, 2011).

Therefore, the items 1, 4, 5, 6 and 10 of the questionnaires represented the learners' awareness of the impact of decision-making on others' performance (See appendix AH). Items 1 and 4 involved mutual support and contribution, items 6 and 10 referred to the promotion of a friendly and constructive learning environment and item 5 implied collaboration and encouragement. Those results were obtained considering the three levels of performance observed in the questionnaires and the number of participants in the six literature circles. In this

regard, this subcategory was organized in three main groups. Each group started with a detailed report on the items. Then, samples of the post semi-structured interview presented the learners' reflection on their performance and the video recordings included examples of the main topics discussed in each group.

Mutual support and contribution. The learners developed the discussions supporting each other and making decisions that contributed to all of them. Thus, among the learners a sense of positive interdependence emerged empowering them to solve the problems presented in their shared learning tasks (Wang, 2010). Here, cooperation promoted self-regulation and, consequently, autonomy because the learners increased their ability to make informed decisions on their performance when they were supported by others. In this sense, the questionnaires' results showed that items number one (*I shared my ideas and offered my suggestions*) and number four (*I remained on topic and helped the group stay focused*) presented high levels of **excellent** (33% – 30%) and **in progress** (59% – 63%) performance and low levels of performance **with difficulties** (8% – 7%). For example, in the following excerpt of the post semi-structured interview Danny expressed her analysis of the incidence of her actions on others' performance:

Teacher-Researcher: How was your experience working with literature circles?

Did you enjoy it? Did you find them useful? Why?

Danny: Yeah, I enjoyed a lot, actually I miss the circles... because as we were talking in the group the other day, we could have like a habit every week, as well as we could discuss, we had the chance to discuss the fable and to notice that we can influence in... or we can give the other people more energy to learn, I don't know if it is correct

but, yeah, I think we could do this in a formal way (Post semi-structured interview, Transcription # 8, Danny, L. 25-30 [sic])

Thus, the learners orientated their participation towards helping others with ideas and suggestions when they seemed hesitant, and keeping the group focused on the main topic of the discussions (Daniels, 2002). For example, in the literature circle number two Matthew attempted to maintain other participants focused on the central topic of the discussion through specific questions.

Matthew: Yeah that's an interesting point of view for me and you, thank you, ok, number four 'does the story share a lot of some things of your personal life?', ok, do you have a kind of connection and that's for you... Danny, please, that question is for you specially, and 'could you share anything with us?'

Danny: Well I didn't take a special situation of my life but I could say that there is an important thing in the fable which is related... when the man helps the eagle and then the eagle helps the man, so, there is a proverb that states, I don't know if in English is the same but is... 'I will scratch your back if you scratch mine', in Spanish is... hoy por ti... hoy por mi mañana por ti or something like that, so, sometimes we help somebody else without expecting any help back for them and then we get this help in the exactly time when we need it (Video Recording, Transcription # 13, LC2, Danny, Matthew, L. 49-56 [sic])

The promotion of a friendly and constructive learning environment. The learners not only considered important to support others through their opinions but also to create a friendly atmosphere where everybody felt confident to participate. This atmosphere permitted the learners

to feel respected and important within the literature circles. Therefore, the promotion of this kind of learning environment facilitated the exchange of learning strategies that benefited all the participants. As a result, the learners realized that being autonomous entailed their commitment with the social environment they were inserted in (Nicolaidis & Fernandes, 2008) and not only being focused on reflecting and improving their performance.

The questionnaires' results indicated that items number six (*I disagreed without hurting others feelings*) and number ten (*I tried to understand and extend the suggestions of others*) showed high levels of **excellent** (26% – 22%), **in progress** (63% – 63%) and **with difficulties** (11% – 15%) levels of performance. Here, a sample of the post semi-structured interview presents how valuable it was for the learners to rely on their classmates for developing their autonomy. Charlz insisted on the effect of other learners' support within a nurturing learning environment and recognized that he managed to enhance his performance in the literature circles despite the challenges he faced:

Teacher-Researcher: In which ways did you find it [literature circles] useful for your learning process?

Charlz: Ok, first because when you interact with people you can learn more than by yourself, on your own you can learn a lot of things but only from one point of view, when you can share with other people and other points of views you can enrich your life, enrich your process, and every person has his or her own way, it's not the same for you but you can learn a lot from the process of your neighbor, so, I think that this is the best... the main aspect from the literature circles, ok, there are a lot of things about... the rules of the game, the roles because I have a lot of weakness, for

instance, direct... when I had to do it, it was very challenge for me, but I could, I did it, so, it was like a little step that I made, yes?, so there were so many steps that the literature circles were useful (Post semi-structured interview, Transcription # 7, Charlz, L. 39-46 [sic])

Consequently, the learners established constructive conversations where respect, tolerance and understanding were essential elements. In this sense, the following sample of the discussions illustrates the way in which the learners disagreed politely and tried to understand and extend others' opinions. There, Eowyn gave her reasons to think differently from Danny about "the future":

Danny: I think it is a really good sentence to... to summarize the fable, I think it closes everything... yeah, that's the main idea... I would that just not just to think about the future but plan the future, yeah?, because thinking about the future could lead to what happen to Matthew which is being worry all the time without doing anything

Eowyn: Well, I think that with the idea that you said, for me is that not to think much in the future because... well, is good but if you think a lot in the future oh what happen if I do something or something like that you could be like a... paranoid person, what do you think? (Video Recording, Transcription # 16, LC5, Danny, Eowyn, L. 25-30 [sic])

Collaboration and encouragement. Self-reflecting in groups led the learners to approach the property of transcendence of learner autonomy (Nunan, 1997). It implies that the learners were able to carry out discussions without the teacher-researcher's intervention since this

property refers to “the ability of [an] individual to perform a similar task independently with no need for mediation” (Ajideh & Nourdad, 2013, p. 347). Accordingly, the learners developed the tasks established in the literature circles and managed to perform tasks that were exclusively developed by the teacher-researcher. For example, the learners supported their participation in the discussions sharing, exemplifying, explaining, arguing, questioning and concluding their ideas. In this regard, the learners were learners and teachers at the same time.

The questionnaires’ results revealed that item number five (*I encouraged others to participate*) presented similar levels of **excellent (41%)** and **in progress (41%)** performance, and the highest levels of performance **with difficulties (18%)**. These results indicated that the learners considered this item (I encouraged others to participate) as essential for enhancing their performance in the literature circles and, although sometimes they found it difficult to achieve, they never left it aside because they felt responsible for others’ participation. For instance, the following excerpt of the post semi-structured interview illustrates the fact that the learners valued as positive their job as facilitators of learning. Matthew expressed his enthusiasm for working independently from the teacher-researcher since he observed how his classmates supported each other through the discussion director role:

Teacher-Researcher: In your case, what happened with the influence of the teacher in the literature circles?

Matthew: It was good... it was good because I had to do, ok, we had to do alone the conversation, the discussion, and for that reason the discussion director, I think that it could be the teacher because he or she always lead the conversation but at the end I didn't see that person as a teacher I saw that person as a classmate a coworker, but

for me at the end he or she wasn't a teacher (Post semi-structured interview, Transcription # 10, Matthew, L. 38-42 [sic])

Furthermore, the following sample of a discussion reveals how the learners posed questions to promote others' participation. Thus, the learners transcended their role of being passive recipients to become active learners (Kulsirisawad, 2012). Here, Danny encouraged Matthew to share and to explain in English the moral he identified from the fable of the week:

Danny: Has a... yeah, has a better value than the other one, ok, and... at the end the illustrator, I just want you to give us your moral because I know that you have it already, so...

Matthew: Yeah, my moral for this fable was 'appearances are deceptive'... do you know what it means in Spanish?

Danny: If you can give us some clues related to deceptive but in English?

Matthew: You don't have to judge people for their look, yeah?, because for example the... I don't know if you have ever seen an image, a popular image in internet that put the same men in both... in different situation, but in one situation is... he belongs to a ghetto with tattoos or something like that and the other image... he is a doctor with a coat, yeah?, the coat covers all tattoos, yeah?, for that reason I said that 'appearances are deceptive' (Video Recording, Transcription # 14, LC3, Danny, Matthew, L. 160-167 [sic])

Chapter six: Conclusions and Pedagogical Implications

Conclusions

The following conclusions emerged from the findings obtained in the data analysis. Those findings answered the research question of this investigation, which aimed at determining how the use of self-reflection activities within literature circles contributes to the development of adult second language learner autonomy. Thus, one main category and two subcategories indicated that self-reflection activities contributed positively to the development of learner autonomy since they motivated participants to self-regulate their performance allowing them to identify and to address their strengths and challenges, and to be aware of the impact of decision-making on other's performance supporting and encouraging mutually.

Self-regulating own performance entailed that the learners monitored, evaluated and reinforced it. Hence, they managed to compare their performance with a standard (the self-reflection form) and with other learners during the discussions, which motivated them to increase their metacognitive awareness identifying their strengths and challenges. Then, the learners used varied language learning strategies to enhance and to reinforce those aspects within a constructive learning environment.

In this regard, the teacher-researcher noticed that the use of self-reflection activities within literature circles developed a higher level of learners' awareness regarding the ownership of their learning (Holec, 1981). Therefore, the learner autonomy was positively affected by the permanent reflective practice promoted in the literature circles since the learners were conscious of their responsibility for carrying out effective and advantageous discussions. As a result, this sense of responsibility was observed when the learners consciously self-regulated their performance and made an effort to use available learning resources to their benefit, when they

accepted that their own efforts were crucial to progress in learning and behaved accordingly, and when they were willing to cooperate with others for everyone's benefit (Scharle & Szabó, 2009). Those characteristics indicated the learners' achievement of greater independence and autonomy in their second language learning process.

Furthermore, the use of the self-reflection activities helped the adult second language learners to give a wider meaning to their participation in their learning process. Thus, the self-reflection forms and the last self-reflection permitted the learners to discover that they had some difficulties but instead of being discouraged by these challenges they felt motivated to continue improving. For that reason, the learners demonstrated that each literature circle was an opportunity to strengthen and to improve their performance since they chose and applied the strategies that best fit their needs. In consequence, this active participation led the learners to self-direct their learning (Knowles, 1980).

Consequently, the teacher-researcher noticed that self-directing their learning empowered the learners to mutually support and encourage. Hence, the learners' confidence increased due to the sustainable learning atmosphere they created where the learners felt assured and less anxious to share their ideas through the promotion of constructive criticism (Stephenson, 1998) and positive feedback. It created a positive interdependence among the learners which empowered them to make informed decisions about their performance. In this sense, the use of self-reflection activities within literature circles contributed to strengthen the learners' academic and personal skills allowing those learners to have more control over their learning process and, therefore, to be more autonomous.

Pedagogical Implications

The use of self-reflection activities contributed to develop adult second language learner autonomy. However, it does not imply that self-reflection must be exclusively used to develop learner autonomy. Self-reflection can be considered to introduce or complement self-assessment in the curriculum as it helps learners focus on those aspects that benefit them or that require improvement. Therefore, the awareness of those aspects leads learners to look for learning strategies that strengthen their language learning process. In this regard, teacher's guidance is essential to facilitate learners the discovery of a large variety of learning strategies which allows them to choose the strategy or strategies that best fit their needs. Eventually, learners gain independence and self-confidence in their learning process when they manage to make informed decisions about their learning needs.

Furthermore, the usefulness of self-reflection activities is not only observed through the impact it has on individual development but through its effects on a group of learners. For example, collaboration among learners when completing a task makes them feel helpful as they realize they can support their peers' learning process without teacher's assistance. Hence, the use of self-reflection activities empowers learners to contribute to the enrichment of their learning environment through respect, tolerance and encouragement.

Indeed, the contributions of using self-reflection activities go beyond second language learning environments. They benefit all kind of learners since being immerse in this reflective practice leads you to set higher goals that allow you to improve as a learner and as a person. Then, you are invited to explore the advantages offered by self-reflection.

Limitations

Time was the most important constrain of this research project since the learners only had one hour per session to develop all the assignments and to prepare and to carry out the discussions. As a result, the learners expressed that sometimes they felt anxious about fulfilling their duties in time. Nevertheless, they could thrive on this challenge successfully as they devoted time at home to complete their worksheets or to prepare the discussions. Moreover, during those discussions the person in charge of being the discussion director managed the time effectively.

A second constraint refers to students' absences. Some of them were related to health issues and others were job related. Those absences affected in certain degree the data analysis because the teacher-researcher could not give a complete report of absent learners' performance. Consequently, she only considered as samples those learners who strive to attend continuously.

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Appendix A
Pre Semi-structured Interview

Date: _____

Hour: _____

Literature circles' research project

Subject: English

Learner: _____

Teacher-Researcher: Jenny Marcela Rodríguez Garzón

Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?

GREETING: Hello! Welcome to this interview. I will ask you some questions about your English learning process

(AFFECTIVE FACTOR) What motivates you to learn English? And which percentage would you give to your level of motivation towards learning English? Why?

(SOCIOCULTURAL FACTOR) What do you think about working with other people in groups? Do you like it or not? Why?

(COGNITIVE FACTOR) Do you consider useful reading texts as a strategy to learn English? Why?

(AUTONOMOUS LEARNING)

- How do you feel reflecting about yourself?
- Which are your strengths in reference to your English learning process?
- What would you like to improve?
- What does it mean for you being an autonomous learner?
- Do you consider yourself as an autonomous learner? Why?

Conclusions (optional)

FAREWELL: Thanks for your contribution to this research study

Appendix B
Post Semi-structured Interview

Date: _____

Hour: _____

Literature circles' research project

Subject: English

Student: _____

Teacher-Researcher: Jenny Marcela Rodríguez Garzón

Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?

GREETING: Hello! Welcome to this interview. I will ask you some questions about your job within the literature circles' implementation

- Now, what does it mean for you being an autonomous learner? Do you consider yourself as an autonomous learner? Why?
- How did you feel reflecting about your English learning process? Did you find it useful? Why? In which other spaces would you use self-reflection?
- How was your experience working with literature circles? Did you enjoy it? Did you find them useful? Why?
- Which do you consider was your level of responsibility within the development of literature circles? Why?
- Did you like to work independently? How did you feel? Which strategies did you use to work by yourself in the literature circles?
- When problems came out within the literature circles did you take decisions? How did you take them?

Conclusions (optional)

FAREWELL: Thanks for your contribution to this research study

Appendix C Questionnaire

Self-Reflection Form

(Adapted from: Department for Education and Child Development, 2002)

Literature circles' research project

Subject: English

Teacher-Researcher: Jenny Marcela Rodríguez Garzón

Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?

NAME _____ **DATE** _____

TITLE OF THE FABLE _____

LITERATURE CIRCLE # _____ **ROLE** _____

Read, reflect on the following aspects and evaluate them from 1 to 3 according to your contribution to this literature circle.

Rate each entry as:

1 - Needs Improving

2 - Satisfactory

3 - Very Good

I shared my ideas and offered my suggestions	1	2	3
I spoke clearly and slowly enough	1	2	3
I answered others' questions	1	2	3
I remained on topic and helped the group stay focused	1	2	3
I encouraged others to participate	1	2	3
I disagreed without hurting others' feelings	1	2	3
I summarized or repeated my ideas when necessary	1	2	3
I gave reasons for opinions	1	2	3
I listened courteously and effectively	1	2	3
I tried to understand and extend the suggestions of others	1	2	3
I read it with time to reflect and re-read if needed	1	2	3
I included lots of details and good ideas	1	2	3

My most important contribution to the discussion was

Appendix D
Set of Questions for the Last Self-Reflection

Literature circles' research project	Subject: English
Teacher-Researcher: Jenny Marcela Rodríguez Garzón	
Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?	

1. Which literature circle do you remember the most? Why?
2. In which role did you feel more comfortable? Why?
3. List the difficulties you had in the literature circles. What did you do for lessening the effects of those difficulties? (here you can support on your notes about the evaluation session and your self-reflections' analysis)
4. List the positive aspects that allowed you to have a better performance in the literature circles. Why did they help you? (here you can support on your notes about the evaluation session and your self-reflections' analysis)
5. List the strategies you used for performing your roles effectively
6. How did literature circles relate to your experience as English learner? (you can help yourself with the notes about the evaluation session and the conclusions sent by the teacher)
7. Share something new about English learning you have discovered in this literature circles' experience
8. Add anything else you consider important for your learning process that you have not mentioned before

Appendix E
Transcriptions for semi-structured interviews and video recordings

Literature circles' research project		Subject: English
Teacher-Researcher: Jenny Marcela Rodríguez Garzón		
Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?		
Transcription # __ (Literature Circle __)		Observations
1. .		
2. .		
3. .		
4. .		
5. .		

Appendix F General Action Plan 2011 – 2012																																								
ACTIVITY / WEEKS	Months																Months				Month				Month															
	July				August				September				October				November				February				March				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Step 1: Initiation. Research questions, objectives and justification	█	█	█	█																																				
Step 2: Preliminary investigation	█	█	█	█	█	█	█	█																																
Step 3: Literature review	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																				
Step 4: Design of action plan					█																																			
Step 5: Research design						█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																				
Step 6: Pedagogical Intervention (planning)						█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																				
Step 7: Creation of instruments						█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																				
Step 8: Piloting instruments																					█	█																		
Step 9: Needs analysis																					█	█																		
Step 10: Pedagogical Intervention (execution)																					█	█	█	█	█	█	█	█												
Step 11: Monitoring data collection																					█	█	█	█	█	█	█	█												
Step 12: Analysis of the data																					█	█	█	█	█	█	█	█	█	█	█	█								
Step 13: Reflection and decision making																					█	█	█	█	█	█	█	█	█	█	█	█								
Step 14: Sharing findings																																					█	█	█	█

Appendix G				
Timeline. Pedagogical Intervention, Data Collection and Data Analysis				
STAGE	DATE (MONTH / WEEK)	ACTIVITY	DATA COLLECTION INSTRUMENT(S)	COMMENTS
Pre-stage	Designing action plan	August. Week 2	To design the action plan for developing and implementing the pedagogical intervention and data collection – analysis.	<ul style="list-style-type: none"> • Time organization • Activities distribution • Stages' establishment
	Consent letter	August. Weeks 3/4	To design and give the consent letter to learners for getting their respective “participants’ permissions”.	Learners’ permissions and negotiation.
	Research design and pedagogical intervention	August. Weeks 3/4 September. Weeks 1/2/3/4 October. Weeks 1/2	To design the chapters for the research design and the pedagogical intervention. To check literature that supports each of the elements of the two chapters (research design and pedagogical intervention).	<p>Research methodology: type of research, Context, participants, instruments, procedures, constrains.</p> <p>Pedagogical intervention: approach, instructional objectives, methodology, achievement indicators.</p>
	Design of instruments and activities (research design and pedagogical intervention)	August. Weeks 3/4 September. Weeks 1/2/3/4 October. Weeks 1/2/3/4 November. Weeks 1/2/3/4	To design the instruments to apply in the data collection. To design the activities to develop within the pedagogical intervention. To analyze and refine each of the created instruments and activities.	<p>RESEARCH DESIGN</p> <ul style="list-style-type: none"> • Semi-structured interviews • Questionnaires • Video recordings • Students’ journal <p>PEDAGOGICAL INTERVENTION</p> <ul style="list-style-type: none"> • Activities and materials for each session.
	Needs analysis	February. Weeks 1/2	To determine English learners’ linguistic, affective and cognitive needs at the beginning of the pedagogical intervention.	Comparison between the beginning and the ending of the pedagogical intervention process.

	Piloting instruments	February. Weeks 1/2	To apply instruments in order to check its strengths and weaknesses for improving them.		Instruments' refinement.
While-stage	Implementation of the pedagogical intervention	February. Weeks 3/4 March. Weeks 1/2/3/4 April. Weeks 1/2/3/4	To develop 6 sessions based on literature circles.	Pre and post semi-structured interviews Questionnaires Video recordings (transcriptions) Students' journal	Activities and materials designed for each session: 1. Set of fables 2. Worksheets 3. Self-reflection forms 4. Literature circles' evaluation 5. Last self-reflection
	Analyzing data	February. Weeks 3/4 March. Weeks 1/2/3/4 April. Weeks 1/2/3/4	To apply the instruments and procedures of the research design. To collect data of the applied instruments. To analyze and interpret data in terms of patterns of occurrence.	Pre and post semi-structured interviews Questionnaires Video recordings (transcriptions) Students' journal	Grounded theory approach (open coding).
	Triangulation	May. Weeks 1/2/3/4	To check the repeated information among the instruments. To interpret and to identify its relationships in regard to research questions.	Pre and post semi-structured interviews Questionnaires Video recordings (transcriptions) Students' journal	Grounded theory approach (axial coding).
	Validating data	February. Weeks 3/4 March. Weeks 1/2/3/4	To organize triangulated data into categories and / or subcategories. To support findings with theory and evidence.		Grounded theory approach (selective coding).

		April. Weeks 1/2/3/4	To determine English learners' development of autonomy at the end of the pedagogical intervention.		
	Sharing findings	June. Weeks 1/2	To present the findings of the research to the educational community (La Sabana).		

Appendix H Learners' Consent form

Bogotá, D. C., February 2012

Dear:

English learners

The objective of this form is to ask for your consent about participating in the research project, I am developing at Universidad de La Sabana, which is called: *Developing adult second language learner autonomy through the use of self-reflection activities within literature circles*. It will be done in order to obtain the Master's degree in English Language Teaching – Autonomous Learning Environments. This research will take place from February to April of this year and it is focused on developing autonomy on adult second language learners while using self-reflection activities within literature circles. So, I will gather information from the implementation of literature circles through two semi-structured interviews (recorded), six questionnaires, a students' journal and six video recordings. This kind of data will support the reliability and validity of the research project. Moreover, the management of the gathered information will follow confidentiality, anonymity and privacy laws. The outcomes of this investigation will be presented as soon as its process has finished. Thanks for your interest, collaboration and support.

Sincerely,

Jenny Marcela Rodríguez Garzón
English teacher

Date: _____

Name of the student: _____

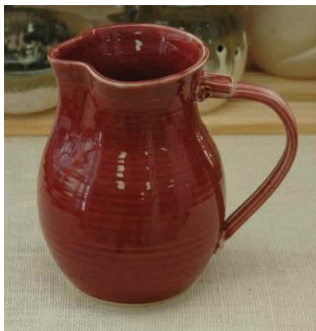
(Write an **X**) I authorize my participation in this research project: ___ YES ___ NO

Signature: _____

Appendix I
Literature Circle # 1

THE CROW AND THE PITCHER
(Adapted from: Long, 2011)

A crow, half-dead with thirst, came upon a pitcher which had once been full of water; but when the crow put its beak into the mouth of the pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher, for six times more. At last, he saw the water mount up near him, and after casting in a few more pebbles he was able to satisfy his thirst and save his life.



Pitcher



Crow



Pebbles

Literature Circle # 2

THE SERPENT AND THE EAGLE

(Adapted from: Long, 2011)

An eagle swooped down upon a serpent and took it with his talons, intending to carry off and devour it. But the serpent was too quick for him and put his body round him in a moment. There was a life-and-death fight between the two. Then, a countryman, who was a witness of the encounter, came to the assistance of the eagle, succeeded in freeing him from the serpent helping him to escape. In revenge, the serpent spat some of his poison into the man's drinking-horn. Some time later, the man was tired and he was about to slake his thirst with a sip of wine from the horn. So, the eagle knocked it out of his hand, and spilled it on the ground.



Eagle



Serpent



Talon



Drinking-horn

Literature Circle # 3

THE ANT AND THE CHRYSALIS

(Adapted from: Long, 2011)

An ant, looking for food, came across a chrysalis that was very near its time of change. The chrysalis moved its tail and it attracted the attention of the ant. "Poor, animal!" cried the ant. "What a sad fate is yours! While I can run, at my pleasure and ascend the tallest tree, you lie imprisoned here in your shell". The chrysalis heard everything, but did not make any reply. Few days after, the ant passed that way again, nothing but the shell remained. Wondering what had happened, he suddenly found the gorgeous wings of a beautiful butterfly. "Here I am" said the butterfly, "your much-pitied friend", rose in the air and was soon lost to the sight of the ant.



Ant



Chrysalis



Shell



Butterfly

Literature Circle # 4

THE BEAR AND THE TWO TRAVELERS

(Adapted from: Long, 2011)

Two men were traveling together, when a bear suddenly met them. One of them climbed up quickly into a tree and hid in the branches. The other, seeing that he will be attacked, fell on the ground. When the bear came up, he touched the man with his snout and smelt him. Meanwhile, the man held his breath and feigned the appearance of death as much as he could. The bear soon left him because he does not attack a dead body. So, when the bear was gone, the other traveler descended from the tree and observed his friend what it was the bear had whispered in his ear. "He gave me this advice," his companion replied. "Never travel with a friend who deserts you at the approach of danger."



Travelers



Bear



Snout

Literature Circle # 5

THE ANT AND THE GRASSHOPPER

(Adapted from: Long, 2011)

One summer's day a grasshopper was jumping and singing on some leaves. An ant passed by, carrying an ear of corn to her nest. "Why not come and chat with me," said the grasshopper, "instead of working in that way?" "I am picking up food for the winter," said the ant, "and recommend you to do the same." "Why bother about winter?" said the grasshopper; we have got plenty of food now." But the ant went on its way and continued working. When the winter came the grasshopper had no food while the ants distributed corn and grain from the stores they had collected in the summer.



Ant



Grasshopper



Ear of corn

Literature Circle # 6

THE ROSE AND THE AMARANTH

(Adapted from: Long, 2011)

A rose and an amaranth blossomed side by side in a garden, and the amaranth said to her neighbor, "How I envy you your beauty and your sweet smell! No wonder you are such a universal favorite flower." But the rose replied with a shade of sadness in her voice, "Ah, my dear friend, I bloom but for a time: my petals soon wither and fall, and then I die. But your flowers never fade, even if they are cut; for they are everlasting."



Rose



Amaranth



Wither

Appendix J

DISCUSSION DIRECTOR



(Adapted from: Regina Public Schools, 2003; Literature circles, 2012)

Name: _____

Date: _____

Title of the fable: _____

Literature Circle N° _____

Your mission is to lead the discussion about the chosen fable, by means of 6 questions you create. It is important that everyone participates. Avoid short answer questions (Yes/No). Use your thoughts, feelings, and ideas about the fable for writing the questions and remember to note down your own answers to these questions.

Some possible topics you may have into consideration are:

- *Part of the story and feelings about it*
- *Characters and the relationship of the reader with them*
- *Agreement or disagreement with the events of the story*
- *A moral for the story*
- *Connection with other topics (your real life)*
- *Another ending*
- *Feelings about assigned roles (pros-cons)*

Your classmates are in charge of different roles from yours. Keep them in mind because it would be useful for creating your questions. Then, follow these instructions for guiding the discussion:

- 1. You start the discussion. Read some of your questions and encourage everyone to give an answer. You may use the rest of the questions for contributing to your classmates' presentations.*
- 2. Ask the ILLUSTRATOR to show and explain her/his exemplification of the fable.*
- 3. Ask the WORD WIZARD to present the set of words or expressions he/she has chosen from the reading.*
- 4. Ask the PASSAGE PICKER to share the passage he//she has chosen from the fable.*
- 5. Ask the SUMMARIZER to talk about the aspects he/she found in the story.*
- 6. Ask the CONNECTOR to share the connections he/she made to the fable.*
- 7. Come up with a conclusion of this session with your classmates' help.*

YOUR QUESTIONS AND ANSWERS!

1. _____

2. _____

3. _____

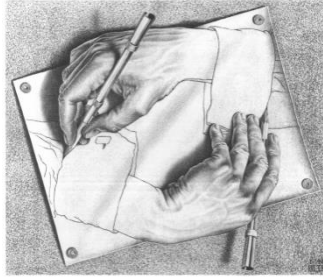
4. _____

5. _____

6. _____

Appendix K

ILLUSTRATOR



(Adapted from: Regina Public Schools, 2003; Literature circles, 2012)

Name: _____

Date: _____

Title of the fable: _____

Literature Circle N° _____

Your mission is to exemplify the fable you have read. You may use a sketch, a cartoon, a diagram, a graphic organizer or any other element you want. You may make your picture on this sheet, or on a separate page.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. Finally, you may ask them: What would each of them choose to illustrate the fable?

Appendix L

WORD WIZARD



(Adapted from: Regina Public Schools, 2003; Literature circles, 2012)

Name: _____

Date: _____

Title of the fable: _____

Literature Circle N° _____

Your mission is to look for – at least 4 – difficult, puzzling, unfamiliar or unknown words or expressions in the chosen fable. After reading, find the word in the dictionary or in another source, you may use the internet and your understanding, and write down its definition or meaning.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will read each word/expression. For each of them, indicate the part of the text where it is located and ask each person to guess about its definition/meaning. Then, read the definition/meaning you have found, and ask your classmates if anyone found other word or expression.

Word or expression	Definition or Meaning

Appendix M

PASSAGE PICKER



(Adapted from: Regina Public Schools, 2003; Literature circles, 2012)

Name: _____

Date: _____

Title of the fable: _____

Literature Circle N° _____

Your mission is to find special sections of the text – at least 1 – that you would like to reread. The point is to identify interesting, funny, puzzling or important sections of the chosen fable. You can include passages, sentences, phrases and words that create strong feelings.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will read each of the chosen sections. For each of them, indicate the part of the text where it is located and ask one person to read it aloud. Then, explain the importance of the section, and ask your classmates if they have a favourite section they would like to share.

SECTION	REASON FOR SHARING

Appendix O

CONNECTOR



(Adapted from: Regina Public Schools, 2003; Literature circles, 2012)

Name: _____ Date: _____

Title of the fable: _____

Literature Circle N° _____

Your mission is to show how the chosen fable connects with your outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. You have to choose at least three different connections and write them here.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will share the connections you have detected and explain them to your classmates. Then, you will ask them to tell you a different connection they have found.

SECTION	REASON FOR SHARING

Appendix P
ICELT LESSON PLAN FORM
(Adapted from: University of Cambridge, 2005)

Name of teacher-researcher: Jenny Marcela Rodríguez Garzón	
Date of Observation: February to April 2012	Time of observation 5:30 – 6:30 p.m. Length of class 60 minutes
Class/grade: English learners B1	Room:
Number of learners: 12	Average age of learners: 28
Number of years of English study: Five years	Level of learners Upper-Intermediate
Lesson Number 1 2 3 4 5 6	
<p>Main Aim(s):</p> <p>After analyzing and discussing literary texts, the learners will:</p> <ul style="list-style-type: none"> ❖ Determine the strengths and challenges of their performance through the implementation of six self-reflection forms. 	
<p>Subsidiary Aims:</p> <p>To achieve the main aim, the learners will:</p> <ul style="list-style-type: none"> ❖ Recognize the language forms and the vocabulary to assess their performance. ❖ Associate their performance in the discussions with the expected in the self-reflection form. ❖ Apply the self-reflection form after each discussion. ❖ Contrast the answers given to each self-reflection form. 	
<p>Assumed knowledge:</p> <ul style="list-style-type: none"> • Learners have read literary texts. • Learners have participated in conversations using English. • Learners have self-assessed their performance in class. 	

Skill(s) and sub skill(s)

- Speaking

Speaking refers to “the ability to form grammatically correct sentences and then to pronounce them. It is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. The nature of the speaking process means that the grammar of spoken language differs in a number of significant ways from the grammar of written language. Hence, the study of written grammar may not be the most efficient preparation of speaking. No wonder speaking represents a real challenge for most language learners. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum” (Thornbury, 2005. p.4).

Fluency: Produce speech occasionally disrupted by hesitations as learners search for correct form of expression

Accuracy: Make few grammatical errors which do not interfere with the message

Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Pearson Education Ltd.

Materials:

- **Twelve fables.** Those texts will be read, checked, analyzed and discussed by learners. Then, they will choose six of them in order to work in each module.
- **Six roles.** Learners will be assigned a role within each group they belong to. Each role implies a way to approach the fable which was chosen by the group.
- **Six self-reflection forms.** They are questionnaires that learners will use to evaluate their performance in each literature circle.
- **One last self-reflection.** It implies a set of questions that learners will answer considering their performance in the literature circles.

Google imágenes. (2012). [Photographs for the fables March 31, 2012]. Retrieved from <http://www.google.com.ar/imghp?hl=es&tab=wi>

Rationale

Profile of learners: The cohort belongs to Upper-Intermediate level. This group has 12 learners, from 20 to 35 years old. All learners attend three English sessions per week. They have been learning English by almost five years and this process has been supplementary to their professional development as engineers, teachers, social workers, psychologists, public administrators and accountants.

✓ **Learners' linguistic needs**

The learners need to be aware of the use of their L1 as a facilitating factor of the target language. Thus, the mother tongue has to be employed just “to bridge gaps that the adult learner cannot fill by generalization within the second language” (Brown, 2007, p. 73). In consequence, the learners' assimilation of this factor can be observed from two perspectives.

The first one refers to the learners' need for understanding the expressions that are presented on the self-reflection form, since they are delivered in academic English in order to lead the learners to reflect upon their performance in each literature circle. For that reason, the learners would draw on their L1 – avoiding to interfere with the second language – for comprehending the criteria by

which they are evaluating their performance. Meanwhile, the second perspective refers to the learners' need for enriching their discussions in English with words, sentences or expressions in Spanish. In this regard, the learners would also take advantage of their L1 to support their opinions, connections, arguments and reflections about the texts they read.

✓ **Learners' affective needs**

The learners need to be encouraged to take risks to participate in the discussions and to communicate using the target language (Brown, 2007). It implies that the learners have to strengthen their confidence to express in English and experience comfort when reflecting upon their performance in the literature circles. Moreover, the learners require increasing their independent learning as they are aware of the role of the teacher-researcher as a facilitator of their learning process. Therefore, the learners have to collaborate and encourage other group members to participate demonstrating that they value and respect each other (Macaro, 1997).

✓ **Learners' cognitive needs**

The learners need to improve their interpretative, argumentative and reflective skills through the analysis and discussions of narrative texts. The improvement of these skills is considered as necessary in this group of learners because they need to assess their performance during and after each literature circle. For example, in the last stage of each literature circle the learners have to reinforce their interpretative and argumentative skills to solve the problems that arise from the discussions, and to strengthen their reflective skills for evaluating their performance in the whole literature circle through the self-reflection form. In this sense, the learners need to apply their critical thinking to look objectively at one's or other's work (Moon, 2008).

✓ **Aims and needs**

Lessons are designed to develop the learner autonomy by means of experiencing a literary environment. In this regard, materials and activities designed for this lesson are carefully chosen to let the learners practice and reinforce their reflective skills within a flexible and supporting atmosphere where they express their doubts, ideas and suggestions.

Brown, H.D. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education, Inc.

Macaro, E. (1997). *Target language, collaborative learning and autonomy*. Great Britain: WBC Book Manufacturers Ltd.

Moon, J. (2008). *Critical thinking: an exploration of theory and practice*. New York, NY: Routledge.

Stage	Goal	Procedure
<u>Warm-up</u>	Choosing a fable.	The learners were encouraged to use previously learnt skills or vocabulary for understanding the fables that were going to be read in each literature circle.
<u>Lead in</u>		The purpose of the lesson was presented to the learners. Then, the learners expressed their choices about the fable they preferred to read in each literature circle.
<u>Presentation</u>	Performing roles.	The target language expressions to work in the lessons were introduced through the worksheets of each learner role and the self-reflection form.
<u>Practice</u>	Reading and analyzing a fable.	The learners applied the expressions and vocabulary learnt in the previous stages. They carried out very structured and less-structured tasks.
<u>Consolidation</u>	Discussing a fable.	The learners used the target language in conversations to talk about the roles each of them played. Furthermore, the learners reflected upon their performance in the discussions employing the self-reflection form.

Appendix Q

DISCUSSION DIRECTOR



Name: Sophia Date: February 27th

Title of the fable: The Crow and the Pitcher

Literature Circle N° 1

Your mission is to lead the discussion about the chosen fable, by means of 6 questions you create. It is important that everyone participates. Avoid short answer questions (Yes/No). Use your thoughts, feelings, and ideas about the fable for writing the questions and remember to note down your own answers to these questions.

Some possible topics you may have into consideration are:

- Part of the story and feelings about it
- Characters and the relationship of the reader with them
- Agreement or disagreement with the events of the story
- A moral for the story
- Connection with other topics (your real life)
- Another ending
- Feelings about assigned roles (pros-cons)

Your classmates are in charge of different roles from yours. Keep in mind them because it would be useful for creating your questions. Then, follow these instructions for guiding the discussion:

1. You begin the discussion. Read some of your questions and encourage everyone to give an answer. You may use the rest of the questions for contributing to your classmates' presentations.
2. Ask the ILLUSTRATOR to show and explain her/his exemplification of the fable.
3. Ask the WORD WIZARD to present the set of words or expressions he/she has chosen from the reading.
4. Ask the PASSAGE PICKER to share the passage he/she has chosen from the fable.
5. Ask the SUMMARIZER to talk about the aspects he/she found in the story.
6. Ask the CONNECTOR to share the connections he/she made to the fable.
7. Come up with a conclusion of this session with your classmates' help.

YOUR QUESTIONS AND ANSWERS!

1. How do you feel about the story? What did you do? This story is very interesting in order to motivate people to do different things to win or obtain the dream - goal.
2. What happen if the main character was different? like a cat the cat move the pitcher
3. What is the main teaching, the worst for you? for me is if you want something you can do many things in order to found it.
4. Tell us about one experience in your real life is like this? the last year when my boss asked me if I had the/ if you have the possibility to change the ending, which
5. Have you been challenged by a new professional opportunity in order to grow in your professional and personal life?
6. How do you feel about your role? I feel good but nervous this is a challenge for me

ILLUSTRATOR



Name: MATHEW Date: March 14th, 2012
 Title of the fable: The ant and the chrysalis.
 Literature Circle N° 3.

Your mission is to exemplify the fable you have read. You may use a sketch, a cartoon, a diagram, a graphic organizer or any other element you want. You may make your picture on this sheet, or on a separate page.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. Finally, you may ask them: What would each of them chose to illustrate the fable?

Rebels
 Valious
 Mura

ant and the chrysalis. (fable).

Appearances are Deceptive



KER

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WORD WIZARD



Name: Charly Date: 20120409

Title of the fable: The rose and the carnation

Literature Circle N° 6

Your mission is to look for - at least 4 - difficult, puzzling, unfamiliar or unknown words or expressions in the chosen fable. After reading, find the word in the dictionary or in another source, you may use the internet and your understanding, and write down its definition or meaning.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will read each word/expression. For each of them, indicate the part of the text where it is located and ask each person to guess about its definition/meaning. Then, read the definition/meaning you have found, and ask your anyone found other word or expression.

Word or expression	Definition or Meaning
Wither	wither up → shrivel up - atrophy Decrease in size
Everlasting	PERPETUAL → ETERNAL → EVERLASTING NEVER COMING TO AN END - LASTING FOR
NO WONDER	FOR A WONDER: SURPRISINGLY NO WONDER: IT ISN'T SURPRISINGLY.
BLOSSOMED	Some people take longer than
Bloom	Beauty in full bloom - The bloom c

to look horns to discuss, not to agree.
to horn in on to interfere, be meddling, obtrusive.

TO BLOSSOM INTO → TO BECOME
 SOME PEOPLE TAKE LONGER THAN
 OTHERS TO BLOSSOM.
 To develop good, attractive or
 successful qualities.
 BLOSSOM

PASSAGE PICKER



Name: Matthew Date: 28-March-2012

Title of the fable: The ant and the grasshopper.

Literature Circle N° 5

Your mission is to find special sections of the text, at least 1, that you would like to reread. The point is to identify interesting, funny, puzzling or important sections of the chosen fable. You can include passages, sentences, and phrases, words that create strong feelings.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will read each of the chosen sections. For each of them, indicate the part of the text where it is located and ask one person to read it aloud. Then, explain the importance of the section, and ask your classmates if they have a favourite section they would like to share.

SECTION	REASON FOR SHARING
"Why bother about winter?" said the grasshopper; "we have got plenty of food now" 1	This is typical in Colombian people because we don't wait until the final moment to make any important thing. Also, commonly we just enjoy the moment and we never worry about the consequences or the future. I MEAN IN GENERAL
"When the winter came the grasshopper had no food"	For example, this is the consequence that the grasshopper had to suffer for being lazy. Sometimes we have to handle with the net that we make in the past - Conditionals -

SUMMARIZER



Name: Avathar Date: 21th March 2012

Title of the fable: The bear and the two travelers

Literature Circle N° 4

Your mission is to tell the most important events, 6 at least, that have happened in the chosen fable. You can start with the main idea sentence. The following sentences should include the main details and events. Use bullets to organize your ideas.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will share the key points you found in the reading and ask your classmates if they agree with you or not, adding those new ideas they tell you or omitting those ideas which are not relevant.

- ❖ One of them climbed up quickly...
- ❖ - Three ways to view it:
- ❖ First: A hasty reaction of fear.
- ❖ Second: A cowardly action.
- ❖ Third: The stimulation of your body towards the protection of it.
- ❖ The person who was thrown on the ground.
- * Never travel with a friend who deserts you at the approach the danger. ¹

CONNECTOR



Name: Damy Date: March 5th 2012

Title of the fable: The serpent & the eagle

Literature Circle N° 2

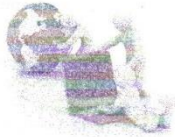
Your mission is to show how the chosen fable connects with your outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. You have to choose at least three different connections and write them here.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will share the connections you have detected and explain them to your classmates. Then, you will ask them to tell you a different connection they have found.

SECTION	REASON FOR SHARING
1 The man was about to take his thirst with a sip of wine from the horn the eagle knocked it out of his hand and spilled it on the ground.	There is a proverb: "Por x li marana x m" "We sometimes help others with no expectation of leaving something back, but at a later time that person helps us back in the exactly time we needed it."
2 But the serpent was too quick for him & put his body round him in a moment.	When the conflict bet. guerrilla & militarys. Militarys sometimes do not calculate all the possible guerrilla's strategies and during the conflict, militarys are destroyed by them.
3 In revenge the serpent spit some of his poison into the man's drinking horn.	When one of the members of a couple cheat on the other person, a revenge feeling grows in one of them. Therefore the one who is cheated, does things to get the other in a bad situation.

"I'll scratch your back & you'll scratch mine." ¹

CONNECTOR



Name: Coşun Date: March 21st 2012

Title of the fable: The Bear and the two travelers

Literature Circle No. 4

Your mission is to show how the chosen fable connects with your outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. You have to choose at least three different connections and write them here.

Therefore, when the DISCUSSION DIRECTOR invites you to participate, you will share the connections you have detected and explain them to your classmates. Then, you will ask them to tell you a different connection they have found.

SECTION	REASON FOR SHARING
One of them climbed up quickly into a tree and hid in the branches. The other, seeing that he'll be attacked, fell on the ground.	In the good moments, we are used to counting on our friends that we will be friends a lifetime. They can't trust with us but in hard situations we must know who are a real friend.
When the bear was gone, the other traveler descended from the tree and observed his friend.	A friend must be loyal and help to his friends in good moments, but specially in bad moments, when you really need support, but you have to be careful with friends that just appear in difficult moments.
"Never travel with a friend who deserts you at the approach of danger"	It doesn't matter if you aren't in continuous contact with a friend, but with the time you will be able to recognize your real friend.

Why are you crying?

by Paulo Coelho on September 22, 2011

A man knocked on the door of the friend to ask a favor:

"I need to borrow four thousand dinars to pay a debt I have. Could you?"

The friend asked his wife to gather everything they had, but not even this was enough. We had to go out and borrow money to neighbors, to reach the required amount.

When the man left, the woman realized that her husband was crying.

- Why are you sad? Why are you afraid that now we have debt, we do not get what we pay?

- No, not for it.

"I'm crying because we were just visited a friend who I love, and despite it I didn't know anything of his situation.

"I just remembered him when he was forced to knock on my door to ask me to borrow money."

Appendix R Self-Reflection Form

(Adapted from: Department for Education and Child Development, 2002)

Literature circles' research project

Subject: English

Teacher-Researcher: Jenny Marcela Rodríguez Garzón

Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?

NAME Avathar DATE 29th February 2012

TITLE OF THE FABLE The crow and the pitcher

LITERATURE CIRCLE # 1 ROLE Illustrator

Read, reflect on the following aspects and evaluate them from 1 to 3 according to your contribution to this literature circles.

Rate each entry as:

1 - Needs Improving

2 - Satisfactory

3 - Very Good

I shared my ideas and offered my suggestions	<u>1</u> 2 3
I spoke clearly and slowly enough	<u>1</u> 2 3
I answered others' questions	1 <u>2</u> 3
I remained on topic and helped the group stay focused	<u>1</u> 2 3
I encouraged others to participate	<u>1</u> 2 3
I disagreed without hurting others' feelings	1 <u>2</u> 3
I summarized or repeated my ideas when necessary	<u>1</u> 2 3
I gave reasons for opinions	1 <u>2</u> 3
I listened courteously and effectively	<u>1</u> 2 3
I tried to understand and extend the suggestions of others	<u>1</u> 2 3
I read it with time to reflect and re-read if needed	1 <u>2</u> 3
I included lots of details and good ideas	<u>1</u> 2 3

My most important contribution to the discussion was

Show my sketch exemplifying the fable

Appendix S

Set of Questions for the Last Self-Reflection

Literature circles' research project	Subject: English
Teacher-Researcher: Jenny Marcela Rodríguez Garzón	
Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?	

FINAL REFLECTION (Matthew)

1. Which literature circle do you remember the most? Why?

The second one. In that opportunity I was the discussion director. I liked a lot because I leaded whole conversation and I did all questions presented. I felt like the boss of a company.

2. In which role did you feel more comfortable? Why?

Again, in the second one. I felt that everyone was listened to me. I do not know but I reckon that I feel comfortable at the moment that everything depends on me.

3. List the difficulties you had in the literature circles. What did you do for lessening the effects of those difficulties? (here you can support on your notes of the evaluation session and your self-reflections' analysis)

- At the moment to speak, maybe I made some mistakes of pronunciation and fluency. In that sense I memorized that word and for the next time I had learned it. Or before speaking I checked it with some partners.
- At the moment to express my ideas. Perhaps I was so direct with my partners. In that sense, I learned to control myself and do not be a little rude with my partner's ideas. Instead of interrupted them I first listened and after that, I participated. Also, I tried to understand the different points of view of my partners.
- Listened to my partners. Sometime I did not feel good. And for that reason I was in the clouds. But just, sometimes. Not always. For that reason I tried to leave my issues so far away for the literature circles. And tried to did my best in every session.

4. List the positive aspects that allowed you to have a better performance in the literature circles. Why did they help you? (here you can support on your notes of the evaluation session and your self-reflections' analysis)

- Read in advance the fables.
- Prepare short ideas before the moment of speaking
- Self-confidence
- Improve my vocabulary
- Improve my Speaking and comprehensive skill

5. List the strategies you used for performing your roles effectively

- I Believed the role
- I Prepared the role
- I Understood the role
- I took parts of the role from my partners.

6. How did literature circles relate to your experience as English learner? (you can help yourself with the notes of the evaluation session and the conclusions sent by the teacher)

Uffff a lot. It helped to me to improve my speaking skill and it was my principal motivation to join it. I think that the topic that we saw in the fables was related with our lives, with our society and for that reason it is meaningful learning. And for as English Student, it was so worth. Also, as pre-service teacher, it was so great because I learn about learning styles, activities to develop in my classroom and others.

7. Share something new about English learning you have discovered in this literature circles' experience

- Off course. A lot of vocabulary
- Pronunciation
- Sayings and proverbs
- Different point of views

8. Add anything else you consider important for your learning process that you have not mentioned before

- Cooperative learning
- Task based approach
- For me it was used in the literature circles because we learned a lot of thing taking into account my partner's ideas, and we did autonomous work.

Appendix T

LITERATURE CIRCLES PLANNER

TITLES OF THE CHOSEN FABLES			
<u>The Crow and the Pitcher</u>		<u>The Bear and the Two Travelers</u>	
<u>The Serpent and the Eagle</u>		<u>The Ant and the Grasshopper</u>	
<u>The Ant and the Chrysalis</u>		<u>The Rose and the Amaranth</u>	
DATES FOR MEETING (2012)			
L.C. 1. February 27 th to February 29 th		L.C. 4. March 20 th to March 21 st	
L.C. 2. March 5 th to March 7 th		L.C. 5. March 26 th to March 28 th	
L.C. 3. March 12 th to March 14 th		L.C. 6. April 9 th to April 11 th	
READERS' ROLES			
STUDENT: <i>Sophia</i>		STUDENT: <i>Eowyn</i>	
LIT CIR	ROLE	LIT CIR	ROLE
1	Discussion Director	1	Word Wizard
2	Illustrator	2	Passage picker
3	Word Wizard	3	Summarizer
4	Passage picker	4	Connector
5	Summarizer	5	Discussion Director
6	Connector		Illustrator
STUDENT: <i>Charlz</i>		STUDENT: <i>Danny</i>	
LIT CIR	ROLE	LIT CIR	ROLE
1	Passage picker	1	Summarizer
2	Summarizer	2	Connector
3	Connector	3	Discussion Director
4	Discussion Director	4	Illustrator
5	Illustrator	5	Word Wizard
6	Word Wizard	6	Passage picker
STUDENT: <i>Avathar</i>		STUDENT: <i>Matthew</i>	
LIT CIR	ROLE	LIT CIR	ROLE
1	Illustrator	1	Connector
2	Word Wizard	2	Discussion Director
3	Passage picker	3	Illustrator
4	Summarizer	4	Word Wizard
5	Connector	5	Passage picker
6	Discussion Director	6	Summarizer

Appendix U

Literature circles' conclusions

Literature Circle Number One

The Crow and the Pitcher *(Fostering Patience)*

Once you start any task or you give a step in your life, you find some obstacles and challenges which may come from others or from yourself. However, you must not give up on your attempts to success but face the situation and insist until you achieve your goals or find a solution to your difficulties.

Literature Circle Number Two

The Serpent and the Eagle *(Working Collaboratively)*

Generally, in our professional or personal life we – as human beings – value things as good or bad. Nevertheless, not always we can judge or measure our daily experiences with these two adjectives. If something is wrong we keep negative feelings towards ourselves or others, but if everything is wonderful we act in favour of the circumstances. The main factor here is to take advantage of the “bad” situations helping others without expecting big contributions or being helped from others appreciating what they have done for us. It implies a collaborative community which supports their members in a mutual way because they give and they receive unselfishly.

Literature Circle Number Three

The Ant and the Chrysalis *(Paying Attention to Details)*

Human beings are in constant evolution, so, each day they look for strategies to accomplish their goals in life. The most important strategy is to prioritize the situations which enrich their lives, from the most urgent to the less one. Meaning, they do not need to postpone any of those situations because each of them will be considered when it is needed. Moreover, the supplementary strategy for the one previously mentioned should be trusting on the own abilities in spite of what others say. In conclusion, things do not happen as soon as you want, they have their place and time in life to occur and depend on your efforts and perseverance.

Literature Circle Number Four

The Bear and the two Travellers *(Willingness to Face Difficult Situations)*

Working for achieving our goals or having success in life entails three main characteristics of effective self-development; having the required knowledge to approach them, considering their background and anticipating possible problems by means of a variety of tools that prevent us from failure. Moreover, it is natural to feel fear in this kind of situations but the important fact is to face, overcome and take advantage of it.

Literature Circle Number Five

The Ant and the Grasshopper *(Responsibility and Time)*

Human beings are free to choose how to lead their lives. However, there is a factor which cannot be neglected and it refers to the way life will end. It should be an ending which can be determined by having a big quantity of goods or by feeling satisfaction of obtaining more than goods. So, the indicator of these outcomes involves the decisions people take. For example, when people take decisions on aspects such as anticipating problems, planning and working constantly for their current and future priorities, it gives them opportunities to be the builders of their own success.

Literature Circle Number Six

The Rose and the Amaranth *(Valuing Inner Treasures)*

It is fundamental to recognize each of us – human beings – have virtues and faults, and, the way we handle with them evinces the level of personal development we have achieved. You can be good or bad, at some degree, in different activities but comparing your qualities with others is not as meaningful as if you look for strategies for improving your faults and share your virtues with humility.

Appendix V

General Positive Aspects

Learners were able to:

1. Employ their professional skills as psychologist, social worker, teachers and engineers to perform the assigned roles in the literature circles; through deep analysis of the readings, constant connection with their own lives and the use of technological (pdf presentation), linguistic (cards, metaphors, acrostic, Coelho's text, analysis of the structure of a paragraph) and paralinguistic (codes for drawings and colors) resources to exemplify the readings.
2. Bring innovation to the literature circles by means of the use of new vocabulary apart from the presented in the fable, words or synonyms, common daily life expressions, proverbs, quotations, exemplifying sentences and situations in English to expand their understanding of the readings and to contextualize unknown words and expressions.
3. Use Spanish, their mother tongue, as a support to make others understand what they wanted to express in English.
4. Reflect on the readings having as reference their lives and roles within literature circles, and expressing their feelings and perceptions of their strengths and challenges in each of these aspects.
5. Work as a collaborative group supporting themselves and their opinions, explaining, exemplifying, arguing about their conceptions, sharing their ideas, listening to others and giving general conclusions.
6. Enhance their critical thinking through the creation and use of questions which foster controversy or lead people to find a conclusion, a moral or an answer.
7. Monitor their speech and correct it when it was necessary.
8. Maintain relaxed, comfortable and dynamic (turn-taking) chats having fun and showing fluency improvements.
9. Be committed with their assignments and discussions.
10. Summarize narrative texts.

General Aspects to Improve

Be careful with:

1. Differentiation of tenses (past, present) when speaking
2. The use of "s", "es", "ies" in present simple sentences (remember he – she – it pronouns. For example: she plays)
3. The pronunciation of regular (-ed) and irregular verbs in past tense
4. The difference between plural and singular; for example: the characteristics **are** (not the characteristics is) – **a** negative aspect (not a negative aspects)

Appendix W

RESEARCH QUESTION:																																						
How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?																																						
Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón 2012																																						
LITERATURE CIRCLES' CONSOLIDATION OF QUESTIONNAIRE'S RESULTS (SELF-REFLECTION)																																						
STUDENTS	AVATHAR							CHARLZ							DANNY							EOWYN					MATTHEW						SOPHIA					
ITEMS	SR1	SR2	SR3	SR4	SR5	SR6	TL	SR1	SR2	SR3	SR4	SR5	SR6	TL	SR1	SR2	SR3	SR4	SR5	SR6	TL	SR3	SR4	SR5	SR6	TL	SR1	SR2	SR3	SR4	SR5	SR6	TL	SR1	SR2	SR4	TL	
I shared my ideas and offered my suggestions	1	2	2	2	2	2	2	1	2	2	3	3	3	2	1	2	3	3	3	3	3	3	2	3	3	2	3	2	3	2	2	2	3	2	1	1	2	1
I spoke clearly and slowly enough	1	2	2	2	2	3	2	1	2	2	2	2	2	2	1	1	2	2	2	3	3	2	2	3	2	3	3	2	2	2	3	2	2	2	1	1	1	1
I answered others' questions	2	1	2	2	3	2	2	2	2	2	2	3	3	2	2	3	3	3	3	3	3	3	3	3	2	2	2	1	3	3	3	3	1	2	1	1	1	1
I remained on topic and helped the group stay focused	1	1	1	2	2	3	2	2	2	2	1	3	3	2	1	1	3	3	3	3	3	2	2	3	3	3	3	2	3	3	1	3	3	3	1	1	1	1
I encouraged others to participate	1	1	2	1	2	3	2	1	2	2	2	2	3	2	1	1	3	2	3	3	3	2	1	3	3	1	2	1	3	2	2	3	3	2	2	1	2	2
I disagreed without hurting others' feelings	2	2	2	2	3	3	2	2	2	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	3	3	2	2	2	2
I summarized or repeated my ideas when necessary	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	2	3	3	2	2	2	2
I gave reasons for opinions	2	2	2	2	2	2	2	1	2	3	3	3	3	3	2	2	3	3	3	3	3	3	3	2	3	2	3	1	3	3	3	3	3	3	1	1	2	1
I listened courteously and effectively	1	2	2	1	2	3	2	1	2	2	2	3	2	2	1	2	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2
I tried to understand and extend the suggestions of others	1	1	2	2	2	2	2	1	2	2	1	3	3	2	1	2	3	3	3	2	2	2	3	3	2	3	2	2	2	2	3	2	2	2	2	2	2	
I read it with time to reflect and re-read if needed	2	2	3	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2	3	3	3	3	3	3	3	2	3	3	3	3	2	2	2	
I included lots of details and good ideas	1	1	2	2	3	3	2	1	1	2	2	2	3	2	2	2	3	2	3	2	2	2	2	3	2	3	3	3	2	2	2	3	3	3	1	1	1	
ANALYSIS CONVENTIONS																																						
1 - Needs Improving 2 - Satisfactory 3 - Very Good																																						
Blue = starting process Orange = maintain process Red = lessen process Green = strengthen process																																						
GENERAL TEACHER-RESEARCHER COMMENTS																																						

Appendix X

RESEARCH QUESTION:
How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?
MOST IMPORTANT CONTRIBUTION TO THE DISCUSSION WAS... (AVATHAR)
LC1 ILLUSTRATOR: Show my sketch exemplifying the fable
LC2 WORD WIZARD: Find the meaning of some words that I didn't know
LC3 PASSAGE PICKER: Choose the most important episodes into the fable
LC4 SUMMARIZER: Select the main event across the fable and summarizing in a short sentence
LC5 CONNECTOR: Relate each event and feeling with our lives
LC6 DISCUSSION DIRECTOR: Share my opinions, lead the discussion, make a moral and express my suggestions
MOST IMPORTANT CONTRIBUTION TO THE DISCUSSION WAS... (CHARLZ)
LC1 PASSAGE PICKER: I tried to set a precedent about the role of Passage Picker. Even though it was the first time, maybe was a kind of base for the next partner.
LC2 SUMMARIZER: I tried to make the group to understand the same idea in a bit sublime way. I contributed with a word making emphasis on it and using it repeatedly.
LC3 CONNECTOR: I offered a new point of view about the fable.
LC4 DISCUSSION DIRECTOR: I tried to change the group's mind about the identification with a specific character.
LC5 ILLUSTRATOR: I tried to maintain the attention about the illustration using interesting tech tools.
LC6 WORD WIZARD: I tried to focus on the words and its use and catch the group attention.
MOST IMPORTANT CONTRIBUTION TO THE DISCUSSION WAS... (DANNY)
LC1 SUMMARIZER: Summarizing the fable in one main idea.
LC2 CONNECTOR: Connecting the fable with some real Colombian issues. I provided to the group with some examples that helped them to comprehend the fable's moral.
LC3 DISCUSSION DIRECTOR: I organized and encouraged the group in order to start the fable's discussion. The members actively participated and at the end of the discussion, I came up with general conclusions based on the members opinions.
LC4 ILLUSTRATOR: Throughout the acrostic I made as part of my role, I concentrated in the fable's moral that stated something like: we must face our challenges to be successful. I answered questions from others related to my professional career.
LC5 WORD WIZARD: Giving the team members additional information about uncommon words found in the fable. I gave them synonyms to replace either phrases or words and we discussed whether those matched with the context or not.
LC6 PASSAGE PICKER: Choosing two important sections of the fable, one from the amaranth's point of view and the second one, related to the Rose's point of view. We discussed the sections from different perspectives of the life.
MOST IMPORTANT CONTRIBUTION TO THE DISCUSSION WAS... (EOWYN)
LC3 SUMMARIZER: Make a small resume about the fable and participate with my opinion about the compassion

LC4 CONNECTOR: I looked for a little story of my favorite author in order to share a related topic that the fable of the bear
LC5 DISCUSSION DIRECTOR: Lead the discussion and I tried to make a good topic of discussion keeping in mind the ideas of each one.
LC6 ILLUSTRATOR: Show with a picture my perception of the fable and in the same way make a personal reflection about the topic
MOST IMPORTANT CONTRIBUTION TO THE DISCUSSION WAS... (MATTHEW)
LC1 CONNECTOR: For me was that I gave to my partners some ideas about me, I think that my role was one of the most important because I had to compare the story with my PERSONAL life. For that reason I think that they discovered one part of me. So, my contribution to the discussion was to share my feelings in that way.
LC2 DISCUSSION DIRECTOR: I made some questions to my partners, I tried that everyone got involve in the reading and also, I think that I guided them in a good way. My questions pointed for everyone and I was prepared for the discussion.
LC3 ILLUSTRATOR: In this literature circle I was the illustrator. For me it was so interesting because I am not dedicated to the arts, for that reason I do not like painting or drawing. But, this case was so different. I wanted to show a nice drawing and for that reason I colored it and every color had a different meaning. I could explain all of it and I felt important this time, because I was the first who made a drawing with color or explain the meaning of the colors for me. I consider that I caught their attention and for that reason I liked it.
LC4 WORD WIZARD: In this literature circle I was the word wizard. For me the reading was so easy and for that reason I did not have to search about anything. At the moment to share my ideas with my partners, I did not say anything. Instead of that, I invited them to ask me if they had any question about vocabulary. This time I felt so good because I felt like a dictionary. Lol
LC5 PASSAGE PICKER: I shared my feelings that they and my perspectives with my partners.
LC6 SUMMARIZER: I realized that I had one of the most important characters because the summarizer with just three sentences had to give a meaning of the fable. I shared one topic to identify easily the main ideas in a paragraph, but I couldn't do this, because of time. At the end they interrupted me and for that reason I was upset a little bit. But, later I understand that I was for time. But I felt good doing this role.
MOST IMPORTANT CONTRIBUTION TO THE DISCUSSION WAS... (SOPHIA)
LC1 DISCUSSION DIRECTOR: the idea that I have the knowledge to share and speak in English but at the same time I'm very nervous and for this reason I can't express in the best way my feelings and thinkings.
LC2 ILLUSTRATOR: I's very nervous and for this reason I can't express in the best way my thinking and feelings. But I have to feel confident about my English.
LC4 PASSAGE PICKER: This time I had the confidence to participate more but at the same time I'm very nervous and for this reason I can't express in the best way my thinking and feelings.

Appendix Y

Transcriptions for semi-structured interviews

Literature circles' research project Subject: English	
Teacher-Researcher: Jenny Marcela Rodríguez Garzón	
Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?	
Transcription # 1 (Avathar) pre semi-structured interview	Observations
<ol style="list-style-type: none"> 1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your English learning process</i> 2. <i>learning process</i> 3. Avathar: Hello everybody 4. Teacher-Researcher: <i>What motivates you to learn English?</i> 5. Avathar: in the factory where I work in this moment, Carlos, the boss say us that December on the next year all 6. the employees must speak English 7. Teacher-Researcher: <i>Is it like an obligation?</i> 8. Avathar: more or less 9. Teacher-Researcher: <i>Or do you like it?</i> 10. Avathar: not, I want, I truly want 11. Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning English? Why?</i> 12. <i>English? Why?</i> 13. Avathar: in this moment I give the ninety percent because it's very important for me in this moment 14. Teacher-Researcher: <i>What do you think about working with other people in groups?</i> 15. Avathar: it is very great when you work in group you share your knowledge with others... persons, and you 16. solve your mistakes 17. Teacher-Researcher: <i>Do you consider useful reading texts as a strategy to learn English? Why?</i> 18. Avathar: of course when you read texts, newspapers... another texts you are learning much vocabulary, you 19. see unknown words. Yesterday, I bought a book from penguin. It's called "the day of the jackal" from penguin. 20. I think beginning to read this 21. Teacher-Researcher: <i>And how many pages does it have?</i> 22. Avathar: Just few... one hundred I think 23. Teacher-Researcher: <i>Do you consider it is interesting?</i> 24. Avathar: I only read the first page, I bought it yesterday 25. Teacher-Researcher: <i>Yeah, but do you like it?</i> 26. Avathar: Yes 27. Teacher-Researcher: <i>How do you feel reflecting about yourself in your English language learning process?</i> 28. Avathar: I think that's my beginning in the process to learning English. I have had very difficults because the 29. level of the course is very high for me, I think... but I give all of myself for... improve, learning, for pass the 	

<p>30. course 31. Teacher-Researcher: <i>For learning...</i> 32. Avathar: Yes 33. Teacher-Researcher: <i>because any person would like to pass the course but the most important thing is that</i> 34. <i>your learn first</i> 35. Avathar: yes 36. Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i> 37. Avathar: I learn easy... ehh... because I truly learn English, at the end I give all 38. Teacher-Researcher: <i>So, is it easily for you learning English?</i> 39. Avathar: not learning English... it is easy to learn anything 40. Teacher-Researcher: <i>What would you like to improve in your English learning process?</i> 41. Avathar: first, my vocabulary, I think it is the most important part for I can speak because if you don't know 42. many words you can't have a conversation 43. Teacher-Researcher: <i>And after improving your vocabulary, what else would you like to improve?</i> 44. Avathar: after I learn vocabulary I practice my speaking, my listening... 45. Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i> 46. Avathar: to me, it's something that learning for yourself, for myself 47. Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> 48. Avathar: yes, when I didn't study at the university I lent the books and I beginning to read, to do exercises for 49. maths, physics, chemistry... I always have been an autonomous learner... while I'm not in the institute, in the 50. course, print the lyric song and I translate this 51. <i>And which kind of music do you like?</i> 52. I love the rock, metal 53. <i>Which bands do you like?</i> 54. Death... it's a united states band 55. Teacher-Researcher: <i>Thanks for your contribution to this interview, see you later on</i> 56. Avathar: ok, bye</p>	<p>Learners' identification as autonomous.</p>
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p>Transcription # 2 (Charlz) pre semi-structured interview</p>	<p>Observations</p>
<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your English</i> 2. <i>learning process</i></p>	

<p>3. Charlz: Hello</p> <p>4. Teacher-Researcher: <i>What motivates you to learn English?</i></p> <p>5. Charlz: some people collect money, coins, some people practice an sport or play an instrument... I learn</p> <p>6. languages, yes? That's my best motivation for all languages but English is my... is the language for excellence,</p> <p>7. may I say that? Is my language for excellence, yeah? If I could only know or learn a language I would choose</p> <p>8. English</p> <p>9. Teacher-Researcher: <i>Ok, but would you like to learn any other language? Which one?</i></p> <p>10. Charlz: Yes, I tried to learn French, Italian, Portuguese, Japanese and German but German is very hard</p> <p>11. Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning</i></p> <p>12. <i>English? Why?</i></p> <p>13. Charlz: my motivation is one hundred percent, yes? I think that I have all the motivation, is total, I tried every</p> <p>14. day, my English is my every day, yeah? I turn on my T.V., I listen in my mp3, I watch in my computer or in my</p> <p>15. tablet, I have PDFs, books, etc... my motivation is everywhere, yeah? Yeah, I have a great motivation to learn</p> <p>16. English</p> <p>17. Teacher-Researcher: <i>What do you think about working with other people in groups? Do you like it or not?</i></p> <p>18. <i>Why?</i></p> <p>19. Charlz: oh, I like it very much I always thought about to have a group to share the knowledge and to practice</p> <p>20. the languages, yes? Actually, I have been searching or looking for a group in Facebook or something like that</p> <p>21. who said... ok, let's talk English... but I couldn't yeah? It's difficult... in this moment I feel great with the</p> <p>22. group, yeah? And this idea is for me like a apocalypse, yeah a revelation... because is like wow, it can be</p> <p>23. possible yeah? To have a group and to interact or something like that, yeah? I feel so good, I'm very expecting</p> <p>24. Teacher-Researcher: <i>Do you consider useful reading texts as a strategy to learn English? Why?</i></p> <p>25. Charlz: yeah, I think that is the best, for experience that was the best strategy to learn Spanish, yeah? So in that</p> <p>26. sense, I suppose that is good for all languages, and all the French, Italian and Portuguese that I've learnt, I've</p> <p>27. learnt with reading</p> <p>28. Teacher-Researcher: <i>Which kind of things, technical manuals?</i></p> <p>29. Charlz: Initially, yes, initially if I bought a device... a calculator for example, I read in Spanish, then, I read in</p> <p>30. English, then, I read in French... I read all the book in all the languages that I know</p> <p>31. Teacher-Researcher: <i>How do you feel reflecting about yourself?</i></p> <p>32. Charlz: shhh, I do, I really like to reflect about myself, not only at knowledge but my whole life, and I feel</p> <p>33. good, actually, I like that people also tell me my weaknesses, so, with this I listen and I reflect about that and I</p> <p>34. check myself, I feel good... it is a part of my life that sometimes is not common for people</p> <p>35. Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>36. Charlz: I think that is reading because I read English for a long time ago, yeah? My career is technical and from</p> <p>37. the existence of the systems, systems was born in English, yeah? all the theory and the text, everything is in</p> <p>38. English at first sight, so, later they start to translate to Spanish, but in first instance... always is in English, so, if</p> <p>39. you don't know English you lose everything, so, I can read OK especially the technical text</p>	<p>Motivation to learn English</p> <p>Interest on having a supplementary tool to use English</p> <p>Metacognition</p> <p>Awareness of strengths and weaknesses.</p> <p>Linguistic, cognitive</p>
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<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your English learning process</i></p> <p>2. <i>learning process</i></p> <p>3. Danny: Hi</p> <p>4. Teacher-Researcher: <i>What motivates you to learn English?</i></p> <p>5. Danny: it lets me or allows me to read different articles, like psychology articles, researches in English which</p> <p>6. are a lot, so, if don't know English I will not be able to learn or to read these researches, and to talk with</p> <p>7. different people of other countries, I like talking like interacting with other people, it's so interesting</p> <p>8. Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning English?</i></p> <p>9. <i>English?</i></p> <p>10. Danny: I would say like ninety five percent. It's very high</p> <p>11. Teacher-Researcher: <i>why?</i></p> <p>12. Danny: ok, one reason is because I told you ready I can... I will be able to read better or to get more</p> <p>13. information about my psychology... my area as well as to communicate with other people that speak other</p> <p>14. languages but they know English, I will be able to talk to them and the third reason is because I want to study in</p> <p>15. a university which language is English, so, i want to be able to accomplish that</p> <p>16. Teacher-Researcher: <i>In which university?</i></p> <p>17. Danny: Well, I will try to apply to the united states, I haven't decided yet what is the exactly university but first</p> <p>18. I have to get a level, an English level to study there</p> <p>19. Teacher-Researcher: <i>What do you think about working with other people in groups? Do you like it or not?</i></p> <p>20. <i>Why?</i></p> <p>21. Danny: I like it but it depends of the activity, so, if we will do a debate or we will discuss about a specific topic</p> <p>22. I love working in groups but if want to write by myself or like to do a composition... is that the word? I prefer</p> <p>23. working by myself</p> <p>24. Teacher-Researcher: <i>Do you consider useful reading texts as a strategy to learn English? Why?</i></p> <p>25. Danny: yes, very useful... because first I will understand, even though I don't understand the whole sentence I</p> <p>26. can understand the idea, yeah, I can learn other words or more vocabulary, so, I will learn synonyms of different</p> <p>27. words or slangs which are also important if I want to go to study like in a specific country... the other thing is</p> <p>28. that I can as long as I'm reading I would create the idea of what I'm reading</p> <p>29. Teacher-Researcher: <i>So, imagine the place</i></p> <p>30. Danny: Imagine this, so, it helps me better than listening to a song I don't know why... I prefer seeing... I</p> <p>31. guess it works better for me, so, then I will remember the word in a context</p> <p>32. Teacher-Researcher: <i>How do you feel reflecting about yourself in your English learning process?</i></p> <p>33. Danny: I feel really well, I like it... sometimes it is contradictory because at the same time I'm talking or I'm</p> <p>34. speaking in English I'm following myself, it's kind of hard but I like it a lot because it allows me to realize what</p> <p>35. are my mistakes... grammar, for example, I have lots of mistakes in grammar</p> <p>36. Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>37. Danny: ok, I got to read faster than I used to... is not as faster as in Spanish but I read much better than before,</p>	<p>Metacognition</p> <p>Awareness of</p>
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<p>7. Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning English? Why?</i></p> <p>8. English? Why?</p> <p>9. Eowyn: I think eighty... percent... because it is an important language and I like to learn a lot of this language</p> <p>10. Teacher-Researcher: <i>What do you think about working with other people in groups? Do you like it or not?</i></p> <p>11. Why?</p> <p>12. Eowyn: yes, I like it... because I am the capacity for communicate and for working in groups, I like to socialize</p> <p>13. Teacher-Researcher: <i>Do you consider useful reading texts as a strategy to learn English? Why?</i></p> <p>14. Eowyn: yeah, reading not only little texts but books improve a lot because it helps to vocabulary and to</p> <p>15. imagine... and maybe you read in your mind it helps you... maybe when you are talking it helps you too</p> <p>16. Teacher-Researcher: <i>How do you feel reflecting about yourself?</i></p> <p>17. Eowyn: a little strange because you are unused to it, so, it's strange that you are evaluating everything that you</p> <p>18. do in your process and that on reference on many things... but it is useful</p> <p>19. Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>20. Eowyn: I think that my main strength is that I can understand easily and specially with the language, I don't</p> <p>21. know but I have the ability to understand easily and to catch the ideas faster</p> <p>22. Teacher-Researcher: <i>What would you like to improve?</i></p> <p>23. Eowyn: listening but the normal listening when you are talking with other person or when you are watching a</p> <p>24. movie, when you are watching some soap operas of T.V. that you feel that it is an English... I don't know ... a</p> <p>25. confident English, and maybe you can understand this kind of things, I would like to improve this listening</p> <p>26. Teacher-Researcher: <i>Thanks for your contribution to this research study</i></p> <p>27. Eowyn: you're welcome</p>	<p>Metacognition</p> <p>Awareness of strengths and weaknesses.</p> <p>Linguistic, cognitive and affective needs</p>
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<p>Literature circles' research project Subject: English</p> <p>Teacher-Researcher: Jenny Marcela Rodríguez Garzón</p> <p>Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p style="text-align: center;">Transcription # 5 (Matthew) pre semi-structured interview</p> <p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your English learning process</i></p> <p>2. <i>learning process</i></p> <p>3. Matthew: good afternoon</p> <p>4. Teacher-Researcher: <i>What motivates you to learn English?</i></p> <p>5. Matthew: firstable, I have to say that I want to travel around the world, this is the typical answer for everyone,</p> <p>6. I think... but beyond my answer I have to say that I learn... I want to learn about other cultures and so on</p> <p>7. Teacher-Researcher: <i>So, what most motivates you is learning by itself? You love learn things...</i></p> <p>8. Matthew: yeah, especially languages, I like to learn French, German, but in this moment I'm focused on</p>	<p style="text-align: center;">Observations</p>

<p>9. English language</p> <p>10. Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning</i></p> <p>11. <i>English? Why?</i></p> <p>12. Matthew: in this moment I'm so motivated for learning English... I think that I'm going to give myself about</p> <p>13. ninety percent, I think that I'm good English student but I have to improve some things, but I'm so motivated to</p> <p>14. learn a little bit more</p> <p>15. Teacher-Researcher: <i>What do you think about working with other people in groups?</i></p> <p>16. Matthew: I think that cooperative learning is a really, really, good strategy to learn in this case English. I think</p> <p>17. that work in groups is a really aim to improve some kind of difficulties that could emerge in any situation, for</p> <p>18. example, if I don't know some word perhaps the other person could help me in any circumstance</p> <p>19. <i>Have you worked in collaborative groups?</i></p> <p>20. At the university, yeah, most of the time I have to work by pairs or in groups but I like to work in pairs</p> <p>21. Teacher-Researcher: <i>Do you consider useful reading texts as a strategy to learn English? Why?</i></p> <p>22. Matthew: I think that with reading I can learn a lot, a lot of vocabulary but I don't like reading so much for that</p> <p>23. reason I prefer to see and to listen</p> <p>24. Teacher-Researcher: <i>How do you feel reflecting about yourself in your English learning process?</i></p> <p>25. Matthew: I feel so good, I feel comfortable when I receive knowledge and I feel so comfortable also when I</p> <p>26. give my knowledge to other people</p> <p>27. Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>28. Matthew: my strengths... I think that I know that my speaking is not perfect but my strength in that kind of</p> <p>29. question... I think I have to develop my speaking with other people and I am be able to share my knowledge</p> <p>30. with other people, I mean at the beginning of any conversation I'm so shy but I start to think about something, I</p> <p>31. start to seeing the other people and in determined time I start to speak, speak, speak... I don't mind if my</p> <p>32. English is not good but think that my purpose is that the people can get me when I speak</p> <p>33. Teacher-Researcher: <i>What about your listening skill? Do you understand when people talk to you in</i></p> <p>34. <i>English?</i></p> <p>35. Matthew: it depends the people that are talk to me and the foreign people, I mean the movie I'm not always</p> <p>36. understand all language</p> <p>37. Teacher-Researcher: <i>But in a percentage how much do you understand?</i></p> <p>38. Matthew: Eighty percent, eighty percent I have to improve that</p> <p>39. Teacher-Researcher: <i>So, this is an strength for you</i></p> <p>40. Matthew: Yeah, it could be</p> <p>41. Teacher-Researcher: <i>And in writing, how are you writing in English?</i></p> <p>42. Matthew: Ok, my grammatical part is excellent, I think that or my is excellent, yeah, I think that a hundred</p> <p>43. percent, I always being focused on my grammatical part, on the rules and for that reason I have my writing so</p> <p>44. good</p> <p>45. Teacher-Researcher: <i>So, and your pronunciation, how do you feel with your pronunciation?</i></p>	<p>Awareness of strengths and weaknesses.</p> <p>Linguistic, cognitive and affective needs</p>
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<p>46. Matthew: Ok, I have to solve some problems with that, yeah? I think that in some circumstances I have to 47. quickly and for that reason I forgot some pronunciation of the words, yeah? But it doesn't matter 48. Teacher-Researcher: <i>What would you like to improve?</i> 49. Matthew: my speaking English level 50. Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i> 51. Matthew: an autonomous learner... have to be complete in every single word, why? Because if you don't see 52. any topic at the university or in determined course you have to improve... to solve that doubt that emerge to 53. you, yeah?... you can go to internet, to books, and to solve any doubt about your expectations, yeah?... because 54. if your wait to the teacher and if you wait to the tutor that explain everything that's not autonomous work 55. Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> 56. Matthew: shhhh... myself? In some circumstances yeah, in some others not... ok, I have to recognize that I'm 57. lazy and when I wake up, when I'm with a lot of energy I research in internet, I research in books and in songs 58. but when I start to think, oh, I have to search about this or this and I don't have time, just let I go... and I forget 59. of that 60. Teacher-Researcher: <i>Thanks for your contribution to this research study</i> 61. Matthew: don't worry</p>	<p>Understanding of the concept of autonomous learner</p> <p>Learners' identification as autonomous.</p>
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
Transcription # 6 (Sophia) pre semi-structured interview	Observations
<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your English learning process</i> 2. <i>learning process</i> 3. Sophia: hello 4. Teacher-Researcher: <i>What motivates you to learn English?</i> 5. Sophia: The principal motivation to learn English is... my students because I know that I am the first example 6. to them and I need to do the best things that I have in my hands to improve the integral growing, integral 7. development 8. Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning English? Why?</i> 9. <i>English? Why?</i> 10. Sophia: I believe that the ninety percent, the one hundred percent... because, actually if you don't know 11. English or another language you are <i>analfabeta</i> like that, for my work... and I know for the internet, for the 12. T.V. and you have many tools to learn English and in that way this is the motivation I have</p>	<p>Motivation to learn English</p>

<p>13. Teacher-Researcher: <i>the word in English for “analfabeta” is illiterate</i></p> <p>14. Sophia: illiterate, thank you</p> <p>15. Teacher-Researcher: <i>What do you think about working with other people in groups? Do you like it or not?</i></p> <p>16. Why?</p> <p>17. Sophia: yes, I like this idea because is a good opportunity or is a good strategy that we can use the social</p> <p>18. abilities, skills and... in this case the English level because if you have a good route to speak, to talk about an</p> <p>19. specific topic or developing activities, in that way enjoying the language you can improve and learn more</p> <p>20. Teacher-Researcher: <i>Do you consider useful reading texts as a strategy to learn English? Why?</i></p> <p>21. Sophia: I believe that all the skills that we have with listening, speaking and writing, if you have the opportunity</p> <p>22. to read one book that you found funny, interesting this is the best way to learn and at the same time if you watch</p> <p>23. a movie or watch T.V., an interesting program, if you want to learn you have to have the opportunity to do that</p> <p>24. Teacher-Researcher: <i>How do you feel reflecting about your English learning process?</i></p> <p>25. Sophia: in some opportunities very difficult but at the same time very interesting because you have the</p> <p>26. opportunity to understand what your abilities and difficulties are and to work in these</p> <p>27. Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>28. Sophia: in this moment I know that I have good abilities to listening and read but I am some years ago in</p> <p>29. writing and speaking, I know that my ability process are changing because I haven't had the opportunity to learn</p> <p>30. and to practice in these abilities, in this moment I am reading many texts, listening songs and different things, in</p> <p>31. that way those abilities are good</p> <p>32. Teacher-Researcher: <i>So, in this sense you would like to improve speaking and writing but mainly speaking</i></p> <p>33. <i>or writing?</i></p> <p>34. Sophia: speaking because I know that I know many things but I have to...</p> <p>35. Teacher-Researcher: <i>Do you feel afraid when you have to explain them?</i></p> <p>36. Sophia: yeah</p> <p>37. Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i></p> <p>38. Sophia: I believe that an autonomous learner is one person that have the ability to do many things in order to</p> <p>39. own growing, according to the academic process, personal process or many things that they can do</p> <p>40. Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i></p> <p>41. Sophia: in some opportunities</p> <p>42. For example, in which?</p> <p>43. When one thing is very interesting for me I take the time to do that but when one thing is some difficult for me I</p> <p>44. try to do that but at the same time I change that work and I leave it</p> <p>45. Teacher-Researcher: <i>Thanks for your contribution to this research study</i></p> <p>46. Sophia: you're welcome</p>	<p>Interest on having a supplementary tool to use English</p> <p>Metacognition</p> <p>Understanding of the concept of autonomous learner</p> <p>Learners' identification as autonomous.</p>
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<p>31. Charlz: I think that I use it in all my life, in work, in family... I like the solitude and I think a lot and I reflect in all</p> <p>32. things that I am doing during the day or in my last one, two, three months... in something like that, I'm always</p> <p>33. scoring myself and sometimes I find that I'm not so... as good as I wanted, as good as I expected, so the self-</p> <p>34. reflection is something daily</p> <p>35. Teacher-Researcher: <i>How was your experience working with literature circles? Did you enjoy it?</i></p> <p>36. <i>Did you find them useful? Why?</i></p> <p>37. Charlz: yes, I enjoyed a lot I consider that it was an excellent experience... I suppose the best experience</p> <p>38. regarding English learning, so, an excellent complement and I think that I would repeat it if it was the case</p> <p>39. Teacher-Researcher: <i>In which ways did you find it useful for your learning process?</i></p> <p>40. Charlz: ok, first because when you interact with people you can learn more than by yourself, on your own you can</p> <p>41. learn a lot of things but only from one point of view, when you can share with other people and other points of</p> <p>42. views you can enrich your life, enrich your process, and every person has his or her own way, it's not the same for</p> <p>43. you but you can learn a lot from the process of your neighbor, so, I think that this is the best... the main aspect</p> <p>44. from the literature circles, ok, there are a lot of things about... the rules of the game, the roles because I have a lot</p> <p>45. of weakness, for instance, direct... when I had to do it, it was very challenge for me, but I could, I did it, so, it was</p> <p>46. like a little step that I made, yes?, so there were so many steps that the literature circles were useful</p> <p>47. Teacher-Researcher: <i>Which do you consider was your level of responsibility within the development</i></p> <p>48. <i>of literature circles? Why?</i></p> <p>49. Charlz: ok... well... as you were six people, so, I consider that I had one six part of the responsibility but</p> <p>50. sometimes I realized that if I gave... give more of myself, so, I could help the others to do something, an idea,</p> <p>51. specially ideas because I like to throw up ideas through the air to someone catch it and understand it, I feel good,</p> <p>52. maybe like you feel good when you explain something and at least one person in your group understand, that's the</p> <p>53. thing, so, I think that I increase, in that point I increase my responsibility because I wanted to contribute with more</p> <p>54. not just like my part but I wanted to contribute with ideas, with other things... to put my sand grain</p> <p>55. Teacher-Researcher: <i>Did you like to work independently from your teacher? How did you feel?</i></p> <p>56. Charlz: is good for me in the most of cases, I like to see a teacher like a guide not like a policeman... a</p> <p>57. policewoman or something like that, even I am an autonomous learner but I'm an autonomous worker, so, I am so</p> <p>58. autonomous, I like to be independent, I like to do the things by conviction not by... not restrain, yes?, not like a</p> <p>59. condition or something like that, I like the conviction of life when you do the things because you wanted... because</p> <p>60. you want to do it, because you like to do it, not because someone expect that you do it, yes?, so it's a good way</p> <p>61. when you have a guide who shows you the way, the door, and tells you ok... go on your own way, follow your</p> <p>62. own way, I like that</p> <p>63. Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i></p> <p>64. Charlz: yes, I tried to use mainly the technology because technology is part of my everything, I am half person,</p> <p>65. half machine, so, the technology for me is a big leverage because you can use it in all the aspects of the life, so, if I</p> <p>66. need to listen an audio, or to review in a dictionary, look for a word or to compare ideas, everything I can do it with</p>	<p>reflection</p> <p>Importance of discussions, teams and literature circles in general.</p> <p>Measuring level of responsibility with respect others' levels</p> <p>Use of technology as a learning strategy to support discussion's</p>
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<p>67. technology, so, internet, computers... I use it all the time in transmilenio, in my car, when I was in bed, so all the 68. time... when I am watching a movie or the news but in English, picking up some words I looked in the tablet, at 69. the same time I end up such immersed in technology and in English, in that mix that sometimes I feel like in a 70. dream, yeah? 71. Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions?</i> 72. <i>How did you take them?</i> 73. Charlz: for me as an autonomous learner, I consider that all the work that other person do... does, other person 74. does is valuable, so, maybe if she or he found in that way is for a reason, yes?, and it's hard for me or difficult to 75. me to... maybe guide him or her to other way, yeah?, I assume that the thing is correct or the process is correct, I 76. can't catch the detail, those details, so, because maybe as an engineer I just see the overall part not the details 77. Teacher-Researcher: <i>So, according to the decisions you have taken for improving your weaknesses, those</i> 78. <i>weaknesses that we have discussed in this moment, that, maybe, you have difficulties for expressing, so, you had</i> 79. <i>to take decisions about them...</i> 80. Charlz: I took decisions like asking for help, for instance when I had to do the director role, yes?, because or me it 81. was difficult, even I am like scared, very anxious, so, I had to get support from other person in order to be more 82. comfortable and, yes, self-confident... because at the beginning I was like in shock 83. Teacher-Researcher: <i>Thanks for your contribution to this research study</i> 84. Charlz: ok, thank you</p>	<p>participation</p> <p>A position in the discussion with respect others' participation</p> <p>Asking for help</p>
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
Transcription # 8 (Danny) post semi-structured interview	Observations
<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your job</i> 2. <i>within the literature circles' implementation</i> 3. Danny: good afternoon 4. Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i> 5. Danny: It means that in the way I'm learning I need to go back and review what I have done and that's why the 6. evaluation process was really interesting because it allowed me to check the main points of my learning process 7. and... I could realize that I was having certain mistakes and I took them into account to avoid making the same 8. mistakes in the next literature circles 9. Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> 10. Danny: yeah, I feel that I'm... I consider myself as an autonomous learner because, well, I like to realize what are 11. my mistakes and correct them, so, I'm kind of making pressure on myself to improve</p>	<p>Complementing the concept of autonomous learner</p> <p>Learners' identification as autonomous.</p>

<p>12. Teacher-Researcher: <i>How did you feel reflecting about your English learning process? Did you</i> 13. find it useful? Why? 14. Danny: I found it useful but I think, yeah, I like it so much because as I said before it allowed me to realize about 15. my mistakes, but I think it should be... at the beginning it should be more frequent, and, then, during the process, 16. so, it should be more frequent, like once every two days and then to extend the period, so, it would become like 17. once a month but I think it should be more frequent 18. Teacher-Researcher: <i>In which other spaces would you use self-reflection?</i> 19. Danny: well, I think in some areas of the life but if I'm talking about learning English I would say that when I'm 20. talking with my friends in English we could come up with a... in an evaluation test, so that we can ask them to 21. review it for us and to give us a feedback... what else, I don't know I think in the way I read articles so I could 22. count maybe the words in the article, and then I would say which ones I don't understand or I don't know the 23. meaning, so I would start, if I improve the idea is to see that at the end in will know, I will have known even one 24. word that I don't understand 25. Teacher-Researcher: <i>How was your experience working with literature circles? Did you enjoy it?</i> 26. Did you find them useful? Why? 27. Danny: yeah, I enjoyed a lot, actually I miss the circles... because as we were talking in the group the other day, 28. we could have like a habit every week, as well as we could discuss, we had the chance to discuss the fable and to 29. notice that we can influence in... or we can give the other people more energy to learn, I don't know if it is correct 30. but, yeah, I think we could do this in a formal way 31. Teacher-Researcher: <i>Which do you consider was your level of responsibility within the development</i> 32. of literature circles? Why? 33. Danny: I can say that at the beginning I wasn't that, I wasn't that compromised with this but as I start seeing that it 34. would been so helpful with me and I enjoyed a lot I started being more involved with the process 35. Teacher-Researcher: <i>Did you like to work independently from your teacher? How did you feel?</i> 36. Danny: I like it a lot, actually I feel that that's the way I like to learn... by myself at the beginning and the teacher 37. as a feedback giver to me 38. Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i> 39. Danny: well, basically I read the fable sometimes more than once, I looked up at the dictionary the words that I 40. didn't understand, I tried to come up with a similar story, I mean, to put it in my real life, so I was all the time 41. comparing the fable with my experiences in the life... and like looking at other similar fables that I could tell in the 42. group, something new to share in the group, with the group 43. Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions?</i> 44. How did you take them? 45. Danny: well, I cannot say that there were problems at all... but maybe some difficulties when I was trying to 46. understand specific words or to understand a role because other interesting thing of these literature circles was that 47. I learnt other roles being summarizer, being discussion director and things like that, so, it was kind of difficult for</p>	<p>Importance of discussions, teams and literature circles in general.</p> <p>language learning strategies to support discussion's participation</p> <p>Asking for help</p>
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<p>48. me to understand some of the roles, so, what I did it was... I asked to another person or I asked to the teacher to</p> <p>49. explain that in an easy way but the decision was to ask to somebody else... that's the point</p> <p>50. Teacher-Researcher: <i>Thanks for your contribution to this research study</i></p> <p>51. Danny: thanks</p>	
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<p>Literature circles' research project Subject: English</p> <p>Teacher-Researcher: Jenny Marcela Rodríguez Garzón</p> <p>Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
Transcription # 9 (Eowyn) post semi-structured interview	Observations
<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your job</i></p> <p>2. <i>within the literature circles' implementation</i></p> <p>3. Eowyn: hello</p> <p>4. Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i></p> <p>5. Eowyn: now, I think that an autonomous learner is a person who can do, maybe a little task that some person</p> <p>6. assign and that you can do this task for your own and doing well</p> <p>7. Teacher-Researcher: <i>Do you consider yourself as an autonomous learner?</i></p> <p>8. Eowyn: sometimes</p> <p>9. Teacher-Researcher: <i>Why?</i></p> <p>10. Eowyn: if you put me some task, yes I can do it, but maybe when you have something for your own, maybe you</p> <p>11. put some barriers, and maybe you didn't do it</p> <p>12. Teacher-Researcher: <i>How did you feel reflecting about your English learning process? Did you</i></p> <p>13. <i>find it useful? Why?</i></p> <p>14. Eowyn: Yeah, obviously it's useful because if you observe your process and your abilities, and the things that you</p> <p>15. are doing wrong and maybe, yeah, the things that you need to improve</p> <p>16. Teacher-Researcher: <i>In which other spaces would you use self-reflection?</i></p> <p>17. Eowyn: I think that in everything that you do, you must do it because it's important that you saw if your reflection</p> <p>18. in all the aspects of your life not only in learning but in your job or when you are studying other things or in your</p> <p>19. family</p> <p>20. Teacher-Researcher: <i>How was your experience working with literature circles? Did you enjoy it?</i></p> <p>21. Eowyn: yeah, I enjoy it a lot because it is an space in that you can share with other person... with other people</p> <p>22. your opinion, and that you have a role, and it was a confident too because it was topic that you feel confident</p> <p>23. because it is... it was daily topic</p> <p>24. Teacher-Researcher: <i>Which do you consider was your level of responsibility within the development</i></p>	<p>Complementing the concept of autonomous learner</p> <p>Learners' identification as autonomous.</p>

<p>25. <i>of literature circles? Why?</i></p> <p>26. Eowyn: I think that it depends of the role, as I told you not all the roles have the same responsibility in the</p> <p>27. literature circles, there are roles that have more responsibility at the others, so, it was depends of the role but</p> <p>28. obviously in all the roles you have to be responsible to share and to search how do you develop your role</p> <p>29. Teacher-Researcher: <i>Did you like to work independently from the teacher? Did you like it? If you</i></p> <p>30. <i>realize in literature circles the teacher was not telling you, you have to say this thing, you were doing</i></p> <p>31. <i>the job by yourself, you were learning without the teacher's participation, so, did you like to work</i></p> <p>32. <i>independently from the teacher?</i></p> <p>33. Eowyn: Maybe yes but in my case... in this learning process I need a person who help me to understand and that</p> <p>34. correct my mistakes... in the case that not was the teacher but other person that leads and to collaborate in this case</p> <p>35. Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i></p> <p>36. Eowyn: I liked to research depends of the fable and in the case in the literature circle, I don't remember, maybe</p> <p>37. four I found another fable that was related with the topic and it was useful to understand better the topic and to</p> <p>38. expand the knowledge, understand better, yeah?, it's important to search more than the topic that you are doing</p> <p>39. Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions?</i></p> <p>40. <i>How did you take them?</i></p> <p>41. Eowyn: I remember in the literature circle where I was blocked because I didn't... I couldn't remind one word, so,</p> <p>42. I stayed like blocked, I was blocked and I couldn't react... so, I think that it was a difficulty but I couldn't take a</p> <p>43. decision</p> <p>44. Teacher-Researcher: <i>Did others help you?</i></p> <p>45. Eowyn: yeah, I have to say it in Spanish because it was a word that we were learning in another process and</p> <p>46. maybe the other people help me to remind it</p> <p>47. Teacher-Researcher: <i>on the contrary, maybe did you evinced that other of your classmates had a problem and</i></p> <p>48. <i>you help him or her?</i></p> <p>49. Eowyn: yeah, I think with the same situation, maybe some of us forget some things and the other people helps to</p> <p>50. complement the idea, to don't feel incomplete...</p> <p>51. Teacher-Researcher: <i>Thanks for your contribution to this research study</i></p> <p>52. Eowyn: ok</p>	<p>language learning strategy to support discussion's participation</p> <p>Asking for help</p>
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<p>Literature circles' research project</p> <p>Teacher-Researcher: Jenny Marcela Rodríguez Garzón</p> <p>Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	<p>Subject: English</p> <p>Transcription # 10 (Matthew) post semi-structured interview</p>
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Observations

<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your job within the literature circles' implementation</i></p> <p>2. Matthew: good afternoon</p> <p>3. Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i></p> <p>4. Matthew: ok, for me an autonomous learner is... doesn't follow an specific program, an specific curriculum, for me an autonomous learner is to do my own learning process, to follow my own activities, to follow my own likes, yeah? For me that's an autonomous learner</p> <p>5. Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i></p> <p>6. Matthew: ok at the end of the literature circles yes, yes because I never do that, yeah? I never read in advance, I never prepare my speaking classes for that reason I consider myself as autonomous worker, learner</p> <p>7. Teacher-Researcher: <i>How did you feel reflecting about your English learning process?</i></p> <p>8. Matthew: perhaps in this moment I'm shocked because I had to do a lot of things I can't think a lot of things at the moment to speak, I consider that I have to solve a lot of problems taking into account my pronunciation but I think that I have improved some words that I didn't know...</p> <p>9. Teacher-Researcher: <i>so... but how did you feel? What kind of feeling did you experienced?</i></p> <p>10. Matthew: firstable, I gained a lot of self-confidence, I can speak a little bit more, I gained a lot of motivation, intrinsic motivation, and happiness... I don't know... ok, yeah, I think the main feeling that I gained thanks to this activity was the self-confidence at the moment to speak</p> <p>11. Teacher-Researcher: <i>In which other spaces would you use self-reflection?</i></p> <p>12. Matthew: nowadays, I'm developing my thesis... I think that it was perfect to develop my autonomous work... in my thesis I'm researching a lot, I have to reflect a lot of that theory, of that information gained, yeah? Taking into account my personal life, perhaps when I made some mistakes, when I make some mistakes I always reflect about my daily life, yeah? At the end of the day I said ok, what I did wrong, what should I improve? Taking into account my day, yeah?</p> <p>13. Teacher-Researcher: <i>Which do you consider was your level of responsibility within the development of literature circles? Why?</i></p> <p>14. Matthew: from one to ten my responsibility level could be eight or perhaps seven point five, I think that I have to solve a lot of things like my... I have to be more strict with my things, I have to make a schedule of my labors, activities, and it could be a great aim to solve that kind of problems, yeah? But taking into account this literature circle activity I consider that I was responsible, yeah</p> <p>15. Teacher-Researcher: <i>Did you like to work independently?, independently means without teacher's help because if you remember all of the things in literature circles were developed by learners, so, did you like that?</i></p> <p>16. Matthew: yeah, of course... sometimes is better working alone, yeah?, because teacher sometimes could be a bad influence about your own thinking and for that reason I think that if I want to develop my own</p>	<p>Complementing the concept of autonomous learner</p> <p>Learners' identification as autonomous.</p> <p>Usefulness of reflection</p>
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<p>36. way of think, I think that I have to read, I have to research and I have to discover a lot of things in my life, 37. yeah? For that reason I think that teacher sometimes is not a good influence on you 38. Teacher-Researcher: <i>In your case, what happened with the influence of the teacher in the literature circles?</i> 39. Matthew: it was good... it was good because I had to do, ok, we had to do alone the conversation, the discussion, 40. and for that reason the discussion director, I think that it could be the teacher because he or she always lead the 41. conversation but at the end I didn't see that person as a teacher I saw that person as a classmate a coworker, but for 42. me at the end he or she wasn't a teacher 43. Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i> 44. Matthew: ok, I think that, firstable, I believed the role, yeah? The second one, I prepared the role and the third one, 45. I understood the role, yeah?, because is not the same to just play the role I think that I have to believe and to create 46. that role, I had to change my role every week and I have that ability, I forget the past role and I create one in one 47. week, that was my strategy to do that 48. Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions?</i> 49. Matthew: for me it had to deal with the role... ok, I don't remember when exactly... but one day Avathar said 50. something about one specific topic and I didn't participate because I wasn't the discussion director, I think that that 51. day I was just the illustrator and for that reason I said to myself, ok I'm not going to participate because is not my 52. business and I'm just here for showing a drawing... I remember that day but I don't remember the topic that we 53. took 54. Teacher-Researcher: <i>Yeah, and for example when you got lost or when something happened and you couldn't</i> 55. <i>participate because one difficulty appeared, you had to take a decision for overcoming this difficulty, do you</i> 56. <i>remember any strategy that had helped you?</i> 57. Matthew: Yeah, at the beginning when I got lost I just stay quiet, I start listening my partners and I start to think 58. what about... ok, I start thinking about the topic, yeah? I didn't talk, I wait a short period of time and I start to 59. participate again 60. Teacher-Researcher: <i>Thanks for your contribution to this research study</i> 61. Matthew: I'm just saying that it was a great, a great activity for me I learn a lot from my partners, from my teacher 62. and from myself also, I think that this kind of activity help students to improve everything speaking, listening... 63. other aspects like cultural environment I think that this was an excellent opportunity to express ideas and I'd like to 64. thank you because it was an excellent opportunity to show my ideas, thank you in advance and yeah I would like to 65. participate in another activity of research</p>	<p>Importance of discussions, teams and literature circles in general.</p> <p>learning strategies to support discussion's participation</p> <p>A position in the discussion with respect others' participation</p> <p>Listening to others</p>
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<p>Literature circles' research project Teacher-Researcher: Jenny Marcela Rodríguez Garzón</p>	<p>Subject: English Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner</p>
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autonomy?	
Transcription # 11 (Sophia) post semi-structured interview	Observations
<p>1. Teacher-Researcher: <i>Hello! Welcome to this interview. I will ask you some questions about your job within the literature circles' implementation</i></p> <p>2. Sophia: good afternoon</p> <p>3. Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i></p> <p>4. Sophia: It's a very important tool that we have to apply in our life because we have times and many tools in order to learn many things in our free time</p> <p>5. Do you consider yourself as an autonomous learner? Why?</p> <p>6. Sophia: yes and this study with Jenny is an another kind of tool that help me in order to apply many things in order to be a better autonomous learner</p> <p>7. Teacher-Researcher: <i>How did you feel reflecting about your English learning process? Did you find it useful? Why?</i></p> <p>8. Sophia: yes, it was useful but at the first time it was very complicated because you don't have the time in order to do this because not all the time are doing things but you forget it, you want to do that exercise and you don't take the time in order to check your mistakes or what was the mistake that you do... that you did in this exercise and this is a very interesting experience</p> <p>9. Teacher-Researcher: <i>In which other spaces would you use self-reflection?</i></p> <p>10. Sophia: in my personal life, in my job because it is very important that you have... take the time in order to do a better person</p> <p>11. Teacher-Researcher: <i>How was your experience working with literature circles?</i></p> <p>12. was very interesting and nice experience because I shared with that interesting group and I enjoyed the experience because I can express different things in a different point of view in order to work in a very specific fable</p> <p>13. Teacher-Researcher: <i>Which do you consider was your level of responsibility within the development of literature circles? Why?</i></p> <p>14. Sophia: my level of responsibility was very high because is very important that you also in the same way that the group I working and I consider that the group was very useful and very complete</p> <p>15. Teacher-Researcher: <i>Did you like to work independently from your teacher? How did you feel?</i></p> <p>16. Sophia: it's very important because it's the time that you have in order to apply the knowledge that you are... in which you are working and at the same time is to apply the answer, the knowledge that you are working with your teacher</p> <p>17. Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i></p> <p>18. Sophia: at the first time is very important to listen the instructions and to read the paper sheet that the teacher or that the person that is in front of the group, that the leader team and it's... if you want some questions you can ask</p>	<p>learning strategies to support discussion's</p>

<p>34. your partners or the teacher</p> <p>35. Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions?</i></p> <p>36. Yeah, at the first time it was very difficult because at the first moment when you are knowing the group you take</p> <p>37. some difficults... you have some difficults in order to take decisions to participate in different ways during the</p> <p>38. develop of it was very easy because you know that we are a learning persons and a very interesting group and it</p> <p>39. was very easy in order to apply it, to take decisions, to say many things in order to help them</p> <p>40. Teacher-Researcher: <i>Thanks for your contribution to this research study</i></p> <p>41. Sophia: bye</p>	participation
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Appendix Z
Transcriptions for video recordings

Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?	
Transcription # 12 (Literature Circle 1)	Observations
<ol style="list-style-type: none"> 1. Sophia: good evening 2. Charlz: hi 3. Matthew: hi 4. Danny: hi 5. Sophia: today our discussion is about the fable that we have been chosen, I consider that we can begin this activity 6. answering some questions and, then, we... and, then, I ask you some special things, according to the role that you 7. developed, ok?, the first one, how do you feel about the story? What did you do? In this way I want to know what are 8. you feeling about the reading, in my case, this story is very interesting in order to motivate people to do different 9. things, in order to obtain the dream or a big goal, what do you think about that? How do you feel? What is the first 10. feeling, the first thing that you think reading the fable? 11. Danny: ok, the moral that I found there is that you have to insist so many times to accomplish what your goals are, 12. so if you don't try more than once or more than twice, or more than three times you will not get what you want 13. Matthew: ok, for me, at the beginning I didn't understand so good the fable because I didn't know a lot of words, 14. but I search on web and finally I found a fable quiet interesting because I specially I connect some special sentences 15. with my personal life, I think as Danny said that it has an important moral that you don't have to give up with any 16. circumstances, you have to find the solution to solve any kind of problem 17. Charlz: yes, I agree with my partners I think that the fable teach us about the different ways, ways that we can take 18. it in a situation and not only to achieve a goal but to learn for the future, maybe if you try and try instead of desist 19. (smile) you will learn for the future and when you will be in front of the same or kind of situation you could know 20. the answer quickly 21. Sophia: ok, in that way we can develop the answer of the other question, what is the moral? What is the main 22. teaching that the fable give us or give you? In that case, I can summarize your opinion in a... if you want you can, 23. that the way that you have the... you have the opportunity to search the tools in order to develop your dreams, your 24. goals and the things that you can do... what do you think, what happen if the main character was different? If, in this 25. case, the main character weren't a crow, were a rabbit, a cat or another animal 26. Charlz: yes, I suppose that the fable... they have chosen a crow because the crow has maybe... it is smarter than 27. other animals, yeah?, maybe if they have chosen animal, an ass or (smile) monkey or another animal maybe the 28. decision or the actions would be different, I suppose maybe with not enough intelligence than the crow, I suppose 29. Matthew: I think that the writer chose a crow, because I think that the crow is a lonely animal and it is an important 	Metacognition

<p>30. because human beings, we are born lonely and we die lonely, for that reason I think that the writer chose a crow</p> <p>31. because he in his life he lives lonely, I think that</p> <p>32. Sophia: ok, what do you think about that?</p> <p>33. Danny: well, let's say that the... I don't know... for example the rabbit which is a... no, ok, I know there is another</p> <p>34. fable which is related, is not the rabbit but I don't remember the other name of the animal...</p> <p>35. Teacher-Researcher: the hare</p> <p>36. Danny: the hare, the hare is pretty much the same thing, so, I guess the animals in general they teach us that we have</p> <p>37. to insist or if they don't insist or they don't try they will die because that's the only way to get the food, so , I guess</p> <p>38. the animals in general help us to understand the life in a better way</p> <p>39. Sophia: Now, have you been challenged by a new professional opportunity in order to grow in your professional and</p> <p>40. personal life? In that way, the last year for example I began working with preschool as an English teacher but then</p> <p>41. one colleague go out to the school because he had some difficult to... do... at the university and work things in the</p> <p>42. best way and for that reason he go out, and then the school was going searching a new teacher and one friend arrive</p> <p>43. to obtain this job and she had a different level like me, in that order my bosses asked me if I hadn't problems in order</p> <p>44. to change my comfortable life to teach in preschool and to pass and teach in a primary and do different things, in that</p> <p>45. order I accept that challenge because I believe that this a good opportunity to grow in my personal and my</p> <p>46. professional life, in your case what happened in your life in order to change your comfortable life?... have you been</p> <p>47. challenged by a new professional opportunity in order to grow in your professional and personal life?</p> <p>48. Charlz: yes, I have... from the beginning of my life I have been always scared about the new things, the first thing I</p> <p>49. remember is university because I was scared about what would be... what difficult because people used to say that</p> <p>50. the teachers was a cuchilla, teachers and that you cannot pass maths, you cannot approve it and that all the career is</p> <p>51. math, so, it would be a difficult career but I have always face the fear and this fable makes me, remind me</p> <p>52. sometimes, every step in my life when I had to change something because every step you do, you always find that is</p> <p>53. not the same that you know... of that you know, so, all my life has been like that, like the fable, maybe the first time</p> <p>54. I had an obstacle and I had to pass them, but, at the end it always had been good, very well, so, I'm here in this step</p> <p>55. of my life (smile), so, maybe from here I will find more obstacles and I will feel myself like the crow, yeah?, and I</p> <p>56. will be frustrated at the first side but finally achieving my goals</p> <p>57. Matthew: yeah, as Charlz said I think that we always have a lot of challenges in our lives, not only, not only in</p> <p>58. personal life, I mean, we have always challenges no with another people, we have challenges with ourselves, for</p> <p>59. example, I'm studying English because I want to pass my English level, I'm studying English because I want to learn</p> <p>60. about other cultures, for that reason, I said that I have challenges with another people and with myself, myself</p> <p>61. because I want to improve my English level for myself, and with another people because I want to... sobresalir, I</p> <p>62. don't know how to say it, I just forget that word, anyone can help me?... I... I want that people pay me attention</p> <p>63. about the things that I do and the things that I want to do</p> <p>64. Sophia: ok, now, how do you feel about your role? The specific role that you develop in this interesting activity, in</p> <p>65. my case, I feel good but at the same time nervous because this is a good challenge that I have to do in order to</p> <p>66. improve, to connect ideas, in order to believe the activity, what happen with the summarizer?</p>	<p>Analyzing own performance</p> <p>Comparison performance with standard</p>
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67. **Danny:** ok, it is very challenging for me... because, for me it's kind of difficult summarize the ideas or the readings
68. so, I know that if I start doing it, at the end I will get used to do it, so, I like it even though is kind of difficult for me
69. **Sophia:** the passage picker?
70. **Charlz:** yes, I think the same, maybe this is a role that I never was... like that, I think that it's difficult for me, it's
71. hard because my job have always been like maths or something like algorithmic... yeah?
72. **Danny:** concrete
73. **Charlz:** yes, something that you can see it as measurable but this is... this requires some imagination, some
74. thinking, I don't know... it's challenging and I like it because is new, as I said before I feel some scared (smile)
75. about that because maybe I couldn't do it at first or something like that but I know that I will achieve my goal
76. **Sophia:** ok, our connector, what do you feel?
77. **Matthew:** for me, the connector is... a little difficult for me, because I had to choose a section part of the reading
78. and say what chose I this section, I think that it reminds me a lot of my personal life, personal life and I'm not that
79. kind of person that talk with everyone one of... about my problems but I realized... actually, I realized that the fable
80. helps me because I found interesting, specially, one section and I found also that I got over one specific situation of
81. my life, I realized of that
82. **Sophia:** ok, thank you, ok, our word wizard isn't here because she had some problems but she sent us the set of
83. words special that she has chosen for the reading... she write that the word or expression 'he could not reach far
84. enough down to get at it', and her definition or meaning is 'this expression means that the pitcher was almost empty
85. so the crow wasn't able to drink the water', huh?, the other one is 'he saw the water mount up near him', 'the crow
86. finally could find the way to get him closer to the water', huh?, and the last one, 'half-dead with thirst', in this case
87. 'the crow is anxious to drink water, he is so thirsty that probably he feels going to die if he doesn't drink water
88. immediately', ok?, now the passage picker, please, share us the passage that you has chosen from the...
89. **Charlz:** ok, I have two sections that I want to share with you, a passage picker has to choose two sections who
90. maybe can generate a feeling in the reader, so I choose that 'when the crow put his beak into the mouth of the pitcher
91. he found that only very little water left in it, and that he could not reach far enough down to get at it', so, that's
92. exactly the situation when you try something for the first time and you cannot achieve it, yeah?, the frustration of not
93. to obtain the results that you want, so, that's the problem that happened every day in your job, in your school or in
94. your family, when you will start to make something but you cannot, the second section is the same but on the
95. contrary 'then a thought came to him and he took a pebble and dropped it into the pitcher at last he saw the water
96. mount up near him', so, that's the moment when you think in a solution, maybe after one or two times you have tried
97. and you said wow! That was, that was, yes, and you say eureka, yeah?, and you feel that satisfaction because of your
98. tenacity because you can, you say yes I can, I can, so, if I can solve this problem I can do anything, that's the two
99. sections that I choose, that I consider that make... or that produce the best feelings or the two feelings that can...
100. important
101. **Sophia:** thank you very much, about the summarizer, please, talk about the aspects that you found in the fable
102. **Danny:** ok, I would say that the main idea... and I would like you to help me to decide if this is the main idea or
103. we can find another option, so, the main idea is 'the thirsty crow dropped... pebbles into the pitcher to get the

Metacognition

<p>104. water mount up near him and satisfy his thirst’, that’s for me the main idea of the fable, I don’t know if you want 105. me to read it again (smile), ok, ‘the thirsty crow dropped pebbles into the pitcher to get the water mount up near 106. him and satisfy his thirst’, for me it would be the main idea but I don’t know what you think 107. Matthew: yeah, I agree 108. Sophia: I agree too 109. Charlz: yes 110. Sophia: because this is the top of the... this is the top of the story when the situation is changing, the bad things 111. that you think at the first time and the solution, and the tools that you used to obtain your goal, your things, 112. please, our connector want to share us the connection that he make to the fable 113. Matthew: ok, actually I choose three sections more, but in this moment I’m going to share with you only just one, 114. the part that said ‘he tried and tried but at least had to give up in disappear’, ok, I match this sentence with my 115. personal life, sometimes I feel like devastated because sometimes I said that what have I done? I wish I could run 116. away from the ship going under, yeah?, because I’m trying to help to everyone else but sometimes I feel that the 117. way of the world is on my shoulders, and for that reason I give up in some circumstances but I should talk with 118. my mom and I have to talk with my sister and they support my ideas and they give me some advices to improve 119. any kind of problem that present of my life, yeah?, for that reason I choose that part and that was my conclusion 120. about that part... 121. Teacher-Researcher: you have time for another one... 122. Matthew: ok, another one, the part that said ‘he saw the water mount up near him and after casting a few more 123. pebbles he was able to satisfy his thirst’, when I was a child I had a lot of problems with my family my dad wasn’t 124. good with my mom but we didn’t have money to left him, so we had to keep in that situation, but at the end my 125. mom got a job and she could support us, support us was my sister and I, I choose this section because it doesn’t 126. matter the problem that you have to find, it doesn’t matter the problem that you have, the solution is that you have 127. to find another ways to solve any kind of problem I made a connection with the crow and my mother because I 128. think that my mother found the solution as the crow do... did, sorry 129. Sophia: ok, thank you very much, I believe that we have the same conclusion in another ways, if you want you can 130. Charlz: (smile) thanks 131. Danny: thank you very much</p>	<p>Analyzing own performance. Reflecting on own life</p>
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<p>Literature circles’ research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p>Transcription # 13 (Literature Circle 2)</p>	<p>Observations</p>
<p>1. Matthew: thanks for being here, we are going to start we our literature circle number two, that it is called ‘the</p>	

2. serpent and the eagle', ok, firstable, I have to say that I changed the word serpent for snake because I think that it's
3. so much better, yeah?, are you agree or disagree with that?
4. **Danny:** we agree
5. **Matthew:** ok, thank you so much, I develop six question, that question I'm going to ask you that if you are going to
6. ask that kind of question, please, be concrete and give me a short sentence about your opinion, ok?, ok, the first one
7. is 'if you were the snake would you take the same attitude against the countryman? And why?', what do you think
8. summarizer?
9. **Charlz:** I think that yes, why?, because when you are a snake you are programmed to be a snake, yeah?, there is a
10. fable about a frog and a bee that works in the same situation, when bee bite the frog the frog says why and she say I
11. am a bee, yeah?, yeah, if you are a snake you are programmed to be a snake, so, if I would a snake I would do it
12. **Matthew:** ok, thank you very much, anyone wants to participate about that question? You word wizard?
13. **Avathar:** yes, I would because if I have a fight with a person, another person arrive to interview... I attack, attack
14. him
15. **Matthew:** ok, thank you so much, I think that it depends, for me, it depends because if I have to survive I would do
16. it, yeah?, because if I'm walking alone just, just having a time with relax, and suddenly and eagle catch me I have to,
17. if I have to survive I have to fight for my life, yeah?, for that reason I think that it depends, ok, number two 'how
18. come do you think that the countryman help the eagle instead the snake?', taking into account that the eagle was the
19. predator, yeah?, what do you think connector?
20. **Danny:** well, I think the... the man thought, or we have in our minds that the eagle is a good animal and the snake is
21. not a good animal, so, he tried to defend the one that he thinks or that he thought that was a good animal, and the...
22. yeah, that is the... yeah, everything is because he has the image of the eagles, good, serpents or snakes are bad, so I
23. would try to help the one that is good for me
24. **Matthew:** ok, and if he realized that eagle was the predator first, do you think that he would help she? In any kind of
25. situation
26. **Danny:** yeah, I would say yes... because it is better for the eagle to eat the snake, because the snake is a bad animal,
27. so, go ahead eat it and will help you to destroy the bad animal or the bad... yeah, the badness
28. **Matthew:** yeah, thank you so much, ok, number three 'in sense of Colombia context what character do you think
29. that Colombian people would take in that situation? And why?', please illustrator
30. **Sophia:** in our context in Colombia I believe that we can choose for example the condor because is our emblematic
31. animal and at the same time the serpents, the serpent or the snake because we have the... like the connector said, we
32. have the think that the... some animals are good and another are bad, because for example... the condor you can
33. help them, you can take in a jail and you can do many things like an snake, in that case we can use these animals
34. **Matthew:** ok, do you think...
35. **Danny:** ok, I don't know if I understood the question wrong but the first thing that came up to my mind was
36. guerrillas and militars, that's the analogy I did and, so I want to add the connector situation, the section of the fable
37. and the real situation
38. **Matthew:** ok, in your connector section

<p>39. Danny: yeah, in my...</p> <p>40. Matthew: ok, hold on and we are going to share our ideas and (smile)</p> <p>41. Danny: (smile) ok</p> <p>42. Matthew: sorry</p> <p>43. Danny:I was trying to relate it</p> <p>44. Matthew: ok, don't worry, so, go ahead</p> <p>45. Danny: ok, I will not take longer... the section is 'but the serpent was too quick for him and put his body round him</p> <p>46. in a moment', so, the real situation is related to the guerrilla and militars as I said, so the militars sometimes do not</p> <p>47. calculate the possible guerrillas' strategies and 'during the conflict militars are destroyed by the guerrillas', so, in this</p> <p>48. case militars are good, guerrillas are bad, but the militars are not strong enough to fight... fight with the guerrillas</p> <p>49. Matthew: yeah that's an interesting point of view for me and you, thank you, ok, number four 'does the story share a</p> <p>50. lot of some things of your personal life?', ok, do you have a kind of connection and that's for you... Danny, please,</p> <p>51. that question is for you specially, and 'could you share anything with us?'</p> <p>52. Danny: well I didn't take a special situation of my life but I could say that there is an important thing in the fable</p> <p>53. which is related... when the man helps the eagle and then the eagle helps the man, so, there is a proverb that states, I</p> <p>54. don't know if in English is the same but is... 'I will scratch your back if you scratch mine', in Spanish is... hoy por</p> <p>55. ti... hoy por mi mañana por ti or something like that, so, sometimes we help somebody else without expecting any</p> <p>56. help back for them and then we get this help in the exactly time when we need it</p> <p>57. Matthew: yeah, thank you, ok, this question is for the summarizer, specially or the summarizer but this question is</p> <p>58. for everyone, yeah?, 'please, in one or maximum two words describe the fable, and please, explain why in as short</p> <p>59. sentence</p> <p>60. Charlz: two words?</p> <p>61. Matthew: in two words, maximum in two words</p> <p>62. Charlz: ok, appreciate fable... yeah, I suppose that all the fable try to explain us that we have to appreciate the</p> <p>63. things that someone do for us in any moment, yeah?, to take it in mind</p> <p>64. Matthew: yeah, thank you, that's a very good idea... word wizard, please</p> <p>65. Avathar: two words...</p> <p>66. Matthew: or in a sentence anyway, it doesn't matter</p> <p>67. Avathar: help those that... help you, help those that help you</p> <p>68. Matthew: yeah, why?</p> <p>69. Avathar: because I... there is... there is bad... agradecido, I don't know how to say this...</p> <p>70. Matthew: pleased</p> <p>71. Avathar: yes, with the person that offer her, her help for you</p> <p>72. Matthew: yeah, and you illustrator?</p> <p>73. Sophia: I believe that the word is friendship because they give us a teaching, and a knowledge to help others person</p> <p>74. in a different ways</p> <p>75. Matthew: thank you, do you want to speak?</p>	<p>Use of language learning strategies. Spanish</p>
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76. **Danny:** well, I'd just say what the word wizard said help those who help us
77. **Matthew:** yeah, I also wrote a sentence which is 'what goes around comes around', that means as the word wizard
78. said, in Spanish it could be todo lo que va viene, todo lo que sube tiene que bajar, I think that the need that the
79. countryman keep gave to the eagle... it was placed for the eagle in a specific moment after the break of the fight,
80. yeah?, could be, and finally, 'are you agree or disagree with the, of the history or would you change anything of
81. this?', word wizard please
82. **Avathar:** I am a total agree, yes
83. **Matthew:** why?
84. **Avathar:** because the history tell a very common situation
85. **Matthew:** ok, thank you, summarizer, please
86. **Charlz:** I think that the story is good and the story tell us a teaching, give us a teaching that so many ideas that later
87. we will show you but I agree with the story and I wouldn't change nothing
88. **Matthew:** illustrator, please
89. **Sophia:** I believe that this is a good fable in order to teach many values to our kids and in our life, we have a similar
90. situation in our daily life in order to choose one good or bad things in our professional and personal life
91. **Matthew:** thank you, and finally the connector please
92. **Danny:** well, I would change this feeling of revenge of the serpent or the snake even though is natural to get this
93. feeling I would add something else to teach the serpent how to... stop feeling in that sense
94. **Matthew:** yeah, actually I think, in my personal point of view, I think that the history... that the story shows a lot of
95. our reality, our society it is the essential because as the illustrator said it teaches a lot of values and it leave us a clear
96. reflection, yeah?, but if we taking into account our society, our Colombian context I have to say that story makes a
97. real... show, show us a real context, yeah?, ok, we have plenty of time to share our different point of view, I don't
98. know who wants to start... Danny
99. **Danny:** ok, I will just say the last part of the section I took because I spoke about the others before, so, the third is
100. related to the revenge, so, the section is 'in revenge the serpent spat some of his poison into the man's drinking-
101. horn', reason for sharing is... I took this in the couple thing like the relationships, so, 'when one of the members
102. of a couple cheat on the other person a revenge feeling grows in one of them, therefore, the one who is cheated,
103. who was cheated does things to get the other in a bad situation', I don't know if it is clear
104. **Matthew:** anyone has a question?
105. **Danny:** is it clear?... no (smile)...
106. **Charlz:** not so much
107. **Danny:** when you... when sometimes when you have a couple, you are in a relationship, and you have a couple and
108. you realize that couple was cheating on you, I mean was going... or was dating with another guy or another person,
109. you feel this revenge thing inside yourself, so, you want to do something bad to the other person in order to get an
110. equivalence or a... like a... get... the fights...
111. **Matthew:** in that way... I would be the snake
112. **Danny:** yeah, that's ok

113. **Matthew:** you illustrator you want to show your draw
114. **Sophia:** ok, this is the picture that I do for the... according to the fable, what do you think about it? What do you
115. feel when you see...
116. **Danny:** I thought about freedom at the beginning because of the wings... but at the same time there is the snake
117. pushing the freedom down, like there is no freedom at all, that's what I understood (smile)
118. **Sophia:** ok
119. **Matthew:** I related with Adan y Eva (smile), I don't know why (smile), but the heart means the love... the... how
120. do you say that?
121. **Danny:** wings
122. **Matthew:** the wings means, mean the freedom and the snake mean, means the temptation I don't know, and what
123. about you?
124. **Charlz:** yeah I can compare it as... something like Matthew... the heart has wings like an angel is the angel part,
125. and the snake is like the satan part... that's the contrast of that story, the bad part and the good part
126. **Matthew:** yeah, and Avathar?
127. **Avathar:** I think that the draw repres... show the... that we must live in peace with other person, maybe (smile)
128. **Sophia:** ok, this picture we are agree with all of you because I want to show us the... mix of two feelings that in
129. order... this snake is like... how can say adorno?
130. **Teacher-Researcher:** ornament
131. **Sophia:** ornament in that way because all our life is... have two parts the good things, the free time, the good
132. opportunities but in some times, in some days of our life we have a black point, in that order we have wings, we
133. have our heart, we have our hands to help others
134. **Danny:** ok, so, hands are a meaning of helping the others... ok, I thought it was boxing (smile)
135. **Sophia:** because I don't know, I don't have that good way to draw the hands and I draw the gloves (smile)
136. **Matthew:** ok, thank you so much, illustrator, what about the summarizer?
137. **Charlz:** I have some ideas that I will ask you about if you agree or not, so, I think that it is a main idea that can be
138. divided in two, yeah?, all you say... that we have to... maybe to expect that... that something... that someone...
139. that we have help but I think on the contrary I think that we have to appreciate things that something do for you,
140. maybe given back like a part of that favour, so, I prefer to appreciate the... help of someone in anyway, I don't
141. know if you agree or if you understand (smile)
142. **Danny:** I will see, what I understood is... we should not expect the favour back, we just have to appreciate what we
143. did or what somebody did for us and that's it, not expect something back
144. **Charlz:** yes, because if I help I don't expect anything at all but if someone helps you have to appreciate
145. **Danny:** yeah, you will be surprised or you will be more thankful for what it is... for the things the person did for
146. you
147. **Charlz:** yes, so for me it would be the main idea, I don't know if you agree, all of you?
148. **Matthew:** yeah, I agree with you Charlz because if I made a favour I don't have to expect some circumstances for
149. my personal interest, if I do something is because I want to and... no more, I think that, I don't know what about

<p>150. you? 151. Danny: yeah, that's what you said 152. Matthew: yeah we are agree with you 153. Charlz: ok... the second idea, I can express like... 'you can be looking for wool and came back shorn' (smile), 154. yeah?, in Spanish... tu puedes ir por lana y salir trasquilao, yeah? (smile), because, because maybe that's the case of 155. the eagle, the eagle went down to attack but she became quickly in a victim, yes?, so I suppose that it is, is the 156. second idea that maybe you agree (smile) 157. Danny: yeah 158. Sophia: in that order it's difficult to guess when... you are doing something in a good way and you receive back a 159. bad thing, is a mix of feelings like that because you have to help one, I don't know.... old person and, or one kid 160. and other, a different person is back his or her in order to give bad things, to do different things, like your principal 161. objective 162. Matthew: I think that we have time for one more idea from you, Charlz, yeah, and we pass to the word wizard, 163. Avathar 164. Charlz: ok, not all the things... bad things that happened to you are really bad, yeah?, think about the farmer, 165. countryman, I suppose that when the eagle throws his water, he didn't realize what happened, what really happened, 166. so, he maybe went very angry, yeah?, get angry and said that... that eagle (smile), ok, that eagle etcetera but he 167. maybe, maybe he didn't notice that the eagle made a favour to him, sometimes happen in the daily life... we maybe 168. get angry for any reason but not all that things that are bad are really bad 169. Matthew: yeah, real good, thank you Charlz, and we pass directly to Avathar, the word wizard in this time, please 170. Avathar: ok, I found four phrases in the fable, could be interesting, the first one is in the last part for the fable... 171. 'he was about', I found is when a person are most you something but some do not allow it, in Spanish seria como 172. estuvo a punto de hacerlo, he was about, ok, the second one is... 'swooped down upon', we use always all the three 173. words for say it, yes, it is when a bird is flying and lose her, his breathe and he down of the sky and catch the prey, 174. yes?, we always use the three words swooped down upon... the last one maybe 'carry off', I found carry off like 175. a... like a kill 176. Matthew: like a killer 177. Avathar: yes, kill... I am a... something confused with the 'slake', because slake is like, like a... I think it's better 178. sate 179. Danny: save? 180. Avathar: sate 181. Matthew: I think that is calm 182. Danny: is what sorry? 183. Matthew: calm... ci, ei, el, em 184. Danny: ah, calm, ah 185. Matthew: to calm... could be 186. Avathar: or sate... es, ei, ti, ii... sate</p>	<p>Collaborating others</p>
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<p>187. Danny: like to satisfy his thirst 188. Matthew: yeah satisfy 189. Avathar: I found... slake with all their means... I don't understand in the context... yes, I finished 190. Matthew: Ok, I think... to finish I think that we have different points of view but at the end we conclude that the 191. fable was a real good one, the reading was an excellent reflection about values, about to see beyond about the 192. circumstances and the other aspect that my partners said... thank you for being here as I said before, and no more 193. see you next time 194. Danny: thank you</p>	
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
Transcription # 14 (Literature Circle 3)	Observations
<p>1. Danny: ok, guys we will start with our discussion about the third fable for the literature circle which is called 'the ant and the chrysalis', ok, so, we will do... work in this way, I will ask you some questions in order to understand the 3. whole fable and, then, we will do a conclusion... so I want to start... firstable, I consider that it's important to 4. understand the words, so, I want to start with the word wizard, so, we can get the words clear or the sentences that 5. are not that common, so, who's the word wizard?... no... we will go with the summarizer, who's the summarizer?, 6. here, ok, so I want you to give us the general idea of the fable, if somebody else want to give another idea it is who 7. will take it into account 8. Eowyn: ok, the main idea... first, 'the chrysalis was saw by the ant, later when the ant saw it, it start to cry for his 9. sad fate and she said compassion words, later the animal inside the chrysalis heard the ant, but it didn't anything, a 10. few days later, the ant paced by the same place, but it just found just the cell... the ant suddenly saw the wings of a 11. beautiful butterfly, when the butter fly watch her she said here I am my much pitied friend, and the butterfly fly in 12. the air far away from the ant', this is everything 13. Danny: ok, thanks, does somebody else have a conclusion of the fable? or... is not the conclusion but the general 14. idea of the fable about... 15. Avathar: I think that the general that... maybe is... we can't judge by apparence 16. Danny: we can sorry... can you..? 17. Avathar: we can't judge by appearance 18. Danny: ok, any other idea? 19. Charlz: yeah, I wrote an idea that maybe could explain all the things that I understand, I wrote 'not all that is shining 20. is gold', yeah, you cannot... you cannot judge a person for the appearance or for the first sight, so, I think that this is 21. the main idea for me</p>	<p>Use of language strategies. Proverbs</p>

<p>22. Danny: ok, thanks, what do you guys think about that idea?</p> <p>23. Eowyn: the what?</p> <p>24. Danny: the idea that Charlz just gave us... did you understand the same or did you...?</p> <p>25. Eowyn: and I understand too that maybe the... we don't have to feel compassion with...or too much compassion</p> <p>26. with other people because inside of them they could be a good person and maybe a rich person in... in that feelings</p> <p>27. Danny: ok, thanks, yeah actually... what I saw about the fable is that the ant, she thought that she was the most</p> <p>28. important and the other thing, the chrysalis was just a little piece of nothing and she just... and after... time later she</p> <p>29. realized that the butterfly was the thing that was inside, so, I agree with you, so we will go through... I want you</p> <p>30. to... the passage picker... to give us just one section you like more of the fable and give us the reason because you</p> <p>31. choose</p> <p>32. Avathar: ok... it is more a conclusion of the fable... it's the butterfly 'pass from being imprisoned to be free', yes,</p> <p>33. 'I think so this part could relate with our lives since if we greats... if we want greats results we must enormous</p> <p>34. sacrifices', yeah?</p> <p>35. Danny: ok, do you... all of you think that if we want to accomplish a goal or we want to find, or yeah, accomplish</p> <p>36. the goal, do we have to do sacrifices all the time? Do you think, are you agree with Avathar?</p> <p>37. Eowyn: not too much but yes we have to... in some case we have to sacrifice some things to reach... your dreams,</p> <p>38. not that a goal but a dream</p> <p>39. Danny: but it seems like you have to suffer all the time for getting something... I don't... I don't agree totally with</p> <p>40. you because I don't feel that we have to suffer all the time</p> <p>41. Matthew: I, personally I disagree with Avathar... because if put in our lives a determined goal we don't have to do</p> <p>42. any sacrifice, yeah?, I think that we have to... find the another ways to... find another ways to go beyond to our</p> <p>43. goal, yeah?, we don't have to sacrifice our things, our values, yeah?, for that reason I disagree with you, I don't</p> <p>44. know...</p> <p>45. Danny: yeah, thanks, well... yeah, we have different positions, I don't know if you want to say something else</p> <p>46. Avathar: no... the sacrifice maybe is a heavy word (smile)</p> <p>47. Danny: yeah, it sounds very... Can you find another word?, maybe...</p> <p>48. Avathar: ...no</p> <p>49. Danny: no?, ok, what do you think Mr. connector?</p> <p>50. Charlz: all right, maybe I understand of what Avathar says is that maybe not sacrifice but you have priorities and</p> <p>51. when you prioritize your life you have to put some things first and some things at the bottom, and maybe that things</p> <p>52. that are at the bottom are... those things that you say that is sacrifice but not necessarily are sacrifices maybe as a</p> <p>53. priority or an order of the things</p> <p>54. Danny: so, it should be a middle point between our position... really interesting, ok, thanks, I have to say something</p> <p>55. else, you said freedom and, so, for you is the chrysalis as a symbol of freedom?</p> <p>56. Avathar: yes</p> <p>57. Danny: like the conversion between the chrysalis and butterflies?</p> <p>58. Avathar: yes, because the long of the pass the butterfly inside is like... like a... metamorpho.... metamorphosis...</p>	<p>Metacognition</p>
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<p>59. like a evolution for reach something more, more special</p> <p>60. Danny: ok, thanks, do you have another section do you want to share with us?</p> <p>61. Avathar: yeah... two more</p> <p>62. Danny: ok, give us one and if we have more time, we will discuss it at the end</p> <p>63. Avathar: I choose the metamorphosis like a... like a something puzzling, yeah?, because the butterfly life has three</p> <p>64. stages, yeah?, the butterfly began life... is more the history of the evolution of the butterfly, yeah?, ‘the butterfly</p> <p>65. begin life in egg which is placed on host plants that will be... will give you food’, yes?, ‘when the caterpillar goes</p> <p>66. out of the egg it shed of skin but to fool the predators’, yeah?, ‘at the moment so it is ready for the metamorphosis</p> <p>67. makes the chrysalis with its own silk’, yeah?, ‘after the long process, the bag is opened and of the chrysalis emerges</p> <p>68. an adult butterfly’, yes?, other passage is... in the last part of the fable ‘your much-pitied friend’ said the butterfly to</p> <p>69. the ant, yes?, I think the ant feel, in the beginning of the fable, feel pity for the butterfly and in the fin is turned off to</p> <p>70. be inferior of the butterfly</p> <p>71. Danny: ok, thanks, do you want to say something else?, ok, we will go... is your turn connector, give us one or two</p> <p>72. sections and share the... share us the real situations you found, please</p> <p>73. Charlz: ok, the first situation I think is... is the words that ant saying ‘poor animal, what a fate is yours’ yeah?, it’s</p> <p>74. common in a society like our that people think that if you are not in the same ideas, in your same movements, if you</p> <p>75. don’t have the same car, the same job, if you are not in university or you have not the level, the life style that some</p> <p>76. people, maybe you will not be happy, that’s the idea, I think that... I can connect that not only with the society but</p> <p>77. maybe with my life, when I was just a student in high school my father wanted that I was a teacher, I said no I want</p> <p>78. to be an engineer but... because he is a teacher, he told me but if you are, if you want to be a teacher you will not</p> <p>79. have or get a job, so I said why?, why?, you say that to me it’s no possible, but there is the second idea, I didn’t say</p> <p>80. anything, I just thought about that, I just think in that moment, ok, when I was an engineer and when I have my own</p> <p>81. enterprise or my own business I will show my father that I... that the things that he said was wrong, so, in this</p> <p>82. moment when he... when we speak about something, I can demonstrate without any word that he was wrong, yeah?,</p> <p>83. maybe the third idea that is in the middle of that ‘the chrysalid heard everything and didn’t make any reply’, because</p> <p>84. it’s not necessarily to content with somebody to... indicate that he is right or that I am right or what happen because</p> <p>85. just with your acts, with yours dids, with your facts you can demonstrate the things without any word, so, I think that</p> <p>86. this is the connection that I... that I made with the real life</p> <p>87. Danny: are you agree?</p> <p>88. Eowyn: yeah</p> <p>89. Danny: ok, thanks, we will go with the illustrator , so we will just have another point of view different to words</p> <p>90. Matthew: ok, according to the fable... the ant and the chrysalis, we... I did this image</p> <p>91. Danny: wow!</p> <p>92. Matthew: don’t look in this part because this is my moral for that... I’m going to explain you firstable the... the</p> <p>93. image, ok?... ok, this is the first part of the reading when the ant look the...</p> <p>94. Avathar: the chrysalis</p> <p>95. Matthew: the chrysalis, yeah, and he looks in a sad way... and he think oh poor animal, I don’t know whatever... an</p>	<p>Use language learning strategies. Research</p> <p>Analyzing own performance. Reflecting own life</p> <p>collaboration</p>
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96. after that this is the second part... when the ant look, looks the butterfly, the new chrysalis for to say that and he said
97. oh what the hell... for that reason I put the surprise face on his face, ok... the colors means something, for example
98. the red color for me means envy and for that reason I did the ant smaller than this one, yeah?, because she... perdon,
99. sorry, he is envy the butterfly because the colors, because they are beautiful, yeah?
100. **Danny:** do you mean like jealous?
101. **Matthew:** yeah, jealous
102. **Danny:** ok
103. **Matthew:** he is jealous and for that reason he is surprised and I did a picture
104. **Danny:** ok, and what about the brown color does it have any relation or...?
105. **Matthew:** No, I don't like the brown color (smile) for that reason I choose that color but it doesn't mean anything
106. for me
107. **Danny:** ok, and do you think as a summarizer that, that the picture summarize the whole fable or do you think is
108. something missing there?
109. **Eowyn:** no, I think that it summarize everything because...
110. **Danny:** that?, sorry
111. **Eowyn:** that it sum or summarize everything because, yeah, it is the main idea of the text... maybe it miss like a...
112. tears because...
113. **Matthew:** like a sad?
114. **Eowyn:** more sad
115. **Danny:** like to express more compassion about the chrysalis and the inferior and the bigger like... is that what you
116. mean?
117. **Eowyn:** because in this part, in the first part the ant cries because... oh, poor animal, something
118. **Danny:** ok, do you have any other suggestion?
119. **Charlz:** I can add maybe that the color... could mean that in first time something that is like maroon or...
120. **Teacher-Researcher:** brown
121. **Charlz:** brown is like... sad, yeah?, like something... it's very common but later when you have...
122. **Danny:** the explanation...
123. **Charlz:** several colors you can see the difference... the... appreciate or visualize more, more happiness or that kind
124. of things
125. **Danny:** Avathar, do you have...?
126. **Avathar:** no, first to the colors I think that the colors express more... more... heavy feelings because the...
127. between more shiny... be the colors... more, express more happiness, more... yes?
128. **Danny:** well, at the beginning I thought the red color... was a symbol as for love and... but so you take it in a
129. negative way... that's what you said?
130. **Matthew:** yeah, because I compare this picture with as Charlz said with our society because that is real in our
131. society... prima?
132. **Danny:** is important?

<p>133. Matthew: is important our benefits, yeah?, for that reason I put the ant in a jealous from</p> <p>134. Charlz: I like the red color I suppose that only is jealous, is jealous but is angry, yeah?, several people not only</p> <p>135. feels that jealousy but get angry because other is good, because other is fine instead of be... happy and maybe share</p> <p>136. something, yeah?, I like the color... red color is angry (smile)</p> <p>137. Danny: ok, great, something came up to my mind and where I see the ant, when I see the ant I feel that instead of...</p> <p>138. or what she should do before instead of saying, poor, poor, chrysalis, she should help the chrysalis, I don't know</p> <p>139. like to help the thing that was inside to get out instead of saying oh poor, as we used to say in our society, oh</p> <p>140. poor... he is poor awww, yeah?, he needs help or she needs help and we don't do anything, we just keep saying he</p> <p>141. needs or she needs help but we not do anything</p> <p>142. Eowyn: she didn't act?</p> <p>143. Danny: that's a good word act or action, doing something, ok, so we will do a... we will try to do a general</p> <p>144. conclusion, I guess that is not just one moral... I would say three, three different morals and you would let me know</p> <p>145. if I... agree or not, ok, the first moral is related to what summarizer said at the beginning... we cannot have</p> <p>146. compassion, compassion for the others because the others maybe have something really interesting inside, so, that</p> <p>147. you said and they have some many things to do from their inside... to give... I'm sorry...</p> <p>148. Eowyn: well, the compassion is not bad, but you have to learn to manage</p> <p>149. Danny: to learn how to manage?</p> <p>150. Eowyn: yeah, to learn how to manage</p> <p>151. Danny: ok, the second is... related to what the passage picker said... there are two things freedom, so, we always</p> <p>152. are in a constant changing or evolution as you said, so, we have... we go out or become something else... every</p> <p>153. time and the other one which is similar the metamorphosis, right?, is that what you said?</p> <p>154. Avathar: yes</p> <p>155. Danny: ok, yes... the other one is related to the gold... like... not everything that shine is gold</p> <p>156. Avathar: is gold, yes</p> <p>157. Danny: as you see the ant could be the gold or the shiny thing and the butterfly or the chrysalis should be the dark</p> <p>158. thing, so... in this case the butterfly is more...</p> <p>159. Charlz: more valuable</p> <p>160. Danny: has a... yeah, has a better value than the other one, ok, and... at the end the illustrator, I just want you to</p> <p>161. give us your moral because I know that you have it already, so...</p> <p>162. Matthew: yeah, my moral for this fable was 'appearances are deceptive'... do you know what it means in Spanish?</p> <p>163. Danny: if you can give us some clues related to deceptive but in English?</p> <p>164. Matthew: you don't have to judge people for their look, yeah?, because for example the... I don't know if you have</p> <p>165. ever seen an image, a popular image in internet that put the same men in both... in different situation, but in one</p> <p>166. situation is... he belongs to a ghetto with tattoos or something like that and the other image... he is a doctor with a</p> <p>167. coat, yeah?, the coat covers all tattoos, yeah?, for that reason I said that 'appearances are deceptive'</p> <p>168. Danny: ok, thanks and the last one that I forget also related to the sacrifices and as you said we have to do so many</p> <p>169. things to... in order to accomplish our goal or our dreams, so, we ended up saying that those are not sacrifices at all</p>	<p>Encouraging others to participate and use of learning strategies</p>
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<p>170. but we have to prioritize... or we have to go beyond... beyond the simple things, ok, thanks for the circle and I 171. hope we learn so many things</p>	
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
Transcription # 15 (Literature Circle 4)	Observations
<p>1. Charlz: ok, good afternoon or good evening (smile), as... we know we have read the fable about the bear and two 2. travellers, the two friends, so... since the moral is implicit in the text, so we can... I think that we can begin with the 3. questions for everyone and at the end if we have time I make... I will make some questions for you or some of you 4. or maybe no... I think that we can begin with the word wizard, who is today?, ok 5. Matthew: hi everyone 6. Charlz: hi, (smile) 7. Matthew: after, before saying something I have to ask you something, is any word missing for you?, I mean is any 8. word that you don't know?, why?, because for me the reading was so easy to understand, for that reason I didn't 9. choose sentence, I didn't choose any... word, for that reason I'm going to ask you if you have any doubt about that 10. reading?, and I'm gonna to... I'm gonna solve that... doubt 11. Danny: well, I would like to find synonyms for one word specially, let me see if can I use your reading?, at the end 12. of the fable there is a word... 'who deserts you at the approach of danger', so, I would like to find another word for 13. replacing this one, so, I can figure... I understand the... meaning but I would like to find another word 14. Matthew: ok, the synonymus of that word could be leaves you, who leaves you... leave you alone in that moment 15. Ok 16. Matthew: yeah?, another one? 17. Charlz: so, man maybe... thought about another way to... to write or to say some sentences in the... in the fable?, 18. yeah?, no? 19. Danny: no 20. Matthew: no 21. Charlz: ok, yes, you're right I agree... with the... with Matthew because the fable is very... is easy, is easy to 22. understand and as no... no difficult, ok, let's ask for the passage picker, who is today?, ok, thank you... ok, what do 23. you find interesting in that... in the fable 24. Sophia: I believe that this fables have two important events or two important sentences that I choose, the first one is 25. when... the first part 'a bear suddenly met them one of them... climbed up and the other fell on the ground', I choose 26. this sentence because is very important take decisions in a... in a... right moment, but at the same time is very 27. important to know what happen around us, what people we have around us, what animals, what kind of... dangers or</p>	

<p>28. what kind of things than... have in our hands in order to solve as many problems or help them in a... in a special</p> <p>29. time, and the other one is when 'the bear says never travel with a friend who deserts you at the approach of danger', I</p> <p>30. choose this because it's very important to know what kind of people we have around us and in order to help them or</p> <p>31. when if necessary that they help us</p> <p>32. Charlz: ok, do you think that 'it is possible to know if someone is really your friend' in a... in that situation or in a</p> <p>33. situation of that... kind?</p> <p>34. Sophia: in some opportunities you have the... the bad idea or the wrong idea about one person, you have the idea</p> <p>35. that this person is very confident, is very... friendly, but in the right moment that you need them... they will be give</p> <p>36. you back... is important to have many tools in your hand in order to solve many things, in order to... don't have</p> <p>37. the... don't have the main... reason to solve... or the main hand... the main tool to solve the problem in only one</p> <p>38. person or one thing, you have to think in many possibilities to do that</p> <p>39. Charlz: ok, thank you... and you have said both or... you have to share...</p> <p>40. Sophia: no</p> <p>41. Charlz: ok, ok, good, you agree?</p> <p>42. Eowyn: yeah</p> <p>43. Charlz: about that?... all? (smile), ok... let's ask for the connector to share connections, thank you</p> <p>44. Eowyn: well... I choose three moments and I... I found a fable if you want to share it?, so... the first moment is the</p> <p>45. phrase that say 'one of the... one of them climbed up quickly into a tree and hid in the branches... the other seeing</p> <p>46. that he will be attacked fell on the ground', it had connection for me that... that in the good moments as you said...</p> <p>47. we are used to saying that we will be friend forever and you can trust in me and everything... but in the bad situation</p> <p>48. is when you really know who is your friend and who isn't your friend... and... the second is 'when the bear was</p> <p>49. gone the other traveller descend from the tree and observed his friend', and it's the same that in the first thing that I</p> <p>50. said and the... 'but you have to be careful with the friends that just appear' in the bad situation, because if you have a</p> <p>51. real friend they have to be with you in the bad moments and the good moments, and if the friends just appears in the</p> <p>52. good moments you have to... to take... to take care, and the third is the conclusion of the fable that says 'never</p> <p>53. travel with a friend who deserts you at the approach of danger', that says for me that... like the... other conclusion...</p> <p>54. that 'is doesn't matter if you are in continuous contact with' your friends but... you have to know the personality</p> <p>55. of... of everything... you want to I want to read a fable?... yeah?, it is from my favorite author Paulo Coelho and say,</p> <p>56. the name is 'why are you crying?', a man knocked on the door of the friend to ask a favor, I need to borrow four, four</p> <p>57. thousand dinars to pay a debt I have, could you?, the friend asked his wife to gather everything they had, but not</p> <p>58. even this was enough. We had to go out and borrow money to neighbors, to reach the required amount, when the</p> <p>59. man left, the woman realized that her husband was crying, why are you sad?, why are you afraid that now we have</p> <p>60. debt, we do not get what we pay?, no, not for it, I'm crying because we were just visited a friend who I love, and</p> <p>61. despite it I didn't know anything of his situation, I just remembered him when he was forced to knock on my door to</p> <p>62. ask me to borrow money', thanks</p> <p>63. Charlz: thank you very much</p> <p>64. Avathar: other connection we realize is for example the phrase together in the good times and... the bad times,</p>	<p>Use of learning strategies. Other texts</p>
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<p>65. yeah?... could be... could be related to the sentimental relationship that we keep, no?</p> <p>66. Charlz: yes, yes... someone has another...?, yeah?... ok, ok, yes I agree with you... relationships are the first sight</p> <p>67. of the good times, yeah?, because all... you think that all, everything is good first, but during the road you... you</p> <p>68. start to see that not everything is good and maybe you cannot share that, that bad things and later could be worst and</p> <p>69. sometimes you... you realized that, that at the end the other person is in the tree (smile), yeah, ok, thank you very</p> <p>70. much... ok... let's talk with... summarizer, no... with illustrator, please... what do you have to show us?</p> <p>71. Danny: I wrote... I don't know the word in English, I was looking for the mean... is an acrostico</p> <p>72. Matthew: acrostic</p> <p>73. Eowyn: acrostic</p> <p>74. Danny: acrostic?, ok, so, because I don't know how to write and I found that there was another way to express the</p> <p>75. illustration of the fable, so decided to write an acrostic... with the main word for me it was 'danger', but with</p> <p>76. question marks because it wasn't really that danger the situation, that dangerous I mean... so, the first thing, I hope</p> <p>77. you understand, if not let me know because this kind of long, so, the first word is 'desiring', do you know what is</p> <p>78. it?... 'desiring a bit of success with no fear but being supportive with others, gives you the chance to become expert</p> <p>79. in holding the need of running away in situations that seem to be difficult or dangerous', that's what I got... it is</p> <p>80. related to what you have said before, but I did another interpretation and it's related the way you face the problems,</p> <p>81. so, there are two options, the one that... the guy who hides in the tree and the other one who decided to face there,</p> <p>82. so, it is related to it, so, if you want to be successful it is better to stop running away and face the problems, it's</p> <p>83. basically what I meant with this</p> <p>84. Charlz: interesting and original</p> <p>85. Danny: yeah</p> <p>86. Charlz: thank you very much</p> <p>87. Danny: thanks</p> <p>88. Charlz: ok... ok, let's us the summarizer</p> <p>89. Avathar: ok, similar with the other... with the other parts of the fable, but with other sense, the first one is 'one of</p> <p>90. them climbed up quickly' in the three, I want to emphasize the reaction of the traveller who climb in the tree... when</p> <p>91. he saw the bear... as... the reaction could be, could be seen in several forms or in several ways, yes?, first one is 'a</p> <p>92. hastily reaction of fear', secondly 'a cowardly action', and third 'the stimulation of your body toward the protection</p> <p>93. of it', yes?, I... I want to know... illustrator, what do you think about this since... the psychological part, or the</p> <p>94. psychological ways?</p> <p>95. Charlz: point of view</p> <p>96. Danny: are you talking about being cobard... cobarde...</p> <p>97. Avathar: cowardly</p> <p>98. Danny: but ok, what is the specific question?, I didn't...</p> <p>99. Avathar: the phrase 'a hastily reaction of fear', secondly 'a cowardly action', and third 'the stimulation of your body</p> <p>100. toward the protection of it', how did the person reaction with he feel fear?</p> <p>101. Danny: there are not specific reactions but one is running away as the other one, as the one that... hide in the tree</p>	<p>Use of language learning strategies. Acrostic</p> <p>Encouraging participation</p>
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102. did, sometimes if you see that somebody is gonna steal something from you, you just decide to run away, but there
 103. are other behaviours like... staying like a stone, and those are... like sometimes it is better because the... for
 104. example the snakes, they don't will... interpretate that there is something wrong going on, if they just see you stalk
 105. or like a... like a stone, it... it's better sometimes to react like that but when you see that somebody is gonna steal
 106. you, we usually ran away... most of the times... or we become aggressive, other people they just stay and they
 107. don't do anything they just keep giving the things to the stealer (smile)
 108. **Avathar:** is very changing
 109. **Danny:** yeah
 110. **Avathar:** ok
 111. **Danny:** was that the question?, I'm not that sure
 112. **Avathar:** yes , it's right
 113. **Danny:** ok
 114. **Avathar:** the second is 'the person who was thrown on the ground', this part show us the importance to receiving
 115. advice before to travelling, yes?, as if he hadn't, hadn't note the behaviour of the bear, he had hurt, he had been
 116. hurt... by the bear, yes?
 117. **Charlz:** do you think the knowledge is important, to know everything?
 118. **Avathar:** yes
 119. **Charlz:** yeah? because something... maybe the man in the tree was ignorant about the fact
 120. **Avathar:** maybe
 121. **Charlz:** so, ok, thank you
 122. **Avathar:** and the last one is the phrase that the bear said to the traveller is 'never travel with a friend who desert
 123. you at the approach of danger', yes?... is important to know the loyalty, the loyalty that the people offer to you to
 124. know, to know how much you can, you can trust... could, could give to them, yeah?
 125. **Charlz:** ok... trust, loyalty, yeah...ok
 126. **Danny:** now that you are talking about it... the team work, word, comes up to my mind like when you are in a
 127. group of people... with people or when you are with people the idea is to do a team work in order to survive or to
 128. get a, like this main objective done, but if we work together maybe works better than working by ourselves
 129. **Charlz:** ok, good thank you...ok, this is a question, an open question, anyway, do you think... bad feel, to feel fear,
 130. to feel dread?, is bad... or is good?
 131. **Sophia:** and we are humans, and for that reason we have many feelings in order to survive, in order to react about
 132. one specific thing, in one time for example when someone want to... to make me or give me the damage in my
 133. things, I can react in a one way but then when I have the experience or when... I listen another person I have a
 134. different reaction because that, that was a good day, or that was a bad day, is very difficult this is an ambiguous way
 135. to react in a... in the same... thing
 136. **Charlz:** so, is good to feel fear?
 137. **Sophia:** yeah
 138. **Charlz:** yeah?, ok, someone...

Metacognition

<p>139. Eowyn: not is so good but is natural because if you doesn't feel any fears of something, what kind of human... are 140. you?, so I think that the person who says that don't feel any fears of something, is because a big, big fear 141. Charlz: so, what's the problem because, because the man was... frozen or scared, what... maybe what could the 142. man in the tree do to help his friend after they was in the tree?, because maybe he is ok I'm in the tree, I'm looking 143. for the... for the sits 144. Matthew: but what would you do?, what would you do if you were the man that climbed up to the tree? 145. Charlz: ok, the man had a situation of fear, so the man run away, is logical, is natural you say, yeah?, maybe we 146. can do that, but what happened later?, yeah?, what happened there, yeah?, maybe you can stop and say what, what 147. I'm doing, ok, I can go back or I can make noise or I can attack the bear from the other side, something like that, so, 148. I think that the problem is not the fear but to manage the fear, to manage... to handle the problem, I think quickly 149. what you will do because if you... maybe face a thief, a robber, a bugler, you said what?, ok, I'm fear, I frozen, 150. yeah?, but what happen later, yeah?, if you are... to people, what happen with other person... ok, someone has 151. anything to add? 152. Eowyn: maybe when we are reading this part, the man who climbed the tree... is the bad man of the situation but 153. you didn't know what kind of things can happen in her head because the man when he just climbed the tree, he said 154. oh my god my friend and he said... and I don't know, I think that everything happens quickly, and it didn't have 155. time for... for react, so, I don't know maybe he... is bad that he doesn't react at the time but you don't know what 156. kind of things that it happen, so, we are... we doesn't judge him, I think 157. Charlz: thank you very much, thank you for the idea, ok, I like so much that, so... 158. Sophia: do you know... in that way like she said the man can think in another way to help her friend in order to 159. take a branch and kill the bear... and... can do many things when he is far away of the bear, of the problem and he 160. can think in a... he can take a breath and think in order to help the other person 161. Charlz: ok, I think... is necessary to be in danger?... for that situation?... necessarily in danger? Or maybe in our 162. daily life with no danger could happen? 163. Danny: yeah 164. Charlz: ok, ok, this is a thinking for your pillow, ok, so we can conclude that the obvious, yeah?, that... that you 165. will know who is your friend if you are in danger and we can add... at the side that we can be the friends, the friend 166. in the tree and maybe not all the situation is... is as we imagine at the first, ok, thank you very much, good bye.</p>	
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p>Transcription # 16 (Literature Circle 5)</p>	<p>Observations</p>

<p>38. that</p> <p>39. Eowyn: someone else... agree?... well, I want that the word wizard, who is?, say the main words of the fable</p> <p>40. Danny: ok, I didn't find any uncommon word... but I wanted to find some synonyms, so I will let you know what I</p> <p>41. found and if you have a question about a word that you didn't understand or wasn't common for you, just let me</p> <p>42. know, so the first one is 'grasshopper', the other word could be 'terrestrial plant eating', so, yeah, is even longer than</p> <p>43. grasshopper, but this is another synonym so we can get familiarized with both and grasshopper also means... and</p> <p>44. that's interesting because it also means a cocktail which is made by cream of mint and cacao cream, so it is a</p> <p>45. cocktail, so you can go to some... a place and ask for a grasshopper</p> <p>46. Eowyn: sounds delicious</p> <p>47. Danny: yeah, it sounds delicious... the other one is 'earn'... I mean 'ear of corn', it sound very... strange, strange</p> <p>48. for me when I first read it because I haven't heard that , I hadn't heard that word before because I was thinking about</p> <p>49. corn all the time, but it is, it has an interesting meaning because the ear, it comes... this word exists for a long, long</p> <p>50. time ago and it was invented by... an Italian artist, so he did a paint, he painted a person and the ear was made by</p> <p>51. corn, like a little things of corn, so from that time the corn became ear of corn and... yeah?, became very common, it</p> <p>52. has another name which is called 'cob of corn' which is more common, but ear of corn is also common and... yeah,</p> <p>53. that's an interesting thing that I didn't know, and the other word was 'bother' I understand the meaning of bother but</p> <p>54. in this case I like, I would like to replace it by 'why care about winter?', care, like caring about something which is,</p> <p>55. it goes better, I don't know if anybody have any question?... is that ok?</p> <p>56. Charlz: maybe I found that in Spanish we usually use, use the grasshopper or use the cricket, yeah', is the animal, I</p> <p>57. don't know exactly what is the difference biologically but I think that we can use sometimes cricket for the animal</p> <p>58. Danny: how do you spell it?</p> <p>59. Charlz: ci-ar-ai-ci-kei-ii-ti, cricket</p> <p>60. Danny: thanks</p> <p>61. Eowyn: I've listened the same, and now I want that the passage picker, who is?</p> <p>62. Matthew: me, Matthew</p> <p>63. Eowyn: and shall we?</p> <p>64. Matthew: ok, I choose two important sentences to me, the first one was 'why bother about winter?', said the</p> <p>65. Grasshopper, we have got plenty of food now', yeah?, I make a relation with the third conditional (smile), first</p> <p>66. conditional because for me this is a simple cause with the simply consequences, but in this fable is a negative</p> <p>67. conditional, yeah?, because if, if we don't have food for the winter, if we don't have food for the winter, we won't</p> <p>68. eat anything in the winter, yeah?, but the grasshopper... realized of that in that moment, ok, applying that in a</p> <p>69. Colombian context, I think that we always wait... for the final moment, as you can see in the banks, in the school,</p> <p>70. the students, the public employer, but this is ... I have to say that... that this is in general, yeah?, because not all</p> <p>71. people are in that way, for example... Charlz you said that you are a grasshopper becoming an ant, yeah?, for that</p> <p>72. reason I say that this is general, another section was 'when the winter came, the grasshopper had no food', this is the</p> <p>73. typical consequence of that cause, yeah?... for example, 'is this the consequence that the grasshopper has to suffer for</p> <p>74. being lazy, sometimes we have to handle with the acts that we make in the past', yeah?. if we don't anything, if we</p>	<p>Use of language learning strategies. Synonyms</p> <p>Collaboration</p> <p>Analyzing others' performance</p>
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<p>75. don't do anything in this moment, we have to be prepared for the future, yeah?, it could be a negative or a positive response of that act, that's all</p> <p>76. response of that act, that's all</p> <p>77. Eowyn: someone has a comment about it?</p> <p>78. Sophia: yeah, in that way I think, I write about the... 'that each person, if human... if we in order to live in the way that he chose, right?', but at the same time it's very important that, that person listen their friends, their friends'</p> <p>79. that he chose, right?, but at the same time it's very important that, that person listen their friends, their friends'</p> <p>80. advice, the advice that the... that the people... are around that person give them because is very important to listen</p> <p>81. many things in order to organize or to thing in a different way, in some situation, in... do the things in a better way...</p> <p>82. or many things like that</p> <p>83. Eowyn: someone else?... well, I was think when you said that... the grasshopper was lazy, when I read the fable I don't think that it was lazy but well, in the Colombian context like very happy than the normal... and she was very relaxed with the life and she doesn't... worried about the life and it is a bad thing, and now I want that the...</p> <p>84. don't think that it was lazy but well, in the Colombian context like very happy than the normal... and she was very relaxed with the life and she doesn't... worried about the life and it is a bad thing, and now I want that the...</p> <p>85. relaxed with the life and she doesn't... worried about the life and it is a bad thing, and now I want that the...</p> <p>86. Matthew: could you give me a word for that sentence that you said?</p> <p>87. Eowyn:...</p> <p>88. Matthew: could be lazy? (smile)</p> <p>89. Eowyn: no, no</p> <p>90. Matthew: or another one?</p> <p>91. Eowyn: yeah, I have a word but in this moment I forgot it... like a... I want that I know, that we learn in this... well, I think that the word it could be laid-back but in a bad way</p> <p>92. I think that the word it could be laid-back but in a bad way</p> <p>93. Matthew: ok, thank you so much</p> <p>94. Eowyn: ok, and now I want that the... that the connector, please tell us about what you found</p> <p>95. Avathar: I choose three, two ways, the first one is in your study or your job, if you have to work in pairs or in groups... there is always a lazy person that the other people must, must you his job, yes?... when you don't this common is more related with the life, the individual life, because when you don't save for difficult moments, for example when most the people aren't, aren't cautious and send all their money when they have a good job, yeah?, but when they, they are fired, they haven't, they don't haven't like... like life... like continuous life... yeah?, the three is the time than, than you do the things you to last time, I think that everybody leaves their homework, or their tasks, their jobs for last time, for example, I did my part of the circle, literature circle for the last time</p> <p>100. three is the time than, than you do the things you to last time, I think that everybody leaves their homework, or their tasks, their jobs for last time, for example, I did my part of the circle, literature circle for the last time</p> <p>101. tasks, their jobs for last time, for example, I did my part of the circle, literature circle for the last time</p> <p>102. Danny: that's so bad</p> <p>103. Eowyn: someone else can find another connection?</p> <p>104. Charlz: yeah, I agree with you I think that the real world is that in which some people, the most of people... has, have a knowledge of spending his money and working hard for paying all the things that they bought, not necessarily at the grasshopper is a lazy because he can be a hard worker, but maybe he didn't, he doesn't know, how exactly to plan or to do with his life, and maybe his future.. will not be the better, but I think that this is the real life, yeah</p> <p>105. have a knowledge of spending his money and working hard for paying all the things that they bought, not necessarily at the grasshopper is a lazy because he can be a hard worker, but maybe he didn't, he doesn't know, how exactly to plan or to do with his life, and maybe his future.. will not be the better, but I think that this is the real life, yeah</p> <p>106. necessarily at the grasshopper is a lazy because he can be a hard worker, but maybe he didn't, he doesn't know, how exactly to plan or to do with his life, and maybe his future.. will not be the better, but I think that this is the real life, yeah</p> <p>107. how exactly to plan or to do with his life, and maybe his future.. will not be the better, but I think that this is the real life, yeah</p> <p>108. real life, yeah</p> <p>109. Eowyn: someone else?... finally... the illustrator, please gives like the illustration of the fable</p> <p>110. Charlz: ok, I made a little, little, little... sorry... maybe you can help us, you three and maybe you can see that here, you have the first slide, so at the beginning we have both the grasshopper and the ant , they are babies, I</p>	<p>Analyzing own performance</p> <p>Use of learning strategies. ppt</p>
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<p>112. divided the story in two stages, summer and winter, yeah?, this is the first part of the summer, zero from twenty, 113. they are in their house with her parents live, they just have to, to study no more, the different is that the grasshopper 114. is formed... do you have it?... ok... I'm sorry, I'm sorry (smile), so, they both are babies, are in the parents' 115. house but they are formed to study, but the grasshopper are formed to find a job, yeah?, they study to get a job, buy 116. a house, buy a car, pay taxes but the ant is think what will... she do in the future to have a tool for take money 117. without a hard work, in the second, please, in the second a hard worker grasshopper and he, but he wants to enjoy, 118. he wants to enjoy his... a car, he works very hard so he want a car, a T.V., a gadget, he want to travel and other 119. things that she buy he had to pay with hard work, meanwhile, the ant is thinking to maybe buy a house or buy a taxi 120. or a tool in order to put it in work, or to put it in rent, so the time is from twenty to twenty-nine, later in the top of 121. their lives and in the last break of the summer the grasshopper is still working hard, and maybe studying more 122. and... ok, he got a boss, a boss?, a boos or employer, a boss saying you have to study more, you have to grow up in 123. the company and you have to work hard, meanwhile, the ant... the rent... the ant maybe with the money because 124. when she bought the house, she is still living in the parents' house, so she didn't live in the house, so the rent could 125. be for buying her car, her things, and maybe more houses, so at the thing the summer is over, so start the winter, 126. and in the winter we see, we can see the ant just playing, resting, learning, enjoying, and buying, travelling with his 127. kite, etc, meanwhile, the grasshopper is working hard for paying his, his house for many years, and maybe he 128. bought another, another house or replace your car or his gadgets , so if he stops the boss, if you stop working he 129. will lost all the things you have, meanwhile the ant is not worried about that because she's just getting the prize, and 130. in the last we can see the finish of their lives, yeah?, the finish of the grasshopper, is a very tired grasshopper and 131. with the things that generally the people has, maybe two houses, maybe two cars, maybe all the necessary things, 132. meanwhile, the ant has a lot of things, he finish his life in happiness and with no worries because she enjoyed 133. almost all this life, all his life, so we have a moral, a little moral it said 'if you are prepared for bad times, you will 134. only have good times', this is a sentence of Robert T. Kiyosaki that I took, thanks, that's the story 135. Eowyn: very good, I really like the illustration of that and... well, this is a good moral and I want that you said... 136. someone can tell me what is the moral for your life?, for your own life 137. Charlz: yeah do you remember when I say that I was a grasshopper becoming an ant, yeah, because I start being a 138. grasshopper working hard and all the things, buying a car, buying my gadgets and everything but I didn't think 139. about the future, so I just started thinking about my near future and becoming an ant in order to have a better future 140. or a better end this is the moral because I really want just good times 141. Eowyn: yeah, and someone else?... well, for me is almost the same as you as I am younger, I am trying to think in 142. the future but not in... in an exaggerated way, and I like to... work not like the... normal life and the other things 143. that I worked, an office, like to be a... an, how do you say esclava? 144. Charlz: hardworker? 145. Eowyn: no... esclava 146. Danny: slave 147. Eowyn: an slave, thank you, but I want to have a better life that... in this case could be the ant... well, this is what I 148. thought, and for finish and I want to say the most important things of the... discussion, that is one of them is</p>	<p>presentation</p> <p>Analyzing own performance</p> <p>Collaborating</p> <p>Analyzing own performance</p>
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<p>149. thinking the future but as I'm saying when we, that we discuss, but not in an exaggerate way, and in the other way 150. plan the things, and think better of the things that you have to do, and as you said don't wait for the last moment to 151. do the things and is not to be like impulsive, yeah?, but just plan, just plan that you want to do, and listen the 152. advices of the... other people that are around you, yeah, are you agree? 153. Charlz: yeah</p>	
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p>Transcription # 17 (Literature Circle 6)</p> <ol style="list-style-type: none"> 1. Avathar: hello everybody 2. Sophia: hello 3. Charlz: hello 4. Eowyn: hello 5. Matthew: hello 6. Danny: hello 7. Avathar: welcome to our last circle literature, thanks for have participate in this experience, thanks jenny for help us 8. to improve our skill and achieve our goals, thank you so much 9. Teacher-Researcher: ok 10. Avathar: ok the fable chosen for today was 'the rose and the amaranth', yeah?, let's start with some questions... ok, 11. Charlz, 'in what ways the envy weaken a person thoughts?' 12. Charlz: person what?, excuse me 13. Avathar: again 'in what ways the envy weaken a person thoughts?' 14. Charlz: thous? 15. Avathar: thoughts or feelings 16. Danny: thoughts 17. Charlz: ok, I don't understand the question (smile)... I'm sorry 18. Avathar: (smile) in what way the envy affect the thoughts or the feelings... 19. Charlz: can affect a people a person? 20. Avathar: yeah, the person 21. Charlz: ok, yeah, I think is in all the ways for example spiritually the envy can cause damage to the person because 22. he cannot live in peace, his life is become... with anxious, yeah?, with anxiety is... I think that this is the, the main 23. way and in the social way is... I think is crucial that a people with envy is... is... isolated, and cannot enjoy his own 	<p>Observations</p>

<p>24. life, his own goods because that person are, is thinking of the goods of the other person, yeah?, he cannot enjoy his 25. own life because he is thinking in other people 26. Avathar: yeah, thanks... Danny, 'do you think envy don't allow see our own attributes and affect our personal 27. development?' 28. Danny: yeah, yeah, I think the envy is like... is like the blindness, covers all of your skills and stop you to develop 29. yourself... yeah, so, I think it is, is totally negative, I think, yeah... well, the only like... only option to see it as a 30. positive way should be like, sometimes people with envy... create or come up with different ideas, so is like give 31. you, gives you energy... energize you, at some point, that's like the only positive thing 32. Avathar: ok... Matthew, 'do you usually feel envy for other ones?' 33. Matthew: do you usually what? 34. Avathar: 'do you usually feel envy of other ones?' 35. Matthew: ok, personally I don't consider myself as a envy person perhaps in some moments, I mean with my family 36. or with the people that I appreciate so much no, not at all, but people that I consider I don't know how to say... 37. enemies, yeah?, I think kind of because I think that I am a best person than them, yeah?, (smile) for that reason I 38. consider that I... that I need and I deserve better things than them, better things that happen to them, yeah? 39. Avathar: yeah, I made this question because I think that envy is a important feeling in the fable, yeah, maybe, ok, 40. please illustrator could you show us your sketch? 41. Eowyn: well, it isn't the best picture but... (smile) the principal thing in the... in the fable is that the amaranth feel 42. envy of the rose, but... well, in this, the amaranth has a bad face because he feel, it feels envy but in fact the 43. amaranth doesn't know that the rose feels really, for this reason I made this paint because the rose, you always feel 44. that is beautiful, that... in my sense is like she always feel happy but when she thoughts in... in the blue man, when 45. the petals wither, she feels sad, so she had to explain to the amaranth that she doesn't always feel so happy than they 46. appear, it appear, so this is my illustration 47. Avathar: ok, what reflection leave you the fable?' 48. Eowyn: for me that the, that we can't judge the person until the, until we doesn't know how the person is 49. Avathar: ok, word wizard, please show us yours... 50. Charlz: ok, first I want to be sure that we speak the same language and that we have the concept clear of the... ok, I 51. have chosen five words, interesting I think, the first is 'wither', we all know the meaning of wither? 52. Avathar: yes 53. Eowyn: not at all 54. Charlz: not... ok, wither is, is when you have a flower and the petals start to decrease in size, in beauty and maybe 55. shrives and finish like... is the common... 56. Eowyn: like doesn't flowers? 57. Charlz: what? 58. Eowyn: doesn't flowers or you can... 59. Charlz: ok, so I choose... I made a little card that we can use when you can use the word wither... ok, we can use 60. the word wither with 'up' or 'wither away' in order to say that something, for example a project or a person is maybe</p>	<p>Metacognition</p> <p>Use of language learning</p>
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<p>61. getting older or is fading its attributes or you can use it like ‘consume’ or ‘dry up’, dry up for example for the petals, 62. ‘wrinkle’, yeah?, or ‘burn’ for example because of the sun you can, you can, the sun can wither up your skin for 63. example, ok?... for example ‘many of our roses wither away in the hot sun’, yeah?, wither away means that the roses 64. are dying with the sun... and I found that interesting... I don’t know is an idiom maybe is ‘wither on the vine’, 65. yeah?’, when for example something that is growing, is... in this case a building project, yeah?, that is in that 66. moment under construction but for any reason cannot continue for the lying something like that, you can say that is 67. wither on the vine, yeah?’, like a quiet elephant you can say because the building start to, to lose his beauty, start to 68. damage and can be lost for example, I don’t know if we have some time, ok... ‘wonder’, yeah, we all know about 69. wonder... yeah, and in this case we have ‘no wonder’, no wonder, yeah?, so no wonder here means that it’s not 70. surprise, there are not surprise about that, is logical, and I found ‘no wonder, should not surprise anyone’, I can say I 71. don’t wonder about a notice, a new, but we can say ‘for a wonder’, for a wonder on the contrary is something 72. surprising, yeah?, ‘surprisingly’ a thing, and the well-known ‘wonder if’, we all know about wonder if are using, ‘I 73. wonder if I could take another chocolate’, I wonder if today Eowyn would come or something like that(smile), ok 74. Danny: ok, but I have a question because if I read it as you were saying no wonder, so you are saying that is no 75. surprise but for me doesn’t make sense in this context, and I would take no wonder as... ‘no doubt’, like that is no 76. doubt that you are such a universal favorite flower instead of no surprise like... 77. Charlz: yeah, we could understand like that but the, the real meaning is about surprising, about to be not cause a 78. surprise that that is happen, yeah, because the word wonder is used like... I don’t know in Spanish maravilla or 79. maravillar, yeah?, so if you say no wonder is I am not that... yeah, surprised (smile)... ok 80. Matthew: I think that it could be is no wonder in this context, could be a synonymous of no doubt as you said 81. Danny: yeah 82. Charlz: yeah 83. Matthew: I think that is what Charlz said and you said, is a synonymous 84. Danny: ok 85. Avathar: I don’t, I don’t, we didn’t understand in the first part ‘the blossomed side by side in a garden’ 86. Charlz: ok... I have a card for blossom (smile), and blossom is used like a develop, yeah?, develop good, develop 87. good, attractive with the cover, the cover qualities, yeah?, this is blossom, so, when the fable says that they blossom 88. side by side is because they maybe born in the same time, yeah?, they both were growing and the blossom at the 89. same time but side by side, yeah?, maybe in the same garden, yeah?, and we can use blossom not only to flowers but 90. we can use blossom for people, yeah?, the development of people when inside you a child and blossom to the youth 91. or for the flower of the life, yeah?, you can use that... 92. Eowyn: ok 93. Charlz: yeah, ok, for now is... 94. Avathar: was the fable hard to read?... not at all? 95. Charlz: maybe at the first sight because is not like the others, the other fables... is, for example because is not an 96. animal that speaks or something like that (smile), you have to change your mind in a little way but later is not that 97. hard, yeah</p>	<p>strategies. Other expressions as synonyms and to expand knowledge</p>
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<p>98. Eowyn: I have a question, can you tell me what is the meaning of fade?</p> <p>99. Charlz: fade is a synonym of wither, yeah?, you can use fade like... like disappear, like maybe... yeah, like the</p> <p>100. process to decrease in some aspects</p> <p>101. Eowyn: yeah</p> <p>102. Charlz: ok</p> <p>103. Avathar: passage picker, please, could you share us two fables?</p> <p>104. Danny: ok, I have, I did two sections one for the amaranth and the other one for the rose, so they some what each</p> <p>105. of them said on the fable, so first is the amaranth, one of the sections are 'how I envy you, your beauty and your</p> <p>106. sweet smell', and the other one is 'no wonder you are such a universal favorite flower', I choose those phrases</p> <p>107. because the mean for me 'appearances that...', ok, I would say that I am the amaranth, so I'm concentrated or,</p> <p>108. yeah, I'm concentrated in the appearances that of the others, yeah?, the appearances like the superficial I took it like</p> <p>109. that, so, I wrote 'appearances that are overrated by the people', beauty and the sweet smell, the beauty and the other</p> <p>110. one 'you are such a universal favorite flower', so, I think for the amaranth being universal means that... is the</p> <p>111. favorite flower, so like miss universe, let's, say are the favorite people, instead, rejected, being rejected means that</p> <p>112. I'm not universal, so I was trying to do... I don't know if you understand but being universal is the same to be a</p> <p>113. favorite flower and being rejected is the same as being non universal or ununiversal... and from the rose, I took,</p> <p>114. choose those 'I bloom but I for a time, my petals soon wither and fall, and then I die', and the other one is 'your</p> <p>115. flowers never face even if they are cut, for they are everlasting', so the position of the rose in this case could be her</p> <p>116. feelings are the' desired of being perpetual no matter whether she is admired or not', so the only objective for the</p> <p>117. rose is being or is existing forever not just for a moment, that's what I... I don't know...</p> <p>118. Avathar: how would you describe the behaviour of the rose?</p> <p>119. Danny: I...</p> <p>120. Avathar: simplicity?</p> <p>121. Danny: I would say... the rose wants to last not just for a moment but forever, is this feeling that some of us have</p> <p>122. like we want to life forever and... so, we try to, we do surgeries or we try to take pills just to last forever not to get</p> <p>123. older, that's the point</p> <p>124. Avathar: the amaranth have more, more time like... and then of the amaranth envy the rose, yeah?</p> <p>125. Danny: but I would like to ask you guys if you found another section, another interesting section or another</p> <p>126. specific phrase or a word... in the fable, you would like to say</p> <p>127. Sophia: I believe that the conversation, that the sentence that they talk... are the main things in the fable because</p> <p>128. this is short</p> <p>129. Eowyn: this is the main idea</p> <p>130. Charlz: yeah, I think that the rose has a good behaviour because in the society, people who are like the rose maybe</p> <p>131. don't, will not say you that kind of words like don't worry about that because... maybe your, your skills or you</p> <p>132. good things will be everlasting or something like that, people in society say yeah, I am a rose and... is good, yeah,</p> <p>133. do you want to be like me?, please do it, yeah?, try to do it, something like that and in this case the rose is very</p> <p>134. sincere... a good friend maybe, I suppose</p>	<p>Encouraging others to participate</p>
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<p>135. Avathar: yeah she was honesty and she was compared to died, ok summarizer, could you...?</p> <p>136. Matthew: ok, I'm the summarizer this time I choose... three sentences, for me that's the principal sentence but I'm</p> <p>137. gonna share with you... a little... a little thing that I found, is about this fable, ok?, to understand so good a</p> <p>138. paragraph... we have three parts, the topic sentence, the body and the conclusion idea, yeah?, the topic sentence as</p> <p>139. you can see here and the red, and the green line 'a rose and an amaranth blossomed side by side in a garden', ok, to</p> <p>140. identify the topic sentence in this paragraph, how we can do that, ok, we have to find the subjects, a rose and an</p> <p>141. amaranth, and then the verb, blossomed, and the complement, side by side in a garden, ok, here we have the main</p> <p>142. idea of the fable, yeah?, because if you read the whole fable you understand that... the fable is about a conversation</p> <p>143. between that kind of flowers, yeah?, ok this is the main idea of the paragraph, as you can see here in the blue, in the</p> <p>144. blue section, we have the body of the fable which is the supporting ideas, I mean supporting ideas is when you...</p> <p>145. have the possibilities to... to understand so good that topic sentence, you get me?, for example you have a point that</p> <p>146. is a conversation between two flowers and the body sentence give us... specific moments or specific sentences</p> <p>147. about that conversation, we can summarize that body part in a sentence, what do you think could be that?... the</p> <p>148. focus on the body part is on the rose, yeah?, for that reason I chose this one 'how I envy you, your and your beauty</p> <p>149. and your sweet smell, no wonder you are such a universal favorite flower', that's the main idea of the body fable,</p> <p>150. yeah?</p> <p>151. Danny: what I was thinking about 'oh my dear friend I bloom for a time, my petals soon wither and fall, and then I</p> <p>152. die', I believe that it is or I would call that's the main idea</p> <p>153. Matthew: of the body part</p> <p>154. Danny: yeah, of the body part</p> <p>155. Matthew: why?</p> <p>156. Danny: because if I just read that idea I would understand that the amaranth would saying the opposite or what the</p> <p>157. rose is saying</p> <p>158. Matthew: yeah, I think you are right... my point, my point of view is different to Danny's point of view because in</p> <p>159. the body part it doesn't to be so straight, I mean it depends of the point of view of the person, yeah?, for that reason</p> <p>160. I have one and Danny's have... the last is ' your flowers never fade even if they are cut for they are everlasting',</p> <p>161. that's the conclusion of the fable for me and the conclusion of that topic sentence, we have to take into account that</p> <p>162. the conclusion have to deal with the topic sentence</p> <p>163. Avathar: the connector...</p> <p>164. Sophia: I believe that the... this short fable is very interesting because in our daily life we can, we can... say, we</p> <p>165. can share time with other person and we talk in the same way, if you are talking with... other person in a good way,</p> <p>166. you talk good things about that person but if the other person is talking with you in a bad way, bad things about you</p> <p>167. or bad things about that person, you talk in the same way, but this depend of the personal development of each one</p> <p>168. and in some opportunities when... if I have envy of someone, if she or he is bad I am a bad person and I talk in a</p> <p>169. different way, and for this reason we are uncomfortable with our life, yeah?, because we have good things and we</p> <p>170. have faults and defects at the same time, but depend on our feeling or our estados de animo, how I can say that, we</p> <p>171. behave in the same way, if we have a good, if we have good feelings we talk good things, we are the best, but, if we</p>	<p>Use of language learning strategies.</p> <p>Connection previous knowledge</p>
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| <p>172. have a bad, a low... feelings and low... thinkings, we talk in bad way, a way the worse, many things like that</p> <p>173. Avathar: have you experienced a similar situation that the amaranth?</p> <p>174. Sophia: no, both character are very interesting because... each people have good and bad things and they are</p> <p>175. recognized in both ways, I have good carateristicas but at the same time I have faults, I have defects</p> <p>176. Avathar: I made two, two morals... the first one is 'we must value that God has given us', and second is 'the envy</p> <p>177. is a statement of inferiority', thanks</p> | |
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Appendix AA
Last Self-Reflections

<p>Literature circles’ research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p>CHARLZ</p>	<p>Observations</p>
<ol style="list-style-type: none"> 1. Which literature circle do you remember the most? Why? 2. I remember “The ant and the grasshopper” fable, because I had to make a big effort in order to illustrate my 3. idea. I am not so good drawing any picture, so I took advantage of the technology for making that illustration. I 4. also remember “The bear and the two travelers” because we can reflect about the idea that we can be whether 5. the man on the floor or the man on the tree. 6. In which role did you feel more comfortable? Why? 7. I felt more comfortable with the word picker role since I had to make an effort to find some words and search 8. for its meaning. It ended up very useful because in the everyday I have used some of those expressions. 9. List the difficulties you had in the literature circles. What did you do for lessening the effects 10. of those difficulties? (here you can support on your notes of the evaluation session and your self-reflections’ 11. analysis) 12. The main difficulty I had was the speaking one, because sometimes I did not find the right words to express 13. myself. I must admit I made a big progress with this issue, but I have never got my desired level of 14. communication. 15. List the positive aspects that allowed you to have a better performance in the literature circles. Why did they 16. help you? (here you can support on your notes of the evaluation session and your self-reflections’ analysis) 17. The main aspect that contributed to get better performance was the weekly immersion and the permanent 18. communication with the mates, the discussions in the literature circles and the research of different words and 19. expressions. Also the change of role every week contributed to get better skills since I had to adapt on each 20. case. 21. List the strategies you used for performing your roles effectively. 22. One of my strategies was to pay attention to the others mates performance. Another strategy was using the 23. technology and finally putting in practice every expression in the daily life. The use of BBC Idioms videos in 24. YouTube and the lecture of different things were crucial to maintain a level of immersion. 25. How did literature circles relate to your experience as English learner? (you can help yourself with the notes 26. of the evaluation session and the conclusions sent by the teacher) 27. As I said in the first interview at the beginning of the literature circles, I am an autonomous learner. I try to 28. learn from every aspect of my life and I try to get immersed during the day. The literature circles contributed to 29. me with the interaction with other people who was in the same searching. Discussions and questions gave me 	<p>Awareness of weaknesses and its control</p> <p>Awareness of strengths. Importance of discussions, teams and literature circles in general.</p> <p>Learners’ identification as autonomous. Importance of</p>

<p>30. the feedback I needed to improve my wish and my like for learning English 31. <i>Share something new about English learning you have discovered in this literature circles'</i> 32. <i>experience.</i> 33. I discovered that literature is the best way of learning any language. English is a rich language and there is a 34. lot of expression to learn. I may well achieve my goals using literature as a main source of practicing and 35. learning. 36. <i>Add anything else you consider important for your learning process that you have not mentioned before.</i> 37. Even when you are an autonomous learner you need from other people to get feedback of your process and 38. your achievements. I believe interaction with other people is a crucial point when you want to learn another 39. language. Audios, movies, conversations and literature must be shared between different people because of the 40. diverse points of view and opinions. It was a great experience and I would participate again if I had the 41. opportunity. Thanks for all.</p>	<p>discussions, teams and literature circles in general.</p> <p>Learners' identification as autonomous. Importance of discussions and literature circles</p>
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
DANNY	Observations
<p>1. <i>Which literature circle do you remember the most? Why?</i> 2. After remembering the six literature circles, The Ant and the Grasshopper liked me the most, due to the fact that 3. the fable shows us the comparison between to similar animals that address their lives in different ways; the ant 4. is shown as the cautious one based on long term decision making, whereas the Grasshopper is shown as the non- 5. carefulness. 6. <i>In which role did you feel more comfortable? Why?</i> 7. I learned a lot by doing all the roles in the literature circles. However, "acting" as a word wizard, summarizer as 8. well as a discussion director made me feels happier, because I had the chance to actively participate when 9. comparing with other roles. Each role allowed me to learn how to structure and analyze the fables in a 10. specific way that I previously used to analyze the information. Additionally, when verbally expressed myself I 11. did organized the information in the same way in order to clearly express my ideas related to the fables. I took 12. into account the given instructions prior to each literature circle for developing my roles and consider them 13. (instructions) as a key part for getting good learning results. 14. <i>List the difficulties you had in the literature circles. What did you do for lessening the effects</i> 15. <i>of those difficulties? (here you can support on your notes of the evaluation session and your self-reflections'</i> 16. <i>analysis)</i> 17. Although I feel that I can verbally express my ideas in a better way, still there are grammar mistakes and low</p>	<p>Awareness of weaknesses and its control</p>

<p>27. Entender que debía hacer en cada rol 3. Buscar como podía dar un toque personal en cada rol 4. Buscar expandir el conocimiento y no limitarse al texto. En cuanto a mi nivel de ingles, esto me ayudó a mejorar mi confianza, 29. planteado eporque eran temas comunes y me sentía comoda hablando aunque todavía siento que me falta 30. mejorar algunos aspectos de vocabulario y comprensión, y como estudiante no solo de este idioma sino de todos 31. aprendí que debo buscar la manera de sentir que el idioma sea parte de mi y le tenga confianza, que sea parte de mi rutina diaria y lo sienta familiar; bien sea por medio de la lectura, la televisión o la música entre otros. Y eso 33. creo que es algo que se debería mejorar en un proceso de aprendizaje de idioma, que se evalúen las capacidades y gustos del estudiante para que en ese orden de ideas se puedan buscar estrategias que lo ayuden a aprender 35. mejor y mas rápido.</p>	<p>weaknesses. Reflection on own language learning process</p>
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<p>Literature circles' research project Subject: English Teacher-Researcher: Jenny Marcela Rodríguez Garzón Research Question: How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	
<p>MATTHEW</p>	<p>Observations</p>
<p>1. Which literature circle do you remember the most? Why? 2. The second one. In that opportunity I was the discussion director. I liked a lot because I leaded whole conversation and I did all questions presented. I felt like the boss of a company. 4. In which role did you feel more comfortable? Why? 5. Again, in the second one. I felt that everyone was listened to me. I do not know but I reckon that I feel comfortable at the moment that everything depends on me. 7. List the difficulties you had in the literature circles. What did you do for lessening the effects of those difficulties? (here you can support on your notes of the evaluation session and your self-reflections' analysis) 10. At the moment to speak, maybe I made some mistakes of pronunciation and fluency. In that sense I memorized that word and for the next time I had learned it. Or before speaking I checked it with some partners. At the moment to express my ideas. Perhaps I was so direct with my partners. In that sense, I learned to control myself and do not be a little rude with my partner's ideas. Instead of interrupted them I first listened and after that, I participated. Also, I tried to understand the different points of view of my partners. Listened to my partners. Sometime I did not feel good. And for that reason I was in the clouds. But just, sometimes. Not always. For that reason I tried to leave my issues so far away for the literature circles. And tried to did my best in every session. 18. List the positive aspects that allowed you to have a better performance in the literature circles. Why did they help you? (here you can support on your notes of the evaluation session and your self-reflections' analysis) 20. Read in advance the fables.</p>	<p>Awareness of weaknesses and its control</p>

<p>4. and we have to teach them to the young and this kind of text is helpful. The fables are an interesting tool to use-</p> <p>5. work with our kids in order to develop their language abilities and at the same time work useful themes. In some</p> <p>6. opportunities in order to organize my speaking while my partners were speaking I wrote some note. I know that</p> <p>7. I have to feel comfortable with my English level and improve it.</p> <p>8. Which literature circle do you remember the most? Why?</p> <p>9. All of them were very interesting because each one had an important teaching. I love the fables: The Ant and</p> <p>10. the Chrysalis: each living thing has good qualities take your time to know it; The Serpent and the Eagle: in our</p> <p>11. daily life we can find good and bad behavior and our behavior its in the same way like an answer; The Ant and</p> <p>12. the Grasshopper: if we want to find something or grow in our personal or professional life it's important to work</p> <p>13. in it; The Crow and the Pitcher: "if you want you can"; The Bear and the two Travelers: in bad or in the worst</p> <p>14. situations you know your real friends; The Rose and the Amaranth: all of us have good and bad qualities its</p> <p>15. necessary to recognize the owner in order to be better each day.</p> <p>16. In which role did you feel more comfortable? Why?</p> <p>17. Discussion Director: I consider that it was the easy one because with this role I feel more comfortable because</p> <p>18. in this I had the opportunity to manage the discussion; Illustrator: I shared my personal opinion using a picture;</p> <p>19. Connector: I chose some parts of the fable and made a relation with my personal life; Passage picker: I had to</p> <p>20. chose two important events and explained the reason; Summarizer: it was a big responsibility in order to had in</p> <p>21. my hands to presented in little word all the story; Word Wizard: was difficult because in this fable the words</p> <p>22. were familiar and at the same time I had a problem and for that reason I can't participate.</p> <p>23. List the difficulties you had in the literature circles. What did you do for lessening the effects</p> <p>24. of those difficulties? (here you can support on your notes of the evaluation session and your self-reflections'</p> <p>25. analysis)</p> <p>26. Vocabulary, in order to improve this I ask or look for this at dictionary.</p> <p>27. List the positive aspects that allowed you to have a better performance in the literature circles. Why did they</p> <p>28. help you? (here you can support on your notes of the evaluation session and your self-reflections' analysis)</p> <p>29. The group was comfortable to work with this wonderful group because all of us work in order to</p> <p>30. improve our English level and help us.</p> <p>31. List the strategies you used for performing your roles effectively</p> <p>32. Read the fable the times that I needed before in order to check the dictionary or ask to solve my questions.</p> <p>33. How did literature circles relate to your experience as English learner? (you can help yourself with the notes</p> <p>34. of the evaluation session and the conclusions sent by the teacher)</p> <p>35. This was a personal challenge because I'm shy and I know that I have some difficulties with my speaking and</p> <p>36. for this reason it was a very interesting opportunity to practice.</p> <p>37. Share something new about English learning you have discovered in this literature circles'</p> <p>38. experience</p> <p>39. This is a good tool in order to motivate student to speak, participate in an interesting discussion, it's a good way</p> <p>40. to motivate the oral participation. Like teacher this is a new strategy that I can apply with my students in order</p>	<p>general.</p> <p>Highlighting literature as a tool to learn English</p> <p>Metacognition and usefulness of learning</p> <p>Awareness of weaknesses</p> <p>Metacognition and usefulness of learning</p>
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| <p>41. to improve their reading and speaking skills.</p> <p>42. <i>Add anything else you consider important for your learning process that you have not mentioned before</i></p> <p>43. I summarized or repeated my ideas when necessary in order to be clear. I gave reasons for opinions to feel agree</p> <p>44. or disagree with that point of view. I answered others questions to express my opinion about something special.</p> <p>45. I tried to understand and extend the suggestions of others if it was confuse I asked and said in my words the</p> <p>46. same sentence or question. I read it with time to reflect and re-read if I needed in order to be respectful and had</p> <p>47. more ideas to share. I encouraged others to participate.I shared my ideas and offered my suggestions when</p> <p>48. someone said something interesting or I had something interesting to share with the group.</p> | |
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Appendix AB

SPECIFIC TABLE OF ANALYSIS

INSTRUMENT: questionnaires		
Research Question	Sample	Teacher-researcher's comment
<p>How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	<p>Questionnaires (Self-reflections) revealed that learners evaluated their performance in the implementation of literature circles as: excellent (29%), in progress (61%) and with difficulties (10%). Those results were obtained considering the rating scale: 1 (needs improving), 2 (satisfactory) and 3 (very good), which was used to evaluate 12 items of learners' performance, and the number of participants in each literature circle.</p> <p>The results of <i>excellent</i>, <i>in progress</i> and <i>with difficulties</i> performances were analyzed according to the levels of measurement of the questionnaire's rating scale.</p> <p><i>Excellent</i>: The 0% of the learners evaluated their performance in the level number one which is called needs improving. The 31% of the learners evaluated their performance in the level number two which is called satisfactory. The 69% of the learners evaluated their performance in the level number three which is called very good.</p> <p><i>In progress</i>: The 10% of the learners evaluated their performance in the level number one which is called needs improving. The 54% of the learners evaluated their performance in the level number two which is called satisfactory. The 36% of the learners evaluated their performance in the level number three which is called very good.</p> <p><i>With difficulties</i>: The 25% of the learners evaluated their performance in</p>	<p>Adult second language learners showed self-evaluation of their learning process through the results of the self-reflections (questionnaires). Learners compared their performances in each literature circle with the standard list of items provided in the questionnaires.</p> <p>Learners considered their performances were not perfect and looked for maintaining them <i>in progress</i> (61%), although they were <i>excellent</i> in the 29% of the items and without ignoring those ones they faced <i>with difficulties</i> (10%). Learners found more important to work permanently on their successes and failures than having excellent performances. So, they were more concerned about their learning process rather than the results of the literature circles' implementation.</p> <p><i>Excellent</i> levels of performance were reached when learners realized how achieving better outcomes or how improving the abilities they had shown in previous literature circles.</p> <p>Levels of performance considered as <i>in progress</i> were reached by learners because they monitored permanently the appropriate accomplishment of the items presented in the questionnaire.</p> <p>Levels of performance considered <i>with difficulties</i> indicated that learners did not limit their performance because of low results obtained in some literature</p>

the level number one which is called **needs improving**. The **75%** of the learners evaluated their performance in the level number two which is called **satisfactory**. The **0%** of the learners evaluated their performance in the level number three which is called **very good**.

Apart from the quantitative results obtained through the questionnaires, some qualitative data was gathered under the title of: “My most important contribution to the discussion was...”

For me was that I gave to my partners some ideas about me, I think that my role was one of the most important because I had to compare the story with my PERSONAL life. For that reason I think that they discovered one part of me. So, my contribution to the discussion was to share my feelings in that way. (Questionnaire, “My most important contribution to the discussion was...”, LC1, Matthew [sic])

the idea that I have the knowledge to share and speak in English but at the same time I'm very nervous and for this reason I can't express in the best way my feelings and thinkings. (Questionnaire, “My most important contribution to the discussion was...”, LC1, Sophia [sic])

circles. On the other hand, learners were engaged on enhancing those results in order to reach the *in progress* level of performance.

Those results indicate that learners constantly aimed at obtaining better results regarding the standards presented in the questionnaires. They had to revisit, maintain or improve the levels of performance they evaluated in each discussion.

Learners not only monitored their performance through the evaluation of the 12 items presented in the questionnaire, they had the opportunity to write their contributions to each discussion in the literature circles.

This brief self-reflection showed the analysis learners did regarding their performance during the discussions. They could identify the strengths and challenges they experienced when using the second language.

<p>The results for each item were classified in three levels of performance: <i>excellent, in progress</i> and <i>with difficulties</i> and they were obtained considering the number of participants in each literature circle. So, similar outcomes were grouped and analyzed. The contributions written by learners were also kept in mind to support these results.</p> <p>GROUP ONE For item number two “I spoke clearly and slowly enough” the 30% of the learners evaluated their performance as excellent. The 63% of the learners evaluated their performance in progress. The 7% of the learners evaluated their performance with difficulties.</p> <p>For item number eight “I gave reasons for opinions” the 26% of the learners evaluated their performance as excellent. The 70% of the learners evaluated their performance in progress. The 4% of the learners evaluated their performance with difficulties.</p> <p>Giving the team members additional information about uncommon words found in the fable. I gave them synonyms to replace either phrases or words and we discussed whether those matched with the context or not. (Questionnaire, “My most important contribution to the discussion was...”, LC5, Danny [sic])</p> <p>Relate each event and feeling with our lives. (Questionnaire, “My most important contribution to the discussion was...”, LC5, Avathar [sic])</p> <p>GROUP TWO For item number seven “I summarized or repeated my ideas when necessary” the 15% of the learners evaluated their performance as excellent. The 78% of the learners evaluated their performance in progress. The 7% of the learners evaluated their performance with difficulties.</p> <p>For item number eleven “I read it with time to reflect and re-read if needed” the 19% of the learners evaluated their performance as excellent. The 74% of the learners evaluated their performance in progress. The 7% of the learners evaluated their performance with difficulties.</p>	<p>The evaluation of performance done by means of the self-reflection (questionnaire) revealed that:</p> <ol style="list-style-type: none"> Learners were confident at speaking and arguing during discussions. Items two (<i>I spoke clearly and slowly enough</i>) and eight (<i>I gave reasons for opinions</i>) presented high levels of excellent (30% – 26%) and in progress (63% – 70%) performance. Moreover, learners expressed that they enhanced those aspects providing other participants with synonyms of unknown words or expressions and connecting their own lives with the fable. Learners recognized they had the ability to summarize ideas and understand the fables they had read; however, they found that they needed to work on those aspects permanently. Items seven (<i>I summarized or repeated my ideas when necessary</i>) and eleven (<i>I read it with time to reflect and re-read if needed</i>) indicated higher levels of performance in progress (78% – 74%) than other items, while excellent (15% – 19%) and with difficulties (7% – 7%) levels of performance showed low percentages. In this sense, learners used specific words, expressions and additional materials to summarize and reflect
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<p>I tried to make the group to understand the same idea in a bit sublime way. I contributed with a word making emphasis on it and using it repeatedly. (Questionnaire, “My most important contribution to the discussion was...”, LC2, Charlz [sic])</p> <p>Find the meaning of some words that I didn’t know. (Questionnaire, “My most important contribution to the discussion was...”, LC2, Avathar [sic])</p> <p>I looked for a little story of my favorite author in order to share a related topic that the fable of the bear. (Questionnaire, “My most important contribution to the discussion was...”, LC4, Eowyn [sic])</p> <p>Throughout the acrostic I made as part of my role, I concentrated in the fable’s moral that stated something like: we must face our challenges to be successful. I answered questions from others related to my professional career. (Questionnaire, “My most important contribution to the discussion was...”, LC4, Danny [sic])</p> <p>In this literature circle I was the illustrator. For me it was so interesting because I am not dedicated to the arts, for that reason I do not like painting or drawing. But, this case was so different. I wanted to show a nice drawing and for that reason I colored it and every color had a different meaning. I could explain all of it and I felt important this time, because I was the first who made a drawing with color or explain the meaning of the colors for me. I consider that I caught their attention and for that reason I liked it. (Questionnaire, “My most important contribution to the discussion was...”, LC3, Matthew [sic])</p> <p>GROUP THREE</p> <p>For item number three “I answered others’ questions” the 26% of the learners evaluated their performance as excellent. The 59% of the learners evaluated their performance in progress. The 15% of the learners evaluated their performance with difficulties.</p> <p>For item number nine “I listened courteously and effectively” the 33% of the learners evaluated their performance as excellent. The 56% of the learners evaluated their performance in progress. The 11% of the learners evaluated their performance with difficulties.</p> <p>For item number twelve “I included lots of details and good ideas” the</p>	<p>on the chosen fable.</p> <p>3. Learners experienced difficulties in answering questions, listening effectively, and including details during the discussions, but they did not give up, they strove to overcome them in each literature circle. Items three (<i>I answered others’ questions</i>), nine (<i>I listened courteously and effectively</i>) and twelve (<i>I included lots of details and good ideas</i>) showed higher levels of performance with difficulties (15% – 11% – 15%) than other items, while excellent (26% – 33% – 37%) and in progress (59% – 56% – 48%)</p>
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<p>37% of the learners evaluated their performance as excellent. The 48% of the learners evaluated their performance in progress. The 15% of the learners evaluated their performance with difficulties.</p> <p>In this literature circle I was the word wizard. For me the reading was so easy and for that reason I did not have to search about anything. At the moment to share my ideas with my partners, I did not say anything. Instead of that, I invited them to ask me if they had any question about vocabulary. This time I felt so good because I felt like a dictionary. lol. (Questionnaire, “My most important contribution to the discussion was...”, LC4, Matthew [sic])</p> <p>Connecting the fable with some real Colombian issues. I provided to the group with some examples that helped them to comprehend the fable’s moral. (Questionnaire, “My most important contribution to the discussion was...”, LC2, Danny [sic])</p>	<p>levels of performance revealed high percentages. At this point, learners showed they were aware of overcoming those difficulties to keep their conversations fluent</p> <p>Learners used different language learning strategies (techniques and additional material) to control the strengths and weaknesses they identified, applying the knowledge they acquired in their professional fields.</p>
<p>The results for each item were classified in three levels of performance: excellent, in progress and with difficulties and they were obtained considering the number of participants in each literature circle. So, similar outcomes were grouped and analyzed. The contributions written by learners were also kept in mind to support these results.</p> <p>GROUP ONE For item number one “I shared my ideas and offered my suggestions” the 33% of the learners evaluated their performance as excellent. The 59% of the learners evaluated their performance in progress. The 8% of the learners evaluated their performance with difficulties.</p> <p>For item number four “I remained on topic and helped the group stay focused” the 30% of the learners evaluated their performance as excellent. The 63% of the learners evaluated their performance in progress. The 7% of the learners evaluated their performance with difficulties.</p> <p>Share my opinions, lead the discussion, make a moral and express my suggestions. (Questionnaire, “My most important contribution to the discussion was...”, LC6, Avathar [sic])</p>	<p>Learners were aware of the impact their decisions had on others’ performance when they participated in literature circles. Different independent actions helped learners to lead conversations in a constructive and positive manner.</p> <p>1. Learners orientated their participation to provide others with their ideas and suggestions and to concentrate on the main topic of the discussions. They felt confident supporting others’ participation from their understanding of the topic. Items one (<i>I shared my ideas and offered my suggestions</i>) and four (<i>I remained on topic and helped the group stay focused</i>) presented high levels of excellent (33% – 30%) and in progress (59% – 63%) performance, while with difficulties (8% – 7%) levels of performance revealed low percentages.</p>

I offered a new point of view about the fable. (Questionnaire, “My most important contribution to the discussion was...”, LC3, Charlz [sic])

I made some questions to my partners, I tried that everyone got involve in the reading and also, I think that I guided them in a good way. My questions pointed for everyone and I was prepared for the discussion. (Questionnaire, “My most important contribution to the discussion was...”, LC2, Matthew [sic])

GROUP TWO

For item number six “**I disagreed without hurting others feelings**” the **26%** of the learners evaluated their performance as **excellent**. The **63%** of the learners evaluated their performance **in progress**. The **11%** of the learners evaluated their performance **with difficulties**.

For item number ten “**I tried to understand and extend the suggestions of others**” the **22%** of the learners evaluated their performance as **excellent**. The **63%** of the learners evaluated their performance **in progress**. The **15%** of the learners evaluated their performance **with difficulties**.

I tried to change the group’s mind about the identification with a specific character. (Questionnaire, “My most important contribution to the discussion was...”, LC4, Charlz [sic])

Lead the discussion and I tried to make a good topic of discussion keeping in mind the ideas of each one. (Questionnaire, “My most important contribution to the discussion was...”, LC5, Eowyn [sic])

Choosing two important sections of the fable, one from the amaranth’s point of view and the second one, related to the Rose’s point of view. We discussed the sections from different perspectives of the life. (Questionnaire, “My most important contribution to the discussion was...”, LC6, Danny [sic])

2. Learners kept constructive conversations where respect, tolerance and understanding were essential elements in the literature circles’ implementation since learners worked for maintain them. Items six (*I disagreed without hurting others feelings*) and ten (*I tried to understand and extend the suggestions of others*) presented high levels of excellent (26% – 22%), in progress (63% – 63%) and with difficulties (11% – 15%) levels of performance.

	<p>GROUP THREE</p> <p>For item number five “I encouraged others to participate” the 41% of the learners evaluated their performance as excellent. The 41% of the learners evaluated their performance in progress. The 18% of the learners evaluated their performance with difficulties.</p> <p>I tried to set a precedent about the role of Passage Picker. Even though it was the first time, maybe was a kind of base for the next partner. (Questionnaire, “My most important contribution to the discussion was...”, LC1, Charlz [sic])</p> <p>I organized and encouraged the group in order to start the fable’s discussion. The members actively participated and at the end of the discussion, I came up with general conclusions based on the members opinions. (Questionnaire, “My most important contribution to the discussion was...”, LC3, Danny [sic])</p>	<p>3. Learners were engaged on collaborating and supporting among themselves during the discussions although they found some difficulties on doing that. Item five (<i>I encouraged others to participate</i>) presented similar levels of excellent (41%) and in progress (41%) performance, while with difficulties (18%) levels of performance showed the highest percentage from other items.</p>
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Appendix AC

SPECIFIC TABLE OF ANALYSIS

INSTRUMENT: pre-interviews		
Research Question	Sample	Teacher-researcher's comment
How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?	<p>Teacher-Researcher: <i>What motivates you to learn English?</i> Charlz: some people collect money, coins, some people practice an sport or play an instrument... I learn languages, yes? That's my best motivation for all languages but English is my... is the language for excellence, may I say that? Is my language for excellence, yeah? If I could only know or learn a language I would choose English Teacher-Researcher: <i>Ok, but would you like to learn any other language? Which one?</i> Charlz: Yes, I tried to learn French, Italian, Portuguese, Japanese and German but German is very hard Teacher-Researcher: <i>And which percentage would you give to your level of motivation towards learning English? Why?</i> Charlz: my motivation is one hundred percent, yes? I think that I have all the motivation, is total, I tried every day, my English is my every day, yeah? I turn on my T.V., I listen in my mp3, I watch in my computer or in my tablet, I have PDFs, books, etc... my motivation is everywhere, yeah? Yeah, I have a great motivation to learn English (Pre semi-structured interview, Transcription # 2, Charlz, L. 4-16 [sic])</p> <p>Teacher-Researcher: <i>What motivates you to learn English?</i> Sophia: The principal motivation to learn English is... my students because I know that I am the first example to them and I need to do the best things that I have in my hands to improve the integral growing, integral development (Pre semi-structured interview, Transcription # 6, Sophia, L. 4-7 [sic])</p>	<p>Motivation to learn English</p> <p>Motivation to learn English</p>
	<p>Teacher-Researcher: <i>What do you think about working with other people in groups? Do you like it or not? Why?</i> Charlz: oh, I like it very much I always thought about to have a group to share the knowledge and to practice the languages, yes? Actually, I have been searching or looking for a group in Facebook or something like that who said... ok, let's talk English... but I couldn't yeah? It's difficult... in this moment I feel great with the group, yeah? And this idea is for me like a apocalypse, yeah a revelation... because is like wow, it can be possible yeah? To have a group and to interact or something like that, yeah? I feel so good, I'm very expecting (Pre semi-structured interview, Transcription # 2, Charlz, L. 17-23 [sic])</p> <p>Teacher-Researcher: <i>What do you think about working with other people in groups? Do you like it or not? Why?</i></p>	<p>Interest on having a supplementary tool to use English</p>

	<p>Sophia: yes, I like this idea because is a good opportunity or is a good strategy that we can use the social abilities, skills and... in this case the English level because if you have a good route to speak, to talk about an specific topic or developing activities, in that way enjoying the language you can improve and learn more (Pre semi-structured interview, Transcription # 6, Sophia, L. 15-19 [sic])</p>	<p>Interest on having a supplementary tool to use English</p>
	<p>Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i> Charlz: shhh... being an autonomous learner is a man or a person who... who is looking for everything that can help him or her to improve her or his skills, yeah, who uses everything that can be useful like if you want to take a bus you are not losing your time, you are learning whatever, you can become an astronaut just reading every day thirty minutes and in one year you have a lot of hours of astronomy, yeah? So, if you put your goals or you have the discipline to have at least half an hour, two hours you will become what you want, yeah? Without going to an institute (Pre semi-structured interview, Transcription # 2, Charlz, L. 52-58 [sic])</p> <p>Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i> Danny: I think this is a skill... I don't know if it is a skill or ability... I think that being autonomous allow you to improve your process or your learning process... I don't know let me think...</p> <p>Teacher-Researcher: <i>Which characteristics could you give to an autonomous learner?</i> Danny: ok, this learner would be more independent... would design daily plans to improve... it should be daily, I guess, I think is not once in a while no it should be continuously like almost every time... and the learner will realize every he gets, he mistakes or he is wrong in his process or in her process. (Pre semi-structured interview, Transcription # 3, Danny, L. 47-53 [sic])</p> <p>Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i> Matthew: an autonomous learner... have to be complete in every single word, why? Because if you don't see any topic at the university or in determined course you have to improve... to solve that doubt that emerge to you, yeah?... you can go to internet, to books, and to solve any doubt about your expectations, yeah?... because if your wait to the teacher and if you wait to the tutor that explain everything that's not autonomous work (Pre semi-structured interview, Transcription # 5, Matthew, L. 50-54 [sic])</p> <p>Teacher-Researcher: <i>What does it mean for you being an autonomous learner?</i> Sophia: I believe that an autonomous learner is one person that have the ability to do many things in order to own growing, according to the academic process, personal process or many things that they can do (Pre semi-structured interview, Transcription # 6, Sophia, L. 37-39 [sic])</p>	<p>Understanding of the concept of autonomous learner</p> <p>Understanding of the concept of autonomous learner</p> <p>Understanding of the concept of autonomous learner</p> <p>Understanding of the concept of autonomous learner</p>
	<p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i></p>	<p>Learners' identification as</p>

	<p>Avathar: yes, when I didn't study at the university I lent the books and I beginning to read, to do exercises for maths, physics, chemistry... I always have been an autonomous learner... while I'm not in the institute, in the course, print the lyric song and I translate this (Pre semi-structured interview, Transcription # 1, Avathar, L. 47-50 [sic])</p> <p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> Charlz: yes, I am. Yes, I am. Actually, when I told you about French and Japanese and everything I have learned by myself. It's the first time I go to an institute apart of the university when I have studied my English classes, but everything... for example I used to learn Japanese but in French, so, the text, all the explanations and everything is in French and he say the words in French, then, say the word in Japanese, so, I can relate and make my synapsis in my brain with two languages that are not my language, yeah? I am killing a bird with... two birds with one shot, so, sometimes when I'm going to pray I start praying in English, so, when I realize I'm speaking with God in English and it's very rewarding, yeah? (Pre semi-structured interview, Transcription # 2, Charlz, L. 59-66 [sic])</p> <p>Teacher-Researcher: <i>So, according to those characteristics, do you consider yourself as an autonomous learner? Why?</i> Danny: yeah...but not a one hundred percent I'm not just that wise in studying daily... although I have lots of things in my house or in my cellphone in English but I feel that I have to... to be more wise or to establish a better plan, I guess I'm failing in this plan, so, I would have to correct this or to redesign it (Pre semi-structured interview, Transcription # 3, Danny, L. 54-58 [sic])</p> <p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> Matthew: shhhh... myself? In some circumstances yeah, in some others not... ok, I have to recognize that I'm lazy and when I wake up, when I'm with a lot of energy I research in internet, I research in books and in songs but when I start to think, oh, I have to search about this or this and I don't have time, just let I go... and I forget of that (Pre semi-structured interview, Transcription # 5, Matthew, L. 55-59 [sic])</p> <p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> Sophia: in some opportunities For example, in which? When one thing is very interesting for me I take the time to do that but when one thing is some difficult for me I try to do that but at the same time I change that work and I leave it (Pre semi-structured interview, Transcription # 6, Sophia, L. 40-44 [sic])</p>	<p>autonomous.</p> <p>Learners' identification as autonomous.</p> <p>Learners' identification as autonomous.</p> <p>Learners' identification as autonomous.</p> <p>Learners' identification as autonomous.</p>
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	<p>Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>Charlz: I think that is reading because I read English for a long time ago, yeah? My career is technical and from the existence of the systems, systems was born in English, yeah? all the theory and the text, everything is in English at first sight, so, later they start to translate to Spanish, but in first instance... always is in English, so, if you don't know English you lose everything, so, I can read OK especially the technical text</p> <p>Teacher-Researcher: <i>And what about listening, how do you consider listening as strength or as weakness?</i></p> <p>Charlz: No... I think that is my weakness</p> <p>Teacher-Researcher: <i>Why?</i></p> <p>Charlz: Because I think that it's difficult to me, it's a big task but I have to listen and sometimes I feel tired of listening, yeah? I can listen four, three hours... and later I can't understand more because I feel tired, yeah? So, I say why, why, in Spanish I can listen every day, all day... yeah? Everywhere but in English no, why, why, so, it's a weakness I think that is a weakness (Pre semi-structured interview, Transcription # 2, Charlz, L. 35-46 [sic])</p> <p>Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>Danny: ok, I got to read faster than I used to... is not as faster as in Spanish but I read much better than before, so, I understand... like the comprehension is fine for now... listening, I can understand what the people say to me, yeah, when I'm talking to somebody else... I can understand... and what else?</p> <p>Teacher-Researcher: <i>Writing? Maybe writing...</i></p> <p>Danny: Writing? It takes long time to write a small message or a small text but basics are fine for me... yeah, I think I have vocabulary I can use it depending of the context</p> <p>Teacher-Researcher: <i>What would you like to improve?</i></p> <p>Danny: I would like to improve primarily grammar, grammar, but building up or writing complex texts... not just, just a letter but a more... using more technical words in my writing, I sometimes get confused with the verbs... or things like that (Pre semi-structured interview, Transcription # 3, Danny, L. 36-46 [sic])</p> <p>Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>Eowyn: I think that my main strength is that I can understand easily and specially with the language, I don't know but I have the ability to understand easily and to catch the ideas faster</p> <p>Teacher-Researcher: <i>What would you like to improve?</i></p> <p>Eowyn: listening but the normal listening when you are talking with other person or when you are watching a movie, when you are watching some soup operas of T.V. that you feel that it is an English... I don't know ... a confident English, and maybe you can understand this kind of</p>	<p>Awareness of strengths and weaknesses. Linguistic, cognitive and affective needs</p> <p>Awareness of strengths and weaknesses. Linguistic, cognitive and affective needs</p> <p>Awareness of strengths and weaknesses. Linguistic, cognitive and affective needs</p>
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	<p>things, I would like to improve this listening (Pre semi-structured interview, Transcription # 4, Eowyn, L. 19-25 [sic])</p> <p>Teacher-Researcher: <i>Which are your strengths in reference to your English learning process?</i></p> <p>Matthew: my strengths... I think that I know that my speaking is not perfect but my strength in that kind of question... I think I have to develop my speaking with other people and I am be able to share my knowledge with other people, I mean at the beginning of any conversation I'm so shy but I start to think about something, I start to seeing the other people and in determinated time I start to speak, speak, speak... I don't mind if my English is not god but think that my purpose is that the people can get me when I speak</p> <p>Teacher-Researcher: <i>What about your listening skill? Do you understand when people talk to you in English?</i></p> <p>Matthew: it depends the people that are talk to me and the foreign people, I mean the movie I'm not always understand all language</p> <p>Teacher-Researcher: <i>But in a percentage how much do you understand?</i></p> <p>Matthew: Eighty percent, eighty percent I have to improve that</p> <p>Teacher-Researcher: <i>So, this is an strength for you</i></p> <p>Matthew: Yeah, it could be</p> <p>Teacher-Researcher: <i>And in writing, how are you writing in English?</i></p> <p>Matthew: Ok, my grammatical part is excellent, I think that or my is excellent, yeah, I think that a hundred percent, I always being focused on my grammatical part, on the rules and for that reason I have my writing so good</p> <p>Teacher-Researcher: <i>So, and your pronunciation, how do you feel with your pronunciation?</i></p> <p>Matthew: Ok, I have to solve some problems with that, yeah? I think that in some circumstances I have to quickly and for that reason I forgot some pronunciation of the words, yeah? But it doesn't matter</p> <p>Teacher-Researcher: <i>What would you like to improve?</i></p> <p>Matthew: my speaking English level (Pre semi-structured interview, Transcription # 5, Matthew, L. 27-49 [sic])</p>	<p>Awareness of strengths and weaknesses. Linguistic, cognitive and affective needs</p>
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	<p>Teacher-Researcher: <i>How do you feel reflecting about yourself?</i> Charlz: shhh, I do, I really like to reflect about myself, not only at knowledge but my whole life, and I feel good, actually, I like that people also tell me my weaknesses, so, with this I listen and I reflect about that and I check myself, I feel good... it is a part of my life that sometimes is not common for people (Pre semi-structured interview, Transcription # 2, Charlz, L. 31-34 [sic])</p> <p>Teacher-Researcher: <i>How do you feel reflecting about yourself in your English learning process?</i> Danny: I feel really well, I like it... sometimes it is contradictory because at the same time I'm talking or I'm speaking in English I'm following myself, it's kind of hard but I like it a lot because it allows me to realize what are my mistakes... grammar, for example, I have lots of mistakes in grammar (Pre semi-structured interview, Transcription # 3, Danny, L. 32-35 [sic])</p> <p>Teacher-Researcher: <i>How do you feel reflecting about yourself?</i> Eowyn: a little strange because you are unused to it, so, it's strange that you are evaluating everything that you do in your process and that on reference on many things... but it is useful (Pre semi-structured interview, Transcription # 4, Eowyn, L. 16-18 [sic])</p> <p>Teacher-Researcher: <i>How do you feel reflecting about your English learning process?</i> Sophia: in some opportunities very difficult but at the same time very interesting because you have the opportunity to understand what your abilities and difficulties are and to work in these (Pre semi-structured interview, Transcription # 6, Sophia, L. 24-26 [sic])</p>	<p>Metacognition</p> <p>Metacognition</p> <p>Metacognition</p> <p>Metacognition</p>
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SPECIFIC TABLE OF ANALYSIS

<p>INSTRUMENT: post-interviews</p>		
<p>Research Question</p>	<p>Sample</p>	<p>Teacher-researcher's comment</p>
<p>How does the use of self-reflection activities within literature</p>	<p>Teacher-Researcher: <i>How was your experience working with literature circles? Did you enjoy it? Did you find them useful? Why?</i> Charlz: yes, I enjoyed a lot I consider that it was an excellent experience... I suppose the best experience regarding English learning, so, an excellent complement and I think that I would repeat it if it was the case</p> <p>Teacher-Researcher: <i>In which ways did you find it useful for your learning process?</i> Charlz: ok, first because when you interact with people you can learn more than by yourself.</p>	<p>Importance of discussions, teams and literature circles in general.</p>

<p>circles contribute to the development of adult second language learner autonomy?</p>	<p>on your own you can learn a lot of things but only from one point of view, when you can share with other people and other points of views you can enrich your life, enrich your process, and every person has his or her own way, it's not the same for you but you can learn a lot from the process of your neighbor, so, I think that this is the best... the main aspect from the literature circles, ok, there are a lot of things about... the rules of the game, the roles because I have a lot of weakness, for instance, direct... when I had to do it, it was very challenge for me, but I could, I did it, so, it was like a little step that I made, yes?, so there were so many steps that the literature circles were useful (Post semi-structured interview, Transcription # 7, Charlz, L. 35-46 [sic])</p> <p>Teacher-Researcher: <i>How was your experience working with literature circles? Did you enjoy it? Did you find them useful? Why?</i></p> <p>Danny: yeah, I enjoyed a lot, actually I miss the circles... because as we were talking in the group the other day, we could have like a habit every week, as well as we could discuss, we had the chance to discuss the fable and to notice that we can influence in... or we can give the other people more energy to learn, I don't know if it is correct but, yeah, I think we could do this in a formal way (Post semi-structured interview, Transcription # 8, Danny, L. 25-30 [sic])</p> <p>Teacher-Researcher: <i>In your case, what happened with the influence of the teacher in the literature circles?</i></p> <p>Matthew: it was good... it was good because I had to do, ok, we had to do alone the conversation, the discussion, and for that reason the discussion director, I think that it could be the teacher because he or she always lead the conversation but at the end I didn't see that person as a teacher I saw that person as a classmate a coworker, but for me at the end he or she wasn't a teacher (Post semi-structured interview, Transcription # 10, Matthew, L. 38-42 [sic])</p>	<p>Importance of discussions, teams and literature circles in general.</p> <p>Importance of discussions, teams and literature circles in general.</p>
	<p>Teacher-Researcher: <i>So, in your words what is the meaning of being an autonomous learner?</i></p> <p>Charlz: Yes, an autonomous learner is a person who can use all the tools that are around him or her, for instance, if you have tools to find... to look for an article or a news, you can do it in your mother language or you can do it using the things you are learning, for instance English, French or something like that, the same task that you do in your daily life you can do it... applying the things that you have learnt and practicing, that is an autonomous learner, so if you want to watch a movie, ok, watch it but watch it in English, do you want to read a book?, ok do it, but everything that you want to do you can do in the new language, so that's the way to achieve the goals that you are proposed, yes? So, obviously you need a technique, and the technique you cannot invent, you can use the techniques that are in the world and maybe you can fix some ways for using in your life... adapted to you, that is to be an autonomous learner (Post semi-structured interview, Transcription # 7, Charlz, L. 11-20 [sic])</p>	<p>Complementing the concept of autonomous learner</p>

	<p>Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i> Danny: It means that in the way I'm learning I need to go back and review what I have done and that's why the evaluation process was really interesting because it allowed me to check the main points of my learning process and... I could realize that I was having certain mistakes and I took them into account to avoid making the same mistakes in the next literature circles (Post semi-structured interview, Transcription # 8, Danny, L. 4-8 [sic])</p> <p>Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i> Eowyn: now, I think that an autonomous learner is a person who can do, maybe a little task that some person assign and that you can do this task for your own and doing well (Post semi-structured interview, Transcription # 9, Eowyn, L. 4-6 [sic])</p> <p>Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner?</i> Matthew: ok, for me an autonomous learner is... doesn't follow an specific program, an specific curriculum, for me an autonomous learner is to do my own learning process, to follow my own activities, to follow my own likes, yeah? For me that's an autonomous learner (Post semi-structured interview, Transcription # 10, Matthew, L. 4-7 [sic])</p>	<p>Complementing the concept of autonomous learner</p> <p>Complementing the concept of autonomous learner</p> <p>Complementing the concept of autonomous learner</p>
	<p>Teacher-Researcher: <i>Now, what does it mean for you being an autonomous learner? Do you consider yourself as an autonomous learner? Why?</i> Charlz: yes, I am. I've always been an autonomous learner but I consider that today I have more tools for doing it and I have more like... I am more motivated to do it, and the tools you gave us were good tools and I consider that those things I have to use it or retake it in my life, so, I know today that literature is the best way to get an idiom, yes?, is like a new idea and, so, my new goal is start reading books, literature, novels, something like that... that was the thing that the literature circles let me (Post semi-structured interview, Transcription # 7, Charlz, L. 4-10 [sic])</p> <p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> Danny: yeah, I feel that I'm... I consider myself as an autonomous learner because, well, I like to realize what are my mistakes and correct them, so, I'm kind of making pressure on myself to improve (Post semi-structured interview, Transcription # 8, Danny, L. 9-11 [sic])</p> <p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner?</i> Eowyn: sometimes Teacher-Researcher: <i>Why?</i> Eowyn: if you put me some task, yes I can do it, but maybe when you have something for your own, maybe you put some barriers, and maybe you didn't do it (Post semi-structured interview, Transcription # 9, Eowyn, L. 7-11 [sic])</p>	<p>Learners' identification as autonomous.</p> <p>Learners' identification as autonomous.</p> <p>Learners' identification as autonomous.</p>

	<p>Teacher-Researcher: <i>Do you consider yourself as an autonomous learner? Why?</i> Matthew: ok at the end of the literature circles yes, yes because I never do that, yeah? I never read in advance, I never prepare my speaking classes for that reason I consider myself as autonomous worker, learner (Post semi-structured interview, Transcription # 10, Matthew, L. 8-10 [sic])</p>	<p>Learners' identification as autonomous.</p>
	<p>Teacher-Researcher: <i>Which do you consider was your level of responsibility within the development of literature circles? Why?</i> Charlz: ok... well... as you were six people, so, I consider that I had one six part of the responsibility but sometimes I realized that if I gave... give more of myself, so, I could help the others to do something, an idea, specially ideas because I like to throw up ideas through the air to someone catch it and understand it, I feel good, maybe like you feel good when you explain something and at least one person in your group understand, that's the thing, so, I think that I increase, in that point I increase my responsibility because I wanted to contribute with more not just like my part but I wanted to contribute with ideas, with other things... to put my sand grain (Post semi-structured interview, Transcription # 7, Charlz, L. 47-54 [sic])</p>	<p>Measuring level of responsibility with respect others' levels</p>
	<p>Teacher-Researcher: <i>How did you feel reflecting about your English learning process? Did you find it useful? Why?</i> Charlz: yes, I think that the process I can improve in some aspects, sometimes I feel that I go back to my old mistakes so I reflect on that, I think and I plan how to take over that because I have to move on I cannot be... you have to evolve, so I think on that every day and when I have some conversations in English and someone correct me... I feel that I have to write the mistake in order not to repeat it, yes?, so every time I am reflecting on that maybe not with numbers but with... my mind is like colors, yes?, my mind is like colors that appears like red, telling me is red, is red you have to change it to green something like that (Post semi-structured interview, Transcription # 7, Charlz, L. 21-28 [sic])</p> <p>Teacher-Researcher: <i>Very interesting, yes, I haven't thought about this metaphor, so, in which other spaces would you use self-reflection?</i> Charlz: I think that I use it in all my life, in work, in family... I like the solitude and I think a lot and I reflect in all things that I am doing during the day or in my last one, two, three months... in something like that, I'm always scoring myself and sometimes I find that I'm not so... as good as I wanted, as good as I expected, so the self-reflection is something daily (Post semi-structured interview, Transcription # 7, Charlz, L. 29-34 [sic])</p> <p>Teacher-Researcher: <i>In which other spaces would you use self-reflection?</i> Matthew: nowadays, I'm developing my thesis... I think that it was perfect to develop my</p>	<p>Metacognition (awareness and control)</p> <p>Usefulness of reflection</p>

	<p>autonomous work... in my thesis I'm researching a lot, I have to reflect a lot of that theory, of that information gained, yeah? Taking into account my personal life, perhaps when I made some mistakes, when I make some mistakes I always reflect about my daily life, yeah? At the end of the day I said ok, what I did wrong, what should I improve? Taking into account my day, yeah? (Post semi-structured interview, Transcription # 10, Matthew, L. 19-24 [sic])</p>	<p>Usefulness of reflection</p>
	<p>Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i> Charlz: yes, I tried to use mainly the technology because technology is part of my everything, I am half person, half machine, so, the technology for me is a big leverage because you can use it in all the aspects of the life, so, if I need to listen an audio, or to review in a dictionary, look for a word or to compare ideas, everything I can do it with technology, so, internet, computers... I use it all the time in transmilenio, in my car, when I was in bed, so all the time... when I am watching a movie or the news but in English, picking up some words I looked in the tablet, at the same time I end up such immersed in technology and in English, in that mix that sometimes I feel like in a dream, yeah? (Post semi-structured interview, Transcription # 7, Charlz, L. 63-67 [sic])</p> <p>Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i> Danny: well, basically I read the fable sometimes more than once, I looked up at the dictionary the words that I didn't understand, I tried to come up with a similar story, I mean, to put it in my real life, so I was all the time comparing the fable with my experiences in the life... and like looking at other similar fables that I could tell in the group, something new to share in the group, with the group (Post semi-structured interview, Transcription # 8, Danny, L. 38-42 [sic])</p> <p>Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i> Eowyn: I liked to research depends of the fable and in the case in the literature circle, I don't remember, maybe four I found another fable that was related with the topic and it was useful to understand better the topic and to expand the knowledge, understand better, yeah?, it's important to search more than the topic that you are doing (Post semi-structured interview, Transcription # 9, Eowyn, L. 36-38 [sic])</p> <p>Teacher-Researcher: <i>Which strategies did you use to work by yourself in the literature circles?</i> Matthew: ok, I think that, firstable, I believed the role, yeah? The second one, I prepared the role and the third one, I understood the role, yeah?, because is not the same to just play the role I think that I have to believe and to create that role, I had to change my role every week and I</p>	<p>Use of technology as a learning strategy to support discussion's participation</p> <p>language learning strategies to support discussion's participation</p> <p>language learning strategy to support discussion's participation</p> <p>learning strategies to support discussion's participation</p>

	<p>have that ability, I forget the past role and I create one in one week, that was my strategy to do that (Post semi-structured interview, Transcription # 10, Matthew, L. 43-47 [sic])</p> <p>Teacher-Researcher: Which strategies did you use to work by yourself in the literature circles?</p> <p>Sophia: at the first time is very important to listen the instructions and to read the paper sheet that the teacher or that the person that is in front of the group, that the leader team and it's... if you want some questions you can ask your partners or the teacher (Post semi-structured interview, Transcription # 11, Sophia, L. 31-34 [sic])</p>	<p>learning strategies to support discussion's participation</p>
	<p>Teacher-Researcher: When problems came out within the literature circles did you take decisions? How did you take them?</p> <p>Charlz: for me as an autonomous learner, I consider that all the work that other person do... does, other person does is valuable, so, maybe if she or he found in that way is for a reason, yes?, and it's hard for me or difficult to me to... maybe guide him or her to other way, yeah?, I assume that the thing is correct or the process is correct, I can't catch the detail, those details, so, because maybe as an engineer I just see the overall part not the details (Post semi-structured interview, Transcription # 7, Charlz, L. 71-76 [sic])</p> <p>Teacher-Researcher: When problems came out within the literature circles did you take decisions?</p> <p>Matthew: for me it had to deal with the role... ok, I don't remember when exactly... but one day Avathar said something about one specific topic and I didn't participate because I wasn't the discussion director, I think that that day I was just the illustrator and for that reason I said to myself, ok I'm not going to participate because is not my business and I'm just here for showing a drawing... I remember that day but I don't remember the topic that we took (Post semi-structured interview, Transcription # 10, Matthew, L. 48-53 [sic])</p>	<p>A position in the discussion with respect others' participation</p> <p>A position in the discussion with respect others' participation</p>

	<p>Teacher-Researcher: <i>So, according to the decisions you have taken for improving your weaknesses, those weaknesses that we have discussed in this moment, that, maybe, you have difficulties for expressing, so, you had to take decisions about them...</i></p> <p>Charlz: I took decisions like asking for help, for instance when I had to do the director role, yes?, because for me it was difficult, even I am like scared, very anxious, so, I had to get support from other person in order to be more comfortable and, yes, self-confident... because at the beginning I was like in shock (Post semi-structured interview, Transcription # 7, Charlz, L. 77-82 [sic])</p> <p>Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions? How did you take them?</i></p> <p>Danny: well, I cannot say that there were problems at all... but maybe some difficulties when I was trying to understand specific words or to understand a role because other interesting thing of these literature circles was that I learnt other roles being summarizer, being discussion director and things like that, so, it was kind of difficult for me to understand some of the roles, so, what I did it was... I asked to another person or I asked to the teacher to explain that in an easy way but the decision was to ask to somebody else... that's the point (Post semi-structured interview, Transcription # 8, Danny, L. 43-49 [sic])</p> <p>Teacher-Researcher: <i>When problems came out within the literature circles did you take decisions? How did you take them?</i></p> <p>Eowyn: I remember in the literature circle where I was blocked because I didn't... I couldn't remind one word, so, I stayed like blocked, I was blocked and I couldn't react... so, I think that it was a difficulty but I couldn't take a decision</p> <p>Teacher-Researcher: <i>Did others help you?</i></p> <p>Eowyn: yeah, I have to say it in Spanish because it was a word that we were learning in another process and maybe the other people help me to remind it (Post semi-structured interview, Transcription # 9, Eowyn, L. 39-46 [sic])</p> <p>Teacher-Researcher: <i>Yeah, and for example when you got lost or when something happened and you couldn't participate because one difficulty appeared, you had to take a decision for overcoming this difficulty, do you remember any strategy that had helped you?</i></p> <p>Matthew: Yeah, at the beginning when I got lost I just stay quiet, I start listening my partners and I start to think what about... ok, I start thinking about the topic, yeah? I didn't talk, I wait a short period of time and I start to participate again (Post semi-structured interview, Transcription # 10, Matthew, L. 54-59 [sic])</p>	<p>Asking for help</p> <p>Asking for help</p> <p>Asking for help</p> <p>Listening to others</p>
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Appendix AD

SPECIFIC TABLE OF ANALYSIS

INSTRUMENT: last self-reflections

Research Question	Sample	Teacher-researcher's comment
<p>How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	<p>Even when you are an autonomous learner you need from other people to get feedback of your process and your achievements. I believe interaction with other people is a crucial point when you want to learn another language. Audios, movies, conversations and literature must be shared between different people because of the diverse points of view and opinions. It was a great experience and I would participate again if I had the opportunity. Thanks for all. (Last self-reflection, Charlz, L. 37-41 [sic])</p> <p>As I said in the first interview at the beginning of the literature circles, I am an autonomous learner. I try to learn from every aspect of my life and I try to get immersed during the day. The literature circles contributed to me with the interaction with other people who was in the same searching. Discussions and questions gave me the feedback I needed to improve my wish and my like for learning English.(Last self-reflection, Charlz, L. 27-30 [sic])</p> <p>This was a wonderful time-experience because I can learn and participate in an interesting activity, literature circles. During these weeks I can develop different roles and participate in interesting discussions - speaking. The fables were very interesting and all of them have a teaching. In our society we had been losing our values and we have to teach them to the young and this kind of text is helpful. The fables are an interesting tool to use-work with our kids in order to develop their language abilities and at the same time work useful themes. In some opportunities in order to organize my speaking while my partners were speaking I wrote some note. I know that I have to feel comfortable with my English level and improve it. (Last self-reflection, Sophia, L. 27-30 [sic])</p>	<p>Learners' identification as autonomous. Importance of discussions and literature circles</p> <p>Learners' identification as autonomous. Importance of discussions, teams and literature circles in general.</p> <p>Importance of discussions, teams and literature circles in general. Highlighting literature as a tool to learn English Metacognition and usefulness of learning</p>

	<p>The main difficulty I had was the speaking one, because sometimes I did not find the right words to express myself. I must admit I made a big progress with this issue, but I have never got my desired level of communication. (Last self-reflection, Charlz, L. 12-14 [sic])</p> <p>Although I feel that I can verbally express my ideas in a better way, still there are grammar mistakes and low fluency. I think the reasons are two, firstly a little bit of anxiety and secondly, the lack in vocabulary. It becomes necessary to come up with a list of words that I can use in a daily basis, being like the Ant making plans and creating strategies for improving my learning process. (Last self-reflection, Danny, L. 17-20 [sic])</p> <p>At the moment to speak, maybe I made some mistakes of pronunciation and fluency. In that sense I memorized that word and for the next time I had learned it. Or before speaking I checked it with some partners. At the moment to express my ideas. Perhaps I was so direct with my partners. In that sense, I learned to control myself and do not be a little rude with my partner's ideas. Instead of interrupted them I first listened and after that, I participated. Also, I tried to understand the different points of view of my partners. Listened to my partners. Sometime I did not feel good. And for that reason I was in the clouds. But just, sometimes. Not always. For that reason I tried to leave my issues so far away for the literature circles. And tried to did my best in every session. (Last self-reflection, Matthew, L. 10-17 [sic])</p> <p>This was a personal challenge because I'm shy and I know that I have some difficulties with my speaking and for this reason it was a very interesting opportunity to practice. (Last self-reflection, Sophia, L. 35-36 [sic])</p> <p>La principal dificultad que tuve en los círculos para mi fue el tiempo porque a pesar de que nadie nos controlaba esto, siempre sabia que tenia que hablar solo lo necesario y no me podía extender; y otra dificultad fue la falta de vocabulario que tuve; a veces los nervios juegan una mala pasada y eso me hizo bloquear la mente algunas veces. (Last self-reflection, Eowyn, L. 15-18 [sic])</p> <p>Los aspectos positivos para desarrollar mejor los diferentes roles fue para mi conocer un poco de cultura general para poder hacer relación con otras cosas del entorno y también el acceso a las herramientas tecnológicas que ayudan a profundizar los temas y a esforzarte por buscar cosas que ayudan a tener una mejor presentación y dominio del tema. (Last self-reflection, Eowyn, L. 21-24 [sic])</p> <p>Las estrategias para desarrollar los roles efectivamente fueron: 1. La lectura y comprensión de cada fabula 2. Entender que debía hacer en cada rol 3. Buscar como podía dar un toque personal en cada rol 4. Buscar expandir el conocimiento y no limitarse al texto. En cuanto a</p>	<p>Awareness of weaknesses and its control</p> <p>Awareness of weaknesses and its control</p> <p>Awareness of weaknesses and its control</p> <p>Awareness of weaknesses</p> <p>Awareness of weaknesses</p> <p>Awareness of strengths</p> <p>Awareness and control of strengths and weaknesses. Reflection on own language</p>
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	<p>mi nivel de ingles, esto me ayudó a mejorar mi confianza, planteado eporque eran temas comunes y me sentía comoda hablando aunque todavía siento que me falta mejorar algunos aspectos de vocabulario y comprensión, y como estudiante no solo de este idioma sino de todos aprendí que debo buscar la manera de sentir que el idioma sea parte de mi y le tenga confianza, que sea parte de mi rutina diaria y lo sienta familiar; bien sea por medio de la lectura, la televisión o la música entre otros. Y eso creo que es algo que se debería mejorar en un proceso de aprendizaje de idioma, que se evalúen las capacidades y gustos del estudiante para que en ese orden de ideas se puedan buscar estrategias que lo ayuden a aprender mejor y mas rápido. (Last self-reflection, Eowyn, L. 26-35 [sic])</p>	<p>learning process</p>
	<p>Uffff a lot. It helped to me to improve my speaking skill and it was my principal motivation to join it. I think that the topic that we saw in the fables was related with our lives, with our society and for that reason it is meaningful learning. And for as English Student, it was so worth. Also, as pre-service teacher, it was so great because I learn about learning styles, activities to develop in my classroom and others. (Last self-reflection, Matthew, L. 32-35 [sic])</p> <p>Cooperative learning. Task based approach. For me it was used in the literature circles because we learned a lot of thing taking into account my partner's ideas, and we did autonomous work. (Last self-reflection, Matthew, L. 43-46 [sic])</p> <p>This is a good tool in order to motivate student to speak, participate in an interesting discussion, it's a good way to motivate the oral participation. Like teacher this is a new strategy that I can apply with my students in order to improve their reading and speaking skills. (Last self-reflection, Sophia, L. 39-41 [sic])</p>	<p>Metacognition and usefulness of learning</p> <p>Metacognition and usefulness of learning</p> <p>Metacognition and usefulness of learning</p>
	<p>The main aspect that contributed to get better performance was the weekly immersion and the permanent communication with the mates, the discussions in the literature circles and the research of different words and expressions. Also the change of role every week contributed to get better skills since I had to adapt on each case. (Last self-reflection, Charlz, L. 17-20 [sic])</p> <p>Aunque no estuve desde el principio y me costó un poco adaptarme al proceso, estos circulos literarios me ayudaron desde cada rol a mostrar aspectos de mi profesión y de mi personalidad por medio del idioma, y de la misma manera a mejorar aspectos de comunicación que tenía un poco débiles cuando comencé; además de compartir diferentes experiencias con mis compañeros y ver distintos e interesantes puntos de vista. (Last self-reflection, Eowyn, L. 2-5 [sic])</p>	<p>Awareness of strengths, Importance of discussions, teams and literature circles in general.</p> <p>Awareness of weaknesses and its control. Importance of discussions, teams and literature circles in general</p>

Appendix AE

SPECIFIC TABLE OF ANALYSIS

INSTRUMENT: video recordings		
Research Question	Sample	Teacher-researcher's comment
How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?	<p>Sophia: ok, now, how do you feel about your role? The specific role that you develop in this interesting activity, in my case, I feel good but at the same time nervous because this is a good challenge that I have to do in order to improve, to connect ideas, in order to believe the activity, what happen with the summarizer?</p> <p>Danny: ok, it is very challenging for me... because, for me it's kind of difficult summarize the ideas or the readings so, I know that if I start doing it, at the end I will get used to do it, so, I like it even though is kind of difficult for me</p> <p>Sophia: the passage picker?</p> <p>Charlz: yes, I think the same, maybe this is a role that I never was... like that, I think that it's difficult for me, it's hard because my job have always been like maths or something like algorithmic... yeah?</p> <p>Danny: concrete</p> <p>Charlz: yes, something that you can see it as measurable but this is... this requires some imagination, some thinking, I don't know... it's challenging and I like it because is new, as I said before I feel some scared (smile) about that because maybe I couldn't do it at first or something like that but I know that I will achieve my goal</p> <p>Sophia: ok, our connector, what do you feel?</p> <p>Matthew: for me, the connector is... a little difficult for me, because I had to choose a section part of the reading and say what chose I this section, I think that it reminds me a lot of my personal life, personal life and I'm not that kind of person that talk with everyone one of... about my problems but I realized... actually, I realized that the fable helps me because I found interesting, specially, one section and I found also that I got over one specific situation of my life, I realized of that (Video Recording, Transcription # 12, LC1, Sophia, Danny, Charlz, Matthew L. 64-81 [sic])</p>	<p>Comparison performance with standard</p>
	<p>Danny: ok, the moral that I found there is that you have to insist so many times to accomplish what your goals are, so if you don't try more than once or more than twice, or more than three times you will not get what you want (Video Recording, Transcription # 12, LC1, Danny, L. 11-12 [sic])</p> <p>Charlz: ok, I have two sections that I want to share with you, a passage picker has to choose two sections who maybe can generate a feeling in the reader, so I choose that 'when the crow put his beak into the mouth of the pitcher he found that only very little water left in it, and that he could not reach far enough down to get at it', so, that's exactly the situation when you try something for</p>	<p>metacognition</p> <p>metacognition</p>

	<p>the first time and you cannot achieve it, yeah?, the frustration of not to obtain the results that you want, so, that's the problem that happened every day in your job, in your school or in your family, when you will start to make something but you cannot, the second section is the same but on the contrary 'then a thought came to him and he took a pebble and dropped it into the pitcher at last he saw the water mount up near him', so, that's the moment when you think in a solution, maybe after one or two times you have tried and you said wow! That was, that was, yes, and you say eureka, yeah?, and you feel that satisfaction because of your tenacity because you can, you say yes I can, I can, so, if I can solve this problem I can do anything, that's the two sections that I choose, that I consider that make... or that produce the best feelings or the two feelings that can... important (Video Recording, Transcription # 12, LC1, Charlz, L. 89-100 [sic])</p> <p>Charlz: all right, maybe I understand of what Avathar says is that maybe not sacrifice but you have priorities and when you prioritize your life you have to put some things first and some things at the bottom, and maybe that things that are at the bottom are... those things that you say that is sacrifice but not necessarily are sacrifices maybe as a priority or an order of the things (Video Recording, Transcription # 14, LC3, Charlz, L. 50-53 [sic])</p> <p>Danny: now that you are talking about it... the team work, word, comes up to my mind like when you are in a group of people... with people or when you are with people the idea is to do a team work in order to survive or to get a, like this main objective done, but if we work together maybe works better than working by ourselves (Video Recording, Transcription # 15, LC4, Danny, L. 126-128 [sic])</p> <p>Charlz: ok, I don't agree of... of the thinking of the future, ok, maybe we have to vain the difference between than the two words, to think in the future or the be worried about the future and to plan in the future, yeah?, if you have a plan to the future... what you expected... of the life, not necessarily you are worried, just you are planning and you will... will walk this route in a, in a better way, yeah?, so, the fact is not to worry but to manage that plan, I think that (Video Recording, Transcription # 16, LC5, Charlz, L. 34-38 [sic])</p> <p>Avathar: yeah, thanks... Danny, 'do you think envy don't allow see our own attributes and affect our personal development?'</p> <p>Danny: yeah, yeah, I think the envy is like... is like the blindness, covers all of your skills and stop you to develop yourself... yeah, so, I think it is, is totally negative, I think, yeah... well, the only like... only option to see it as a positive way should be like, sometimes people with envy... create or come up with different ideas, so is like give you, gives you energy... energize you, at some point, that's like the only positive thing (Video Recording, Transcription # 17, LC6, Avathar, Danny, L. 27-31 [sic])</p>	<p>Metacognition</p> <p>Metacognition</p> <p>Metacognition</p> <p>Metacognition</p> <p>Use of language learning strategies.</p>
	<p>Matthew: yeah that's an interesting point of view for me and you, thank you, ok, number four</p>	

<p>‘does the story share a lot of some things of your personal life?’, ok, do you have a kind of connection and that’s for you... Danny, please, that question is for you specially, and ‘could you share anything with us?’</p> <p>Danny: well I didn’t take a special situation of my life but I could say that there is an important thing in the fable which is related... when the man helps the eagle and then the eagle helps the man, so, there is a proverb that states, I don’t know if in English is the same but is... ‘I will scratch your back if you scratch mine’, in Spanish is... hoy por ti... hoy por mi mañana por ti or something like that, so, sometimes we help somebody else without expecting any help back for them and then we get this help in the exactly time when we need it (Video Recording, Transcription # 13, LC2, Danny, Matthew, L. 49-56 [sic])</p> <p>Charlz: yeah, I wrote an idea that maybe could explain all the things that I understand, I wrote ‘not all that is shining is gold’, yeah, you cannot... you cannot judge a person for the appearance or for the first sight, so, I think that this is the main idea for me (Video Recording, Transcription # 14, LC3, Charlz, L. 19-21 [sic])</p> <p>Avathar: I choose the metamorphosis like a... like a something puzzling, yeah?, because the butterfly life has three stages, yeah?, the butterfly began life... is more the history of the evolution of the butterfly, yeah?, ‘the butterfly begin life in egg which is placed on host plants that will be... will give you food’, yes?, ‘when the caterpillar goes out of the egg it shed of skin but to fool the predators’, yeah?, ‘at the moment so it is ready for the metamorphosis makes the chrysalis with its own silk’, yeah?, ‘after the long process, the bag is opened and of the chrysalis emerges an adult butterfly’, yes?, other passage is... in the last part of the fable ‘your much-pitied friend’ said the butterfly to the ant, yes?, I think the ant feel, in the beginning of the fable, feel pity for the butterfly and in the fin is turned off to be inferior of the butterfly (Video Recording, Transcription # 14, LC3, Avathar, L. 63-70 [sic])</p> <p>Eowyn: well... I choose three moments and I... I found a fable if you want to share it?, so... the first moment is the phrase that say ‘one of the... one of them climbed up quickly into a tree and hid in the branches... the other seeing that he will be attacked fell on the ground’, it had connection for me that... that in the good moments as you said... we are used to saying that we will be friend forever and you can trust in me and everything... but in the bad situation is when you really know who is your friend and who isn’t your friend... and... the second is ‘when the bear was gone the other traveller descend from the tree and observed his friend’, and it’s the same that in the first thing that I said and the... ‘but you have to be careful with the friends that just appear’ in the bad situation, because if you have a real friend they have to be with you in the bad moments and the good moments, and if the friends just appears in the good moments you have to... to take... to take care, and the third is the conclusion of the fable that says ‘never travel with a friend who deserts you at the approach of danger’, that says for me that... like the... other conclusion... that ‘is doesn’t matter if you are in continuous contact with’ your friends but... you</p>	<p>Spanish</p> <p>Use of language strategies. Proverbs</p> <p>Use language learning strategies. Research</p> <p>Use of learning strategies. Other texts</p>
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<p>have to know the personality of... of everything... you want to I want to read a fable?... yeah?, it is from my favorite author Paulo Coelho and say, the name is 'why are you crying?', a man knocked on the door of the friend to ask a favor, I need to borrow four, four thousand dinars to pay a debt I have, could you?, the friend asked his wife to gather everything they had, but not even this was enough. We had to go out and borrow money to neighbors, to reach the required amount, when the man left, the woman realized that her husband was crying, why are you sad?, why are you afraid that now we have debt, we do not get what we pay?, no, not for it, I'm crying because we were just visited a friend who I love, and despite it I didn't know anything of his situation, I just remembered him when he was forced to knock on my door to ask me to borrow money', thanks (Video Recording, Transcription # 15, LC4, Eowyn, L. 44-62 [sic])</p> <p>Danny: acrostic?, ok, so, because I don't know how to write and I found that there was another way to express the illustration of the fable, so decided to write an acrostic... with the main word for me it was 'danger', but with question marks because it wasn't really that danger the situation, that dangerous I mean... so, the first thing, I hope you understand, if not let me know because this kind of long, so, the first word is 'desiring', do you know what is it?... 'desiring a bit of success with no fear but being supportive with others, gives you the chance to become expert in holding the need of running away in situations that seem to be difficult or dangerous', that's what I got... it is related to what you have said before, but I did another interpretation and it's related the way you face the problems, so, there are two options, the one that... the guy who hides in the tree and the other one who decided to face there, so, it is related to it, so, if you want to be successful it is better to stop running away and face the problems, it's basically what I meant with this</p> <p>Charlz: interesting and original</p> <p>Danny: yeah</p> <p>(Video Recording, Transcription # 15, LC4, Danny, Charlz, L. 74-85 [sic])</p> <p>Danny: ok, I didn't find any uncommon word... but I wanted to find some synonyms, so I will let you know what I found and if you have a question about a word that you didn't understand or wasn't common for you, just let me know, so the first one is 'grasshopper', the other word could be 'terrestrial plant eating', so, yeah, is even longer than grasshopper, but this is another synonym so we can get familiarized with both and grasshopper also means... and that's interesting because it also means a cocktail which is made by cream of mint and cacao cream, so it is a cocktail, so you can go to some... a place and ask for a grasshopper</p> <p>Eowyn: sounds delicious</p> <p>Danny: yeah, it sounds delicious... the other one is 'earn'... I mean 'ear of corn', it sound very... strange, strange for me when I first read it because I haven't heard that, I hadn't heard that word before because I was thinking about corn all the time, but it is, it has an interesting meaning because the ear, it comes... this word exists for a long, long time ago and it was invented by... an Italian artist, so he did a paint, he painted a person and the ear was made by</p>	<p>Use of language learning strategies. Acrostic</p> <p>Use of language learning strategies. Synonyms</p>
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corn, like a little things of corn, so from that time the corn became ear of corn and... yeah?, became very common, it has another name which is called 'cob of corn' which is more common, but ear of corn is also common and... yeah, that's an interesting thing that I didn't know, and the other word was 'bother' I understand the meaning of bother but in this case I like, I would like to replace it by 'why care about winter?', care, like caring about something which is, it goes better, I don't know if anybody have any question?... is that ok? (**Video Recording, Transcription # 16, LC5, Danny, Eowyn, L. 40-55 [sic]**)

Charlz: ok, I made a little, little, little... sorry... maybe you can help us, you three and maybe you can see that here, you have the first slide, so at the beginning we have both the grasshopper and the ant, they are babies, I divided the story in two stages, summer and winter, yeah?, this is the first part of the summer, zero from twenty, they are in their house with her parents live, they just have to, to study no more, the different is that the grasshopper is formed... do you have it?... ok... I'm sorry, I'm sorry (smile), so, they both are babies, are in the parents' house but they are formed to study, but the grasshopper are formed to find a job, yeah?, they study to get a job, buy a house, buy a car, pay taxes but the ant is think what will... she do in the future to have a tool for take money without a hard work, in the second, please, in the second a hard worker grasshopper and he, but he wants to enjoy, he wants to enjoy his... a car, he works very hard so he want a car, a T.V., a gadget, he want to travel and other things that she buy he had to pay with hard work, meanwhile, the ant is thinking to maybe buy a house or buy a taxi or a tool in order to put it in work, or to put it in rent, so the time is from twenty to twenty-nine, later in the top of their lives and in the last break of the summer the grasshopper is still working hard, and maybe studying more and... ok, he got a boss, a boss?, a boos or employer, a boss saying you have to study more, you have to grow up in the company and you have to work hard, meanwhile, the ant... the rent... the ant maybe with the money because when she bought the house, she is still living in the parents' house, so she didn't live in the house, so the rent could be for buying her car, her things, and maybe more houses, so at the thing the summer is over, so start the winter, and in the winter we see, we can see the ant just playing, resting, learning, enjoying, and buying, travelling with his kite, etc, meanwhile, the grasshopper is working hard for paying his, his house for many years, and maybe he bought another, another house or replace your car or his gadgets, so if he stops the boss, if you stop working he will lost all the things you have, meanwhile the ant is not worried about that because she's just getting the prize, and in the last we can see the finish of their lives, yeah?, the finish of the grasshopper, is a very tired grasshopper and with the things that generally the people has, maybe two houses, maybe two cars, maybe all the necessary things, meanwhile, the ant has a lot of things, he finish his life in happiness and with no worries because she enjoyed almost all this life, all his life, so we have a moral, a little moral it said 'if you are prepared for bad times, you will only have good times', this is a sentence of Robert T. Kiyosaki that I took, thanks, that's the story (**Video Recording, Transcription # 16, LC5, Charlz, L. 110-134 [sic]**)

Use of learning strategies. ppt presentation

	<p>Charlz: ok, so I choose... I made a little card that we can use when you can use the word wither... ok, we can use the word wither with 'up' or 'wither away' in order to say that something, for example a project or a person is maybe getting older or is fading its attributes or you can use it like 'consume' or 'dry up', dry up for example for the petals, 'wrinkle', yeah?, or 'burn' for example because of the sun you can, you can, the sun can wither up your skin for example, ok?... for example 'many of our roses wither away in the hot sun', yeah?, wither away means that the roses are dying with the sun... and I found that interesting... I don't know is an idiom maybe is 'wither on the vine', yeah?', when for example something that is growing, is... in this case a building project, yeah?, that is in that moment under construction but for any reason cannot continue for the lying something like that, you can say that is wither on the vine, yeah?', like a quiet elephant you can say because the building start to, to lose his beauty, start to damage and can be lost for example, I don't know if we have some time, ok... 'wonder', yeah, we all know about wonder... yeah, and in this case we have 'no wonder', no wonder, yeah?, so no wonder here means that it's not surprise, there are not surprise about that, is logical, and I found 'no wonder, should not surprise anyone', I can say I don't wonder about a notice, a new, but we can say 'for a wonder', for a wonder on the contrary is something surprising, yeah?, 'surprisingly' a thing, and the well-known 'wonder if', we all know about wonder if are using, 'I wonder if I could take another chocolate', I wonder if today Eowyn would come or something like that(smile), ok (Video Recording, Transcription # 17, LC6, Charlz, L. 59-73 [sic])</p> <p>Matthew: ok, I'm the summarizer this time I choose... three sentences, for me that's the principal sentence but I'm gonna share with you... a little... a little thing that I found, is about this fable, ok?, to understand so good a paragraph... we have three parts, the topic sentence, the body and the conclusion idea, yeah?, the topic sentence as you can see here and the red, and the green line 'a rose and an amaranth blossomed side by side in a garden', ok, to identify the topic sentence in this paragraph, how we can do that, ok, we have to find the subjects, a rose and an amaranth, and then the verb, blossomed, and the complement, side by side in a garden, ok, here we have the main idea of the fable, yeah?, because if you read the whole fable you understand that... the fable is about a conversation between that kind of flowers, yeah?, ok this is the main idea of the paragraph, as you can see here in the blue, in the blue section, we have the body of the fable which is the supporting ideas, I mean supporting ideas is when you... have the possibilities to... to understand so good that topic sentence, you get me?, for example you have a point that is a conversation between two flowers and the body sentence give us... specific moments or specific sentences about that conversation, we can summarize that body part in a sentence, what do you think could be that?... the focus on the body part is on the rose, yeah?, for that reason I chose this one 'how I envy you, your and your beauty and your sweet smell, no wonder you are such a universal favorite flower', that's the main idea of the body fable, yeah? (Video Recording, Transcription # 17, LC6, Matthew, L. 136-150 [sic])</p>	<p>Use of language learning strategies. Other expressions as synonyms and to expand knowledge</p> <p>Use of language learning strategies. Connection previous knowledge</p>
	<p>Charlz: yes, I have... from the beginning of my life I have been always scared about the new</p>	<p>Analyzing own performance</p>

things, the first thing I remember is university because I was scared about what would be... what difficult because people used to say that the teachers was a cuchilla, teachers and that you cannot pass maths, you cannot approve it and that all the career is math, so, it would be a difficult career but I have always face the fear and this fable makes me, remind me sometimes, every step in my life when I had to change something because every step you do, you always find that is not the same that you know... of that you know, so, all my life has been like that, like the fable, maybe the first time I had an obstacle and I had to pass them, but, at the end it always had been good, very well, so, I'm here in this step of my life (smile), so, maybe from here I will find more obstacles and I will feel myself like the crow, yeah?, and I will be frustrated at the first side but finally achieving my goals (**Video Recording, Transcription # 12, LC1, Charlz, L. 48-56 [sic]**)

Matthew: ok, actually I choose three sections more, but in this moment I'm going to share with you only just one, the part that said 'he tried and tried but at least had to give up in disappear', ok, I match this sentence with my personal life, sometimes I feel like devastated because sometimes I said that what have I done? I wish I could run away from the ship going under, yeah?, because I'm trying to help to everyone else but sometimes I feel that the way of the world is on my shoulders, and for that reason I give up in some circumstances but I should talk with my mom and I have to talk with my sister and they support my ideas and they give me some advices to improve any kind of problem that present of my life, yeah?, for that reason I choose that part and that was my conclusion about that part...

Teacher-Researcher: you have time for another one...

Matthew: ok, another one, the part that said 'he saw the water mount up near him and after casting a few more pebbles he was able to satisfy his thirst', when I was a child I had a lot of problems with my family my dad wasn't good with my mom but we didn't have money to left him, so we had to keep in that situation, but at the end my mom got a job and she could support us, support us was my sister and I, I choose this section because it doesn't matter the problem that you have to find, it doesn't matter the problem that you have, the solution is that you have to find another ways to solve any kind of problem I made a connection with the crow and my mother because I think that my mother found the solution as the crow do... did, sorry (**Video Recording, Transcription # 12, LC1, Matthew, L. 113-128 [sic]**)

Charlz: ok, the first situation I think is... is the words that ant saying 'poor animal, what a fate is yours' yeah?, it's common in a society like our that people think that if you are not in the same ideas, in your same movements, if you don't have the same car, the same job, if you are not in university or you have not the level, the life style that some people, maybe you will not be happy, that's the idea, I think that... I can connect that not only with the society but maybe with my life, when I was just a student in high school my father wanted that I was a teacher, I said no I want to be an engineer but... because he is a teacher, he told me but if you are, if you want to be a teacher you will not have or get a job, so I said why?, why?, you say that to me it's no possible, but there is the second idea, I didn't say anything, I just thought about that, I just think in that

Analyzing own performance.
Reflecting on own life

	<p>moment, ok, when I was an engineer and when I have my own enterprise or my own business I will show my father that I... that the things that he said was wrong, so, in this moment when he... when we speak about something, I can demonstrate without any word that he was wrong, yeah?, maybe the third idea that is in the middle of that ‘the chrysalid heard everything and didn’t make any reply’, because it’s not necessarily to content with somebody to... indicate that he is right or that I am right or what happen because just with your acts, with yours dids, with your facts you can demonstrate the things without any word, so, I think that this is the connection that I... that I made with the real life (Video Recording, Transcription # 14, LC3, Charlz, L. 73-86 [sic])</p> <p>Matthew: personally, I identified with the grasshopper character because I always do the things at the last time, yeah?, I always be, I always be worried about things that could happen but I never take advantage of that, yeah?, I mean... I’m taking into account everything... in my daily life but I (smile) sometimes I don’t do... I’m not doing anything for to solve that, yeah?. For that reason I choose that character (Video Recording, Transcription # 16, LC5, Matthew, L. 10-13 [sic])</p> <p>Avathar: I choose three, two ways, the first one is in your study or your job, if you have to work in pairs or in groups... there is always a lazy person that the other people must, must you his job, yes?... when you don’t this common is more related with the life, the individual life, because when you don’t save for difficult moments, for example when most the people aren’t, aren’t cautious and send all their money when they have a good job, yeah?, but when they, they are fired, they haven’t, they don’t haven’t like... like life... like continuous life... yeah?, the three is the time than, than you do the things you to last time, I think that everybody leaves their homework, or their tasks, their jobs for last time, for example, I did my part of the circle, literature circle for the last time (Video Recording, Transcription # 16, LC5, Avathar, L. 95-101 [sic])</p> <p>Charlz: yeah do you remember when I say that I was a grasshopper becoming an ant, yeah, because I start being a grasshopper working hard and all the things, buying a car, buying my gadgets and everything but I didn’t think about the future, so I just started thinking about my near future and becoming an ant in order to have a better future or a better end this is the moral because I really want just good times (Video Recording, Transcription # 16, LC5, Charlz, L. 137-140 [sic])</p> <p>Eowyn: an slave, thank you, but I want to have a better life that... in this case could be the ant... well, this is what I thought, and for finish and I want to say the most important things of the... discussion, that is one of them is thinking the future but as I’m saying when we, that we discuss, but not in an exaggerate way, and in the other way plan the things, and think better of the things that you have to do, and as you said don’t wait for the last moment to do the things and is not to</p>	<p>Analyzing own performance. Reflecting own life</p> <p>Analyzing own performance</p> <p>Analyzing own performance</p> <p>Analyzing own performance</p> <p>Analyzing own performance</p>
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	<p>be like impulsive, yeah?, but just plan, just plan that you want to do, and listen the advices of the... other people that are around you, yeah, are you agree? (Video Recording, Transcription # 16, LC5, Eowyn, L. 147-152 [sic])</p> <p>Matthew: ok, I choose two important sentences to me, the first one was ‘why bother about winter?, said the Grasshopper, we have got plenty of food now’, yeah?, I make a relation with the third conditional (smile), first conditional because for me this is a simple cause with the simply consequences, but in this fable is a negative conditional, yeah?, because if, if we don’t have food for the winter, if we don’t have food for the winter, we won’t eat anything in the winter, yeah?, but the grasshopper... realized of that in that moment, ok, applying that in a Colombian context, I think that we always wait... for the final moment, as you can see in the banks, in the school, the students, the public employer, but this is ... I have to say that... that this is in general, yeah?, because not all people are in that way, for example... Charlz you said that you are a grasshopper becoming an ant, yeah?, for that reason I say that this is general, another section was ‘when the winter came, the grasshopper had no food’, this is the typical consequence of that cause, yeah?... for example, ‘is this the consequence that the grasshopper has to suffer for being lazy, sometimes we have to handle with the acts that we make in the past’, yeah?. if we don’t anything, if we don’t do anything in this moment, we have to be prepared for the future, yeah?, it could be a negative or a positive response of that act, that’s all (Video Recording, Transcription # 16, LC5, Matthew, L. 64-76 [sic])</p>	<p>Analyzing others’ performance</p>
	<p>Avathar: yes, kill... I am a... something confused with the ‘slake’, because slake is like, like a... I think it’s better sate</p> <p>Danny: save?</p> <p>Avathar: sate</p> <p>Matthew: I think that is calm</p> <p>Danny: is what sorry?</p> <p>Matthew: calm... ci, ei, el, em</p> <p>Danny: ah, calm, ah</p> <p>Matthew: to calm... could be</p> <p>Avathar: or sate... es, ei, ti, ii... sate</p> <p>Danny: like to satisfy his thirst</p> <p>Matthew: yeah satisfy</p> <p>Avathar: I found... slake with all their means... I don’t understand in the context... yes, I finished (Video Recording, Transcription # 13, LC2, Danny, Avathar, Matthew, L. 177-189 [sic])</p> <p>Matthew: don’t look in this part because this is my moral for that... I’m going to explain you firstable the... the image, ok?... ok, this is the first part of the reading when the ant look the...</p> <p>Avathar: the chrysalis</p> <p>Matthew: the chrysalis, yeah, and he looks in a sad way... and he think oh poor animal, I don’t</p>	<p>Collaborating others</p> <p>collaboration</p>

<p>know whatever... an after that this is the second part... when the ant look, looks the butterfly, the new chrysalis for to say that and he said oh what the hell... for that reason I put the surprise face on his face, ok... the colors means something, for example the red color for me means envy and for that reason I did the ant smaller than this one, yeah?, because she... perdon, sorry, he is envydy the butterfly because the colors, because they are beautiful, yeah?</p> <p>Danny: do you mean like jealous?</p> <p>Matthew: yeah, jealous</p> <p>Danny: ok</p> <p>Matthew: he is jealous and for that reason he is surprised and I did a picture (Video Recording, Transcription # 14, LC3, Matthew, Danny, Avathar, L. 92-103 [sic])</p> <p>Charlz: maybe I found that in Spanish we usually use, use the grasshopper or use the cricket, yeah?, is the animal, I don't know exactly what is the difference biologically but I think that we can use sometimes cricket for the animal</p> <p>Danny: how do you spell it?</p> <p>Charlz: ci-ar-ai-ci-kei-ii-ti, cricket</p> <p>Danny: thanks (Video Recording, Transcription # 16, LC5, Charlz, Danny, L. 56-60 [sic])</p> <p>Danny: has a... yeah, has a better value than the other one, ok, and... at the end the illustrator, I just want you to give us your moral because I know that you have it already, so...</p> <p>Matthew: yeah, my moral for this fable was 'appearances are deceptive'... do you know what it means in Spanish?</p> <p>Danny: if you can give us some clues related to deceptive but in English?</p> <p>Matthew: you don't have to judge people for their look, yeah?, because for example the... I don't know if you have ever seen an image, a popular image in internet that put the same men in both... in different situation, but in one situation is... he belongs to a ghetto with tattoos or something like that and the other image... he is a doctor with a coat, yeah?, the coat covers all tattoos, yeah?, for that reason I said that 'appearances are deceptive' (Video Recording, Transcription # 14, LC3, Danny, Matthew, L. 160-167 [sic])</p> <p>Eowyn: yeah, and someone else?... well, for me is almost the same as you as I am younger, I am trying to think in the future but not in... in an exaggerated way, and I like to... work not like the... normal life and the other things that I worked, an office, like to be a... an, how do you say esclava?</p> <p>Charlz: hardworker?</p> <p>Eowyn: no... esclava</p> <p>Danny: slave (Video Recording, Transcription # 16, LC5, Eowyn, Charlz, Danny, L. 141-146 [sic])</p> <p>Charlz: ok... ok, let's us the summarizer</p>	<p>Collaboration</p> <p>Encouraging others to participate and use of learning strategies</p> <p>Collaboration</p>
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Avathar: ok, similar with the other... with the other parts of the fable, but with other sense, the first one is 'one of them climbed up quickly' in the three, I want to emphasize the reaction of the traveller who climb in the tree... when he saw the bear... as... the reaction could be, could be seen in several forms or in several ways, yes?, first one is 'a hastily reaction of fear', secondly 'a cowardly action', and third 'the stimulation of your body toward the protection of it', yes?, I... I want to know... illustrator, what do you think about this since... the psychological part, or the psychological ways?

Charlz: point of view

Danny: are you talking about being cobard... cobarde...

Avathar: cowardly

Danny: but ok, what is the specific question?, I didn't...

Avathar: the phrase 'a hastily reaction of fear', secondly 'a cowardly action', and third 'the stimulation of your body toward the protection of it', how did the person reaction with he feel fear?

Danny: there are not specific reactions but one is running away as the other one, as the one that... hide in the tree did, sometimes if you see that somebody is gonna steal something from you, you just decide to run away, but there are other behaviours like... staying like a stone, and those are... like sometimes it is better because the... for example the snakes, they don't will... interpretate that there is something wrong going on, if they just see you stalk or like a... like a stone, it... it's better sometimes to react like that but when you see that somebody is gonna steal you, we usually ran away... most of the times... or we become aggressive, other people they just stay and they don't do anything they just keep giving the things to the stealer (smile) **(Video Recording, Transcription # 15, LC4, Charlz, Avathar, Danny, L. 88-107 [sic])**

Avathar: the amaranth have more, more time like... and then of the amaranth envy the rose, yeah?

Danny: but I would like to ask you guys if you found another section, another interesting section or another specific phrase or a word... in the fable, you would like to say

Sophia: I believe that the conversation, that the sentence that they talk... are the main things in the fable because this is short

Eowyn: this is the main idea

Charlz: yeah, I think that the rose has a good behaviour because in the society, people who are like the rose maybe don't, will not say you that kind of words like don't worry about that because... maybe your, your skills or you good things will be everlasting or something like that, people in society say yeah, I am a rose and... is good, yeah, do you want to be like me?, please do it, yeah?, try to do it, something like that and in this case the rose is very sincere... a good friend maybe, I suppose **(Video Recording, Transcription # 17, LC6, Avathar, Danny, Eowyn, Charlz, L. 124-134 [sic])**

Encouraging participation

Encouraging others to participate

Appendix AF

GENERAL TABLE OF ANALYSIS

Research Question	Sample (instrument)	Teacher-researcher's comments
<p>How does the use of self-reflection activities within literature circles contribute to the development of adult second language learner autonomy?</p>	<p><i>Category I: (comparison of performance – standard (questionnaires - recordings))</i></p>	
	<p>Questionnaires (Self-reflections) revealed that learners evaluated their performance in the implementation of literature circles as: excellent (29%), in progress (61%) and with difficulties (10%). Those results were obtained considering the rating scale: 1 (needs improving), 2 (satisfactory) and 3 (very good), which was used to evaluate 12 items of learners' performance, and the number of participants in each literature circle.</p>	<p>Adult second language learners showed self-evaluation of their learning process through the results of the self-reflections (questionnaires). Learners compared their performances in each literature circle with the standard list of items provided in the questionnaires.</p> <p>Learners considered their performances were not perfect and looked for maintaining them <i>in progress</i> (61%), although they were <i>excellent</i> in the 29% of the items and without ignoring those ones they faced <i>with difficulties</i> (10%). Learners found more important to work permanently on their successes and failures than having excellent performances. So, they were more concerned about their learning process rather than the results of the literature circles' implementation.</p>
	<p>The results of <i>excellent</i>, <i>in progress</i> and <i>with difficulties</i> performances were analyzed according to the levels of measurement of the questionnaire's rating scale.</p> <p><i>Excellent</i>: The 0% of the learners evaluated their performance in the level number one which is called <i>needs improving</i>. The 31% of the learners evaluated their performance in the level number two which is called <i>satisfactory</i>. The 69% of the learners evaluated their performance in the level number three which is called <i>very good</i>.</p> <p><i>In progress</i>: The 10% of the learners evaluated their performance in the level number one which is called <i>needs improving</i>. The 54% of the learners evaluated their performance in the level number two which is called <i>satisfactory</i>. The 36% of the learners evaluated their performance in the level number three which is called <i>very good</i>.</p> <p><i>With difficulties</i>: The 25% of the learners evaluated their performance in the level number one which is called <i>needs improving</i>. The 75% of the learners evaluated their performance in the level number two which is called <i>satisfactory</i>. The 0% of the learners evaluated their performance in the level number three which is called <i>very good</i>.</p>	<p><i>Excellent</i> levels of performance were reached when learners realized how achieving better outcomes or how improving the abilities they had shown in previous literature circles.</p> <p>Levels of performance considered as <i>in progress</i> were reached by learners because they monitored permanently the appropriate accomplishment of the items presented in the questionnaire.</p> <p>Levels of performance considered <i>with difficulties</i> indicated that learners did not limit their performance because of low results obtained in some literature circles. On the other hand, learners were engaged on enhancing those results in order to reach the <i>in progress</i> level of performance.</p> <p>Those results indicate that learners constantly aimed at obtaining better results regarding the standards presented in the questionnaires. They had to revisit, maintain or improve the levels of performance they evaluated in each discussion.</p>
<p>Sophia: ok, now, how do you feel about your role? The specific role that you develop in this interesting activity, in my case, I feel good but at the same time nervous because this is a good challenge that I have to do in order to improve, to connect ideas, in order to believe the activity, what happen with the summarizer?</p> <p>Danny: ok, it is very challenging for me... because, for me it's kind of difficult summarize the ideas or the readings so, I know that if I start doing it, at the end I will get used to do it, so, I like it even though is kind of difficult for me</p> <p>Sophia: the passage picker?</p> <p>Charlz: yes, I think the same, maybe this is a role that I never was... like that, I think that it's difficult for me, it's hard because my job have always been like maths or something like algorithmic... yeah?</p> <p>Danny: concrete</p> <p>Charlz: yes, something that you can see it as measurable but this is... this requires some imagination, some thinking, I don't know... it's challenging and I like it because is new, as I said before I feel some scared (smile) about that because maybe I couldn't do it at first or something like that but I know that I will achieve my goal</p> <p>Sophia: ok, our connector, what do you feel?</p> <p>Matthew: for me, the connector is... a little difficult for me, because I had to choose a section part of the reading and say what chose I this section, I think that it reminds me a lot of my personal life, personal life and I'm not that kind of person that talk with everyone one of... about my problems but I realized... actually, I realized that the fable helps me because I found interesting, specially, one section and I found also that I got</p>	<p><i>Comparison performance with standard</i></p> <p>Learners had six different worksheets that indicated them what to do in each role for each literature circle.it was the standard performance they had to accomplish. So, the first literature circle allowed learners to identify their strengths and difficulties to get the ideal performance in each role</p>	

<p>over one specific situation of my life, I realized of that (Video Recording, Transcription # 12, LC1, Sophia, Danny, Charlz, Matthew L. 64-81 [sic])</p>	
<p><i>Category I: (comparison of own performance with others' performance (post interviews))</i></p>	
<p>Teacher-Researcher: Which do you consider was your level of responsibility within the development of literature circles? Why? Charlz: ok... well... as you were six people, so, I consider that I had one six part of the responsibility but sometimes I realized that if I gave... give more of myself, so, I could help the others to do something, an idea, specially ideas because I like to throw up ideas through the air to someone catch it and understand it. I feel good, maybe like you feel good when you explain something and at least one person in your group understand, that's the thing, so, I think that I increase, in that point I increase my responsibility because I wanted to contribute with more not just like my part but I wanted to contribute with ideas, with other things... to put my sand grain (Post semi-structured interview, Transcription # 7, Charlz, L. 47-54 [sic])</p>	<p><i>Measuring level of responsibility with respect others' levels</i> Learners not only evaluated their performances considering standards (self-reflections and worksheets), they evaluated their performance regarding others' performance in this case the level of responsibility showed in the literature circles' implementation. Learners reinforced the aspects in which they presented difficulties using other tools that helped them to improve their performance, as they were aware of evolving</p>
<p><i>Subcategory 1.1: (metacognition – questionnaires, recordings interview and last self-reflection)</i></p>	
<p>The results for each item were classified in three levels of performance: <i>excellent, in progress</i> and <i>with difficulties</i> and they were obtained considering the number of participants in each literature circle. So, similar outcomes were grouped and analyzed. The contributions written by learners were also kept in mind to support these results.</p>	<p>The evaluation of performance done by means of the self-reflection (questionnaire) revealed that:</p>
<p>GROUP ONE For item number two "I spoke clearly and slowly enough" the 30% of the learners evaluated their performance as <i>excellent</i>. The 63% of the learners evaluated their performance <i>in progress</i>. The 7% of the learners evaluated their performance <i>with difficulties</i> For item number eight "I gave reasons for opinions" the 26% of the learners evaluated their performance as <i>excellent</i>. The 70% of the learners evaluated their performance <i>in progress</i>. The 4% of the learners evaluated their performance <i>with difficulties</i> Uffff a lot. It helped to me to improve my speaking skill and it was my principal motivation to join it. I think that the topic that we saw in the fables was related with our lives, with our society and for that reason it is meaningful learning. And for as English Student, it was so worth. Also, as pre-service teacher, it was so great because I learn about learning styles, activities to develop in my classroom and others. (Last self-reflection, Matthew, L. 32-35 [sic]) Danny: ok, the moral that I found there is that you have to insist so many times to accomplish what your goals are, so if you don't try more than once or more than twice, or more than three times you will not get what you want (Video Recording, Transcription # 12, LC1, Danny, L. 11-12 [sic])</p>	<p>4. Learners felt confident at speaking and arguing during discussions. Items two (<i>I spoke clearly and slowly enough</i>) and eight (<i>I gave reasons for opinions</i>) presented high levels of excellent (30% – 26%) and in progress (63% – 70%) performance.</p>
<p>GROUP TWO For item number seven "I summarized or repeated my ideas when necessary" the 15% of the learners evaluated their performance as <i>excellent</i>. The 78% of the learners evaluated their performance <i>in progress</i>. The 7% of the learners evaluated their performance <i>with difficulties</i>. For item number eleven "I read it with time to reflect and re-read if needed" the 19% of the learners evaluated their performance as <i>excellent</i>. The 74% of the learners evaluated their performance <i>in progress</i>. The 7% of the learners evaluated their performance <i>with difficulties</i>.</p>	<p>5. Learners recognized they had the ability to summarize ideas and understand the fables they had read; however, they found that they needed to work on those aspects permanently. Items seven (<i>I summarized or repeated my ideas when necessary</i>) and eleven (<i>I read it with time to reflect and re-read if needed</i>) indicated higher levels of performance in progress (78% – 74%) than other items, while excellent (15% – 19%) and with difficulties (7% – 7%) levels of performance showed low percentages.</p>

<p>Charlz: ok, I have two sections that I want to share with you, a passage picker has to choose two sections who maybe can generate a feeling in the reader, so I choose that 'when the crow put his beak into the mouth of the pitcher he found that only very little water left in it, and that he could not reach far enough down to get at it', so, that's exactly the situation when you try something for the first time and you cannot achieve it, yeah?, the frustration of not to obtain the results that you want, so, that's the problem that happened every day in your job, in your school or in your family, when you will start to make something but you cannot, the second section is the same but on the contrary 'then a thought came to him and he took a pebble and dropped it into the pitcher at last he saw the water mount up near him', so, that's the moment when you think in a solution, maybe after one or two times you have tried and you said wow! That was, that was, yes, and you say eureka, yeah?, and you feel that satisfaction because of your tenacity because you can, you say yes I can, I can, so, if I can solve this problem I can do anything, that's the two sections that I choose, that I consider that make... or that produce the best feelings or the two feelings that can... important (Video Recording, Transcription # 12, LC1, Charlz, L. 89-100 [sic])</p> <p>The main aspect that contributed to get better performance was the weekly immersion and the permanent communication with the mates, the discussions in the literature circles and the research of different words and expressions. Also the change of role every week contributed to get better skills since I had to adapt on each case. (Last self-reflection, Charlz, L. 17-20 [sic])</p>	
<p>GROUP THREE</p> <p>For item number three "I answered others' questions" the 26% of the learners evaluated their performance as excellent. The 59% of the learners evaluated their performance in progress. The 15% of the learners evaluated their performance with difficulties.</p> <p>For item number nine "I listened courteously and effectively" the 33% of the learners evaluated their performance as excellent. The 56% of the learners evaluated their performance in progress. The 11% of the learners evaluated their performance with difficulties.</p> <p>For item number twelve "I included lots of details and good ideas" the 37% of the learners evaluated their performance as excellent. The 48% of the learners evaluated their performance in progress. The 15% of the learners evaluated their performance with difficulties.</p>	<p>6. Learners experienced difficulties in answering questions, listening effectively, and including details during the discussions, but they did not give up, they strove to overcome them in each literature circle. Items three (<i>I answered others' questions</i>), nine (<i>I listened courteously and effectively</i>) and twelve (<i>I included lots of details and good ideas</i>) showed higher levels of performance with difficulties (15% – 11% – 15%) than other items, while excellent (26% – 33% – 37%) and in progress (59% – 56% – 48%) levels of performance revealed high percentages.</p>
<p>Avathar: yeah, thanks... Danny, 'do you think envy don't allow see our own attributes and affect our personal development?'</p> <p>Danny: yeah, yeah, I think the envy is like... is like the blindness, covers all of your skills and stop you to develop yourself... yeah, so, I think it is, is totally negative, I think, yeah... well, the only like... only option to see it as a positive way should be like, sometimes people with envy... create or come up with different ideas, so is like give you, gives you energy... energize you, at some point, that's like the only positive thing (Video Recording, Transcription # 17, LC6, Avathar, Danny, L. 27-31 [sic])</p> <p>At the moment to speak, maybe I made some mistakes of pronunciation and fluency. In that sense I memorized that word and for the next time I had learned it. Or before speaking I checked it with some partners. At the moment to express my ideas. Perhaps I was so direct with my partners. In that sense, I learned to control myself and do not be a little rude with my partner's ideas. Instead of interrupted them I first listened and after that, I participated. Also, I tried to understand the different points of view of my partners. Listened to my partners. Sometime I did not feel good. And for that reason I was in the clouds. But just, sometimes. Not always. For that reason I tried to leave my issues so far away for the literature circles. And tried to did my best in every session. (Last self-reflection, Matthew, L. 10-17 [sic])</p>	
<p>Charlz: all right, maybe I understand of what Avathar says is that maybe not sacrifice but you have priorities and when you prioritize your life you have to put some things first and some things at the bottom, and maybe that things that are at the bottom are... those things that you say that is sacrifice but not necessarily are sacrifices maybe as a priority or an order of the things (Video Recording, Transcription # 14, LC3, Charlz, L. 50-53 [sic])</p> <p>Danny: now that you are talking about it... the team work, word, comes up to my mind like when you are in a group of people... with people or when you are with people the idea is to do a team work in order to survive</p>	

<p>or to get a, like this main objective done, but if we work together maybe works better than working by ourselves (Video Recording, Transcription # 15, LC4, Danny, L. 126-128 [sic])</p>	
<p align="center">Subcategory 1.1: (use of varied language learning strategies to support their participation in discussions – questionnaires, post interviews and recordings)</p>	
<p>Learners used different language learning strategies (techniques and additional material) to control the strengths and weaknesses they identified, applying the knowledge they acquired in their professional fields.</p>	
<p>Apart from the quantitative results obtained through the questionnaires, some qualitative data was gathered under the title of: “My most important contribution to the discussion was...”</p>	<p>Learners not only monitored their performance through the evaluation of the 12 items presented in the questionnaire, they had the opportunity to write their contributions to each discussion in the literature circles.</p>
<p>Giving the team members additional information about uncommon words found in the fable. I gave them synonyms to replace either phrases or words and we discussed whether those matched with the context or not. (Questionnaire, “My most important contribution to the discussion was...”, LC5, Danny [sic])</p> <p>Danny: ok, I didn't find any uncommon word... but I wanted to find some synonyms, so I will let you know what I found and if you have a question about a word that you didn't understand or wasn't common for you, just let me know, so the first one is 'grasshopper', the other word could be 'terrestrial plant eating', so, yeah, is even longer than grasshopper, but this is another synonym so we can get familiarized with both and grasshopper also means... and that's interesting because it also means a cocktail which is made by cream of mint and cacao cream, so it is a cocktail, so you can go to some... a place and ask for a grasshopper</p> <p>Eowyn: sounds delicious</p> <p>Danny: yeah, it sounds delicious... the other one is 'earn'... I mean 'ear of corn', it sound very... strange, strange for me when I first read it because I haven't heard that, I hadn't heard that word before because I was thinking about corn all the time, but it is, it has an interesting meaning because the ear, it comes... this word exists for a long, long time ago and it was invented by... an Italian artist, so he did a paint, he painted a person and the ear was made by corn, like a little things of corn, so from that time the corn became ear of corn and... yeah?, became very common, it has another name which is called 'cob of corn' which is more common, but ear of corn is also common and... yeah, that's an interesting thing that I didn't know, and the other word was 'bother' I understand the meaning of bother but in this case I like, I would like to replace it by 'why care about winter?', care, like caring about something which is, it goes better, I don't know if anybody have any question?... is that ok? (Video Recording, Transcription # 16, LC5, Danny, Eowyn, L. 40-55 [sic])</p> <p>Teacher-Researcher: Which strategies did you use to work by yourself in the literature circles?</p> <p>Danny: well, basically I read the fable sometimes more than once, I looked up at the dictionary the words that I didn't understand, I tried to come up with a similar story, I mean, to put it in my real life, so I was all the time comparing the fable with my experiences in the life... and like looking at other similar fables that I could tell in the group, something new to share in the group, with the group (Post semi-structured interview, Transcription # 8, Danny, L. 38-42 [sic])</p> <p>Relate each event and feeling with our lives. (Questionnaire, “My most important contribution to the discussion was...”, LC5, Avathar [sic])</p> <p>Matthew: personally, I identified with the grasshopper character because I always do the things at the last time, yeah?, I always be, I always be worried about things that could happen but I never take advantage of that, yeah?, I mean... I'm taking into account everything... in my daily life but I (smile) sometimes I don't do... I'm not doing anything for to solve that, yeah?. For that reason I choose that character (Video Recording, Transcription # 16, LC5, Matthew, L. 10-13 [sic])</p> <p>Teacher-Researcher: In which other spaces would you use self-reflection?</p> <p>Matthew: nowadays, I'm developing my thesis... I think that it was perfect to develop my autonomous work... in my thesis I'm researching a lot, I have to reflect a lot of that theory, of that information gained, yeah? Taking into account my personal life, perhaps when I made some mistakes, when I make some</p>	<p>1. Learners felt confident at speaking and arguing during discussions. Moreover, learners expressed that they enhanced those aspects providing other participants with synonyms of unknown words or expressions and connecting their own lives with the fable.</p>

	<p>mistakes I always reflect about my daily life, yeah? At the end of the day I said ok, what I did wrong, what should I improve? Taking into account my day, yeah? (Post semi-structured interview, Transcription # 10, Matthew, L. 19-24 [sic])</p> <p>In this literature circle I was the illustrator. For me it was so interesting because I am not dedicated to the arts, for that reason I do not like painting or drawing. But, this case was so different. I wanted to show a nice drawing and for that reason I colored it and every color had a different meaning. I could explain all of it and I felt important this time, because I was the first who made a drawing with color or explain the meaning of the colors for me. I consider that I caught their attention and for that reason I liked it. (Questionnaire, "My most important contribution to the discussion was...", LC3, Matthew [sic])</p> <p>I tried to make the group to understand the same idea in a bit sublime way. I contributed with a word making emphasis on it and using it repeatedly. (Questionnaire, "My most important contribution to the discussion was...", LC2, Charlz [sic])</p> <p>Charlz: ok, so I choose... I made a little card that we can use when you can use the word wither... ok, we can use the word wither with 'up' or 'wither away' in order to say that something, for example a project or a person is maybe getting older or is fading its attributes or you can use it like 'consume' or 'dry up', dry up for example for the petals, 'wrinkle', yeah?, or 'burn' for example because of the sun you can, you can, the sun can wither up your skin for example, ok?... for example 'many of our roses wither away in the hot sun', yeah?, wither away means that the roses are dying with the sun... and I found that interesting... I don't know is an idiom maybe is 'wither on the vine', yeah?', when for example something that is growing, is... in this case a building project, yeah?, that is in that moment under construction but for any reason cannot continue for the lying something like that, you can say that is wither on the vine, yeah?', like a quiet elephant you can say because the building start to, to lose his beauty, start to damage and can be lost for example, I don't know if we have some time, ok... 'wonder', yeah, we all know about wonder... yeah, and in this case we have 'no wonder', no wonder, yeah?, so no wonder here means that it's not surprise, there are not surprise about that, is logical, and I found 'no wonder, should not surprise anyone', I can say I don't wonder about a notice, a new, but we can say 'for a wonder', for a wonder on the contrary is something surprising, yeah?, 'surprisingly' a thing, and the well-known 'wonder if', we all know about wonder if are using, 'I wonder if I could take another chocolate', I wonder if today Eowyn would come or something like that(smile), ok (Video Recording, Transcription # 17, LC6, Charlz, L. 59-73 [sic])</p> <p>Teacher-Researcher: Which strategies did you use to work by yourself in the literature circles? Charlz: yes, I tried to use mainly the technology because technology is part of my everything, I am half person, half machine, so, the technology for me is a big leverage because you can use it in all the aspects of the life, so, if I need to listen an audio, or to review in a dictionary, look for a word or to compare ideas, everything I can do it with technology, so, internet, computers... I use it all the time in transmlenio, in my car, when I was in bed, so all the time... when I am watching a movie or the news but in English, picking up some words I looked in the tablet, at the same time I end up such immersed in technology and in English, in that mix that sometimes I feel like in a dream, yeah? (Post semi-structured interview, Transcription # 7, Charlz, L. 63-67 [sic])</p>	<p>2. Learners recognized they had the ability to summarize ideas and understand the fables they had read; however, they found that they needed to work on those aspects permanently. In this sense, learners used specific words, expressions and additional materials to summarize and reflect on the chosen fable.</p>
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<p>In this literature circle I was the word wizard. For me the reading was so easy and for that reason I did not have to search about anything. At the moment to share my ideas with my partners, I did not say anything. Instead of that, I invited them to ask me if they had any question about vocabulary. This time I felt so good because I felt like a dictionary. lol. (Questionnaire, "My most important contribution to the discussion was...", LC4, Matthew [sic])</p> <p>Avathar: I choose the metamorphosis like a... like a something puzzling, yeah?, because the butterfly life has three stages, yeah?, the butterfly began life... is more the history of the evolution of the butterfly, yeah?, 'the butterfly begin life in egg which is placed on host plants that will be... will give you food', yes?, 'when the caterpillar goes out of the egg it shed of skin but to fool the predators', yeah?, 'at the moment so it is ready for the metamorphosis makes the chrysalis with its own silk', yeah?, 'after the long process, the bag is opened and of the chrysalis emerges an adult butterfly', yes?, other passage is... in the last part of the fable 'your much-pitied friend' said the butterfly to the ant, yes?, I think the ant feel, in the beginning of the fable, feel pity for the butterfly and in the fin is turned off to be inferior of the butterfly (Video Recording, Transcription # 14, LC3, Avathar, L. 63-70 [sic])</p> <p>Eowyn: well... I choose three moments and I... I found a fable if you want to share it?, so... the first moment is the phrase that say 'one of the... one of them climbed up quickly into a tree and hid in the branches... the other seeing that he will be attacked fell on the ground', it had connection for me that... that in the good moments as you said... we are used to saying that we will be friend forever and you can trust in me and everything... but in the bad situation is when you really know who is your friend and who isn't your friend... and... the second is 'when the bear was gone the other traveller descend from the tree and observed his friend', and it's the same that in the first thing that I said and the... 'but you have to be careful with the friends that just appear' in the bad situation, because if you have a real friend they have to be with you in the bad moments and the good moments, and if the friends just appears in the good moments you have to... to take... to take care, and the third is the conclusion of the fable that says 'never travel with a friend who deserts you at the approach of danger', that says for me that... like the... other conclusion... that 'is doesn't matter if you are in continuous contact with' your friends but... you have to know the personality of... of everything... you want to I want to read a fable?... yeah?, it is from my favorite author Paulo Coelho and say, the name is 'why are you crying?', a man knocked on the door of the friend to ask a favor, I need to borrow four, four thousand dinars to pay a debt I have, could you?, the friend asked his wife to gather everything they had, but not even this was enough. We had to go out and borrow money to neighbors, to reach the required amount, when the man left, the woman realized that her husband was crying, why are you sad?, why are you afraid that now we have debt, we do not get what we pay?, no, not for it, I'm crying because we were just visited a friend who I love, and despite it I didn't know anything of his situation, I just remembered him when he was forced to knock on my door to ask me to borrow money', thanks (Video Recording, Transcription # 15, LC4, Eowyn, L. 44-62 [sic])</p> <p>Teacher-Researcher: Which strategies did you use to work by yourself in the literature circles? Eowyn: I liked to research depends of the fable and in the case in the literature circle, I don't remember, maybe four I found another fable that was related with the topic and it was useful to understand better the topic and to expand the knowledge, understand better, yeah?, it's important to search more than the topic that you are doing (Post semi-structured interview, Transcription # 9, Eowyn, L. 36-38 [sic])</p> <p>Find the meaning of some words that I didn't know. (Questionnaire, "My most important contribution to the discussion was...", LC2, Avathar [sic])</p> <p>Avathar: yes, kill... I am a... something confused with the 'slake', because slake is like, like a... I think it's better sate Danny: save? Avathar: sate Matthew: I think that is calm Danny: is what sorry? Matthew: calm... ci, ei, el, em Danny: ah, calm, ah Matthew: to calm... could be Avathar: or sate... es, ei, ti, ii... sate Danny: like to satisfy his thirst</p>	<p>3. Learners experienced difficulties in answering questions, listening effectively, and including details during the discussions, but they did not give up, they strove to overcome them in each literature circle. At this point, learners showed they were aware of overcoming those difficulties to keep their conversations fluent</p> <p>Learners used research to overcome those difficulties and helping among themselves</p>
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	<p>Matthew: yeah satisfy Avathar: I found... slake with all their means... I don't understand in the context... yes, I finished (Video Recording, Transcription # 13, LC2, Danny, Avathar, Matthew, L. 177-189 [sic])</p> <p>Eowyn: yeah, and someone else?... well, for me is almost the same as you as I am younger, I am trying to think in the future but not in... in an exaggerated way, and I like to... work not like the... normal life and the other things that I worked, an office, like to be a... an, how do you say esclava? Charlz: hardworker? Eowyn: no... esclava Danny: slave (Video Recording, Transcription # 16, LCS, Eowyn, Charlz, Danny, L. 141-146 [sic])</p> <p>Teacher-Researcher: When problems came out within the literature circles did you take decisions? How did you take them? Eowyn: I remember in the literature circle where I was blocked because I didn't... I couldn't remind one word, so, I stayed like blocked, I was blocked and I couldn't react... so, I think that it was a difficulty but I couldn't take a decision Teacher-Researcher: Did others help you? Eowyn: yeah, I have to say it in Spanish because it was a word that we were learning in another process and maybe the other people help me to remind it (Post semi-structured interview, Transcription # 9, Eowyn, L. 39-46 [sic])</p> <p>Teacher-Researcher: Which strategies did you use to work by yourself in the literature circles? Sophia: at the first time is very important to listen the instructions and to read the paper sheet that the teacher or that the person that is in front of the group, that the leader team and it's... if you want some questions you can ask your partners or the teacher (Post semi-structured interview, Transcription # 11, Sophia, L. 31-34 [sic])</p>	
<p>Subcategory 1.2: (analyzing own performance incidence on others' performance – questionnaires, recordings and post interviews)</p>		
	<p>Teacher-Researcher: How was your experience working with literature circles? Did you enjoy it? Did you find them useful? Why? Danny: yeah, I enjoyed a lot, actually I miss the circles... because as we were talking in the group the other day, we could have like a habit every week, as well as we could discuss, we had the chance to discuss the fable and to notice that we can influence in... or we can give the other people more energy to learn, I don't know if it is correct but, yeah, I think we could do this in a formal way (Post semi-structured interview, Transcription # 8, Danny, L. 25-30 [sic])</p> <p>The results for each item were classified in three levels of performance: <i>excellent, in progress</i> and <i>with difficulties</i> and they were obtained considering the number of participants in each literature circle. So, similar outcomes were grouped and analyzed. The contributions written by learners were also kept in mind to support these results.</p> <p>GROUP ONE For item number one "I shared my ideas and offered my suggestions" the 33% of the learners evaluated their performance as <i>excellent</i>. The 59% of the learners evaluated their performance <i>in progress</i>. The 8% of the learners evaluated their performance <i>with difficulties</i>.</p> <p>For item number four "I remained on topic and helped the group stay focused" the 30% of the learners evaluated their performance as <i>excellent</i>. The 63% of the learners evaluated their performance <i>in progress</i>. The 7% of the learners evaluated their performance <i>with difficulties</i>.</p> <p>Share my opinions, lead the discussion, make a moral and express my suggestions. (Questionnaire, "My most important contribution to the discussion was...", LC6, Avathar [sic])</p> <p>Charlz: ok... ok, let's us the summarizer Avathar: ok, similar with the other... with the other parts of the fable, but with other sense, the first one is</p>	<p>Learners were aware of the impact their decisions had on others' performance when they participated in literature circles. Different independent actions helped learners to lead conversations in a constructive and positive manner.</p> <p>4. Learners orientated their participation to provide others with their ideas and suggestions and to concentrate on the main topic of the discussions. They felt confident supporting others' participation from their understanding of the topic. Items one (<i>I shared my ideas and offered my suggestions</i>) and four (<i>I remained on topic and helped the group stay focused</i>) presented high levels of excellent (33% – 30%) and in progress (59% – 63%) performance, while with difficulties (8% – 7%) levels of performance revealed low percentages.</p>

	<p>'one of them climbed up quickly' in the three, I want to emphasize the reaction of the traveller who climb in the tree... when he saw the bear... as... the reaction could be, could be seen in several forms or in several ways, yes?, first one is 'a hastily reaction of fear', secondly 'a cowardly action', and third 'the stimulation of your body toward the protection of it', yes?, I... I want to know... illustrator, what do you think about this since... the psychological part, or the psychological ways?</p> <p>Charlz: point of view Danny: are you talking about being cobard... cobarde... Avathar: cowardly Danny: but ok, what is the specific question?, I didn't... Avathar: the phrase 'a hastily reaction of fear', secondly 'a cowardly action', and third 'the stimulation of your body toward the protection of it', how did the person reaction with he feel fear? Danny: there are not specific reactions but one is running away as the other one, as the one that... hide in the tree did, sometimes if you see that somebody is gonna steal something from you, you just decide to run away, but there are other behaviours like... staying like a stone, and those are... like sometimes it is better because the... for example the snakes, they don't will... interpretate that there is something wrong going on, if they just see you stalk or like a... like a stone, it... it's better sometimes to react like that but when you see that somebody is gonna steal you, we usually ran away... most of the times... or we become aggressive, other people they just stay and they don't do anything they just keep giving the things to the stealer (smile) (Video Recording, Transcription # 15, LC4, Charlz, Avathar, Danny, L. 88-107 [sic])</p> <p>I offered a new point of view about the fable. (Questionnaire, "My most important contribution to the discussion was...", LC3, Charlz [sic])</p> <p>Charlz: yeah, I wrote an idea that maybe could explain all the things that I understand, I wrote 'not all that is shining is gold', yeah, you cannot... you cannot judge a person for the appearance or for the first sight, so, I think that this is the main idea for me (Video Recording, Transcription # 14, LC3, Charlz, L. 19-21 [sic])</p> <p>I made some questions to my partners, I tried that everyone got involve in the reading and also, I think that I guided them in a good way. My questions pointed for everyone and I was prepared for the discussion. (Questionnaire, "My most important contribution to the discussion was...", LC2, Matthew [sic])</p> <p>Matthew: yeah that's an interesting point of view for me and you, thank you, ok, number four 'does the story share a lot of some things of your personal life?', ok, do you have a kind of connection and that's for you... Danny: please, that question is for you specially, and 'could you share anything with us?' Danny: well I didn't take a special situation of my life but I could say that there is an important thing in the fable which is related... when the man helps the eagle and then the eagle helps the man, so, there is a proverb that states, I don't know if in English is the same but is... 'I will scratch your back if you scratch mine', in Spanish is... hoy por ti... hoy por mi mañana por ti or something like that, so, sometimes we help somebody else without expecting any help back for them and then we get this help in the exactly time when we need it (Video Recording, Transcription # 13, LC2, Danny, Matthew, L. 49-56 [sic])</p>	
<p>GROUP TWO</p>	<p>Teacher-Researcher: How was your experience working with literature circles? Did you enjoy it? Did you find them useful? Why? Charlz: yes, I enjoyed a lot I consider that it was an excellent experience... I suppose the best experience regarding English learning, so, an excellent complement and I think that I would repeat it if it was the case Teacher-Researcher: In which ways did you find it useful for your learning process? Charlz: ok, first because when you interact with people you can learn more than by yourself, on your own you can learn a lot of things but only from one point of view, when you can share with other people and other points of views you can enrich your life, enrich your process, and every person has his or her own way, it's not the same for you but you can learn a lot from the process of your neighbor, so, I think that this is the best... the main aspect from the literature circles, ok, there are a lot of things about... the rules of the game, the roles because I have a lot of weakness, for instance, direct... when I had to do it, it was very challenge for me, but I could, I did it, so, it was like a little step that I made, yes?, so there were so many steps that the literature circles were useful (Post semi-structured interview, Transcription # 7, Charlz, L. 35-46 [sic])</p>	<p>5. Learners kept constructive conversations where respect, tolerance and</p>

	<p>For item number six “I disagreed without hurting others feelings” the 26% of the learners evaluated their performance as excellent. The 63% of the learners evaluated their performance in progress. The 11% of the learners evaluated their performance with difficulties.</p> <p>For item number ten “I tried to understand and extend the suggestions of others” the 22% of the learners evaluated their performance as excellent. The 63% of the learners evaluated their performance in progress. The 15% of the learners evaluated their performance with difficulties.</p> <p>I tried to change the group’s mind about the identification with a specific character. (Questionnaire, “My most important contribution to the discussion was...”, LC4, Charlz [sic])</p> <p>Charlz: ok, I don’t agree of... of the thinking of the future, ok, maybe we have to vain the difference between than the two words, to think in the future or the be worried about the future and to plan in the future, yeah?, if you have a plan to the future... what you expected... of the life, not necessarily you are worried, just you are planning and you will... will walk this route in a, in a better way, yeah?, so, the fact is not to worry but to manage that plan, I think that (Video Recording, Transcription # 16, LC5, Charlz, L. 34-38 [sic])</p> <p>Choosing two important sections of the fable, one from the amaranth’s point of view and the second one, related to the Rose’s point of view. We discussed the sections from different perspectives of the life. (Questionnaire, “My most important contribution to the discussion was...”, LC6, Danny [sic])</p> <p>Avathar: the amaranth have more, more time like... and then of the amaranth envy the rose, yeah?</p> <p>Danny: but I would like to ask you guys if you found another section, another interesting section or another specific phrase or a word... in the fable, you would like to say</p> <p>Sophia: I believe that the conversation, that the sentence that they talk... are the main things in the fable because this is short</p> <p>Eowyn: this is the main idea</p> <p>Charlz: yeah, I think that the rose has a good behaviour because in the society, people who are like the rose maybe don’t, will not say you that kind of words like don’t worry about that because... maybe your, your skills or you good things will be everlasting or something like that, people in society say yeah, I am a rose and... is good, yeah, do you want to be like me?, please do it, yeah?, try to do it, something like that and in this case the rose is very sincere... a good friend maybe, I suppose (Video Recording, Transcription # 17, LC6, Avathar, Danny, Sophia, Eowyn, Charlz, L. 124-134 [sic])</p> <p>Matthew: ok, I choose two important sentences to me, the first one was ‘why bother about winter’, said the Grasshopper, we have got plenty of food now’, yeah?, I make a relation with the third conditional (smile), first conditional because for me this is a simple cause with the simply consequences, but in this fable is a negative conditional, yeah?, because if, if we don’t have food for the winter, if we don’t have food for the winter, we won’t eat anything in the winter, yeah?, but the grasshopper... realized of that in that moment, ok, applying that in a Colombian context, I think that we always wait... for the final moment, as you can see in the banks, in the school, the students, the public employer, but this is ... I have to say that... that this is in general, yeah?, because not all people are in that way, for example... Charlz you said that you are a grasshopper becoming an ant, yeah?, for that reason I say that this is general, another section was ‘when the winter came, the grasshopper had no food’, this is the typical consequence of that cause, yeah?... for example, ‘is this the consequence that the grasshopper has to suffer for being lazy, sometimes we have to handle with the acts that we make in the past’, yeah?. if we don’t anything, if we don’t do anything in this moment, we have to be prepared for the future, yeah?, it could be a negative or a positive response of that act, that’s all (Video Recording, Transcription # 16, LC5, Matthew, L. 64-76 [sic])</p>	<p>understanding were essential elements in the literature circles’ implementation since learners worked for maintain them. Items six (<i>I disagreed without hurting others feelings</i>) and ten (<i>I tried to understand and extend the suggestions of others</i>) presented high levels of excellent (26% – 22%), in progress (63% – 63%) and with difficulties (11% – 15%) levels of performance.</p>
<p><i>Subcategory 1.2: (collaboration and encouragement among themselves in discussions – questionnaires, recordings and post interview)</i></p>		
	<p>Teacher-Researcher: In your case, what happened with the influence of the teacher in the literature circles?</p> <p>Matthew: it was good... it was good because I had to do, ok, we had to do alone the conversation, the discussion, and for that reason the discussion director, I think that it could be the teacher because he or she always lead the conversation but at the end I didn’t see that person as a teacher I saw that person as a classmate a coworker, but for me at the end he or she wasn’t a teacher (Post semi-structured interview, Transcription # 10, Matthew, L. 38-42 [sic])</p>	

GROUP THREE

For item number five “**I encouraged others to participate**” the 41% of the learners evaluated their performance as **excellent**. The 41% of the learners evaluated their performance **in progress**. The 18% of the learners evaluated their performance **with difficulties**.

I tried to set a precedent about the role of Passage Picker. Even though it was the first time, maybe was a kind of base for the next partner. (Questionnaire, “**My most important contribution to the discussion was...**”, LC1, Charlz [sic])

Charlz: yes, I have... from the beginning of my life I have been always scared about the new things, the first thing I remember is university because I was scared about what would be... what difficult because people used to say that the teachers was a cuchilla, teachers and that you cannot pass maths, you cannot approve it and that all the career is math, so, it would be a difficult career but I have always face the fear and this fable makes me, remind me sometimes, every step in my life when I had to change something because every step you do, you always find that is not the same that you know... of that you know, so, all my life has been like that, like the fable, maybe the first time I had an obstacle and I had to pass them, but, at the end it always had been good, very well, so, I'm here in this step of my life (smile), so, maybe from here I will find more obstacles and I will feel myself like the crow, yeah?, and I will be frustrated at the first side but finally achieving my goals (Video Recording, Transcription # 12, LC1, Charlz, L. 48-56 [sic])

I organized and encouraged the group in order to start the fable's discussion. The members actively participated and at the end of the discussion, I came up with general conclusions based on the members opinions. (Questionnaire, “**My most important contribution to the discussion was...**”, LC3, Danny [sic])

Danny: has a... yeah, has a better value than the other one, ok, and... at the end the illustrator, I just want you to give us your moral because I know that you have it already, so...

Matthew: yeah, my moral for this fable was ‘appearances are deceptive’... do you know what it means in Spanish?

Danny: if you can give us some clues related to deceptive but in English?

Matthew: you don't have to judge people for their look, yeah?, because for example the... I don't know if you have ever seen an image, a popular image in internet that put the same men in both... in different situation, but in one situation is... he belongs to a ghetto with tattoos or something like that and the other image... he is a doctor with a coat, yeah?, the coat covers all tattoos, yeah?, for that reason I said that ‘appearances are deceptive’ (Video Recording, Transcription # 14, LC3, Danny, Matthew, L. 160-167 [sic])

6. Learners were engaged on collaborating and supporting among themselves during the discussions although they found some difficulties on doing that. Item five (*I encouraged others to participate*) presented similar levels of excellent (41%) and in progress (41%) performance, while with difficulties (18%) levels of performance showed the highest percentage from other items.

Appendix AH

<i>SUBCATEGORY 1</i>						
LEVEL OF PERFORMANCE	Excellent		In progress		With difficulties	
item	N° Part (27)	%	N° Part (27)	%	N° Part (27)	%
2. I spoke clearly and slowly enough	8	30	17	63	2	7
3. I answered others' questions	7	26	16	59	4	15
7. I summarized or repeated my ideas when necessary	4	15	21	78	2	7
8. I gave reasons for opinions	7	26	19	70	1	4
9. I listened courteously and effectively	9	33	15	56	3	11
11. I read it with time to reflect and re-read if needed	5	19	20	74	2	7
12. I included lots of details and good ideas	10	37	13	48	4	15

<i>SUBCATEGORY 2</i>						
LEVEL OF PERFORMANCE	Excellent		In progress		With difficulties	
item	N° Part (27)	%	N° Part (27)	%	N° Part (27)	%
1. I shared my ideas and offered my suggestions	9	33	16	59	2	8
4. I remained on topic and helped the group stay focused	8	30	17	63	2	7
5. I encouraged others to participate	11	41	11	41	5	18
6. I disagreed without hurting others feelings	7	26	17	63	3	11
10. I tried to understand and extend the suggestions of others	6	22	17	63	4	15