SCAFFOLDING-BASED COLLABORATIVE LEARNING TEAMS (SBCLT), THE

STRATEGY TO ENGAGE STUDENTS IN SELF-DIRECTION AND LEARNER-CENTERED

CLASSROOMS

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Research Report submitted

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Declaration

I hereby declare that my research report entitled:

Scaffolding-Based Collaborative Learning Teams (SBCLT), the Strategy to Engage Students in Self-Direction and Learner-Centered Classrooms

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;

- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;

- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;

- has been submitted by or on the required submission date.

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Abstract

English language learners and teachers from state schools in Colombia face different challenges to reach the goal of a B1 language proficiency level according to the Common European Framework of Reference for languages (CEFR) criteria in eleventh grade. This study intends to present a new pedagogical proposal: Scaffolding- Based Collaborative Learning Teams (SBCLT) to foster Self-Directed Learning and shift from a Teacher-Centered to a Learner-Centered Classroom. Data was gathered from 40 participants from two state schools: School 1 (Primary and Rural) and School 2 (Secondary and Urban). Based on the Grounded Theory, researchers analyzed the students' learning diaries, teachers' journals and a students' semi-structured interview. Participants received training in Collaborative Learning and Self-Directed Learning (Knowles' 5-step model). Findings indicate that the proposal had a positive impact on students' attitudes in order to create a safe and enjoyable classroom environment. Additionally, learners engaged in a process of Self-Direction based on the increase of Self-motivational beliefs, which became in a rational intention to their English learning process through teacher and peer scaffolding within teams.

Keywords: Scaffolding; Collaborative Learning; Self-Directed Learning; Learner-Centered Classroom.

Resumen

Los estudiantes y docentes del idioma Inglés de escuelas públicas en Colombia enfrentan diferentes retos para alcanzar la meta, nivel de desempeño lingüístico B1 de acuerdo a los criterios del Marco Común Europeo de Referencia para las Lenguas (MCER) en el grado undécimo. Este estudio pretende presentar una nueva propuesta pedagógica: *Equipos de Aprendizaje Colaborativo Basado en Andamiaje (EACBA)* para fomentar el Aprendizaje Auto-Dirigido y cambiar de un aula centrada en el profesor a un aula centrada en el estudiante. Los datos fueron recolectados de 40 participantes de dos escuelas públicas: Escuela 1 (Primaria y Rural) y Escuela 2 (Secundaria y Urbana). Basados en la Teoría Fundamentada, los investigadores analizaron los datos provenientes de los diarios de los estudiantes, diarios de campo de los profesores y una entrevista semi-estructurada a los estudiantes. Los participantes de la investigación recibieron entrenamiento en Aprendizaje Colaborativo y Aprendizaje Auto-Dirigido (Modelo de 5 pasos de Knowles). Los hallazgos sugieren que la propuesta tuvo un impacto positivo en las actitudes de los estudiantes pues crearon un ambiente de clase seguro y agradable. Adicionalmente, los involucró en un proceso de Auto-Dirección fundamentado en el aumento de sus creencias de Auto-Motivación, que se convirtió en una intención racional para el aprendizaje del Inglés mediante el andamiaje del profesor y de los pares dentro de los equipos.

Palabras clave: Andamiaje; Aprendizaje Colaborativo; Aprendizaje Auto-Dirigido; Aula Centrada en el Estudiante.

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Chapter One: Introduction

The proficiency in the domain of a Second Language in order to communicate in a globalized world is one of the skills that today´s society demands from the citizens to have access to better lifestyles. The Ministry of Education (MEN) in Colombia, aware of this requirement published in 2006 the *Basic Standards of Competence in foreign languages: English* and established that these are clear criteria of the quality basic levels that all children in Colombia have to attain, since the domain of the English language provides them with invaluable advantages to become more competitive citizens.

Statement of the problem

Although the Ministry of Education (MEN, 2006) recognizes the limitations of the majority of state schools in Colombia, teachers were challenged to transform the English learning process into a creative, enriching and meaningful experience. Learners have to acquire the skills for the development of the communicative competence in English from First to Eleventh grade reaching a B1 level according to the Common European Framework of Reference for Languages (CEFR).

This challenge appears unachievable looking at the constraints of the state school classrooms: large numbers, mixed-ability classes, few lessons of English per week and few resources. Furthermore, most of the students neither use learning strategies nor take responsibility with tasks and homework. Most of them perceive learning as a passive process where they only receive information, which generates disengagement. Niño, Prada, Prieto and Rincon (2011) identified these limitations in four state schools of the Metropolitan Area of

Bucaramanga. One of these schools is the IMSH - Instituto Miguel Sanchez Hinestroza- located in a rural area in Acapulco, Santander which has faced the fact that students fail to work autonomously and never accomplish assignments on their own. Class participation is successfully received but there is no interest in developing language skills out of the school setting.

Furthermore, the researchers of the current study found a situation in their daily teaching practice that appears as problematic, which is an existing gap between high and low achievers. It has affected the classroom climate since reluctance is a predominant factor during classes when only few students seem to be motivated to learn the language and confident enough to participate actively. Consequently, the lessons have become teacher-centered despite the teacher-researchers have implemented a great variety of methodologies and strategies.

Rationale

From the above considerations, the rationale of this study is to offer to A1 EFL – English as a Foreign Language - Learners from two state schools an innovative and pedagogical strategy: Scaffolding-Based Collaborative Learning Teams (SBCLT). It favors a meaningful environment where students work in teams, acquire foundations on Self-Directed Learning, have support from the teacher and the more capable peers (high achievers) and engage them in a learner-centered classroom participating actively in order to improve their L2 language skills.

Under these perspectives, the research is focused not only on the correlation of Collaborative Learning principles and Self-Directed learning components, but also on the effects of training students in their implementation. It intends to be a feasible route to change a teacher-centered classroom into a learner-centered to empower students in improving English skills and

develop higher levels of metacognition, collaborate with others within a team, and become active and independent learners, traits considered to be vital in the 21st century (Williams, 2009; Chee, Divaharan, Tan & Mun, 2011).

Research question and objectives

The following research question and the objectives direct the focus of this study.

Research question

To what extent does the Scaffolding-Based Collaborative Learning Teams (SBCLT) strategy promote support among high and low achievers and foster Self-Directed Learning to engage A1 EFL students in a learner-centered classroom?

Objectives

- To describe the effects of implementing the Scaffolding-Based Collaborative Learning Teams strategy aimed to foster Self-Directed Learning.
- To analyze if Scaffolding-Based Collaborative Learning Teams is a suitable strategy for boosting support among high and low achievers and foster Self-Directed learning.
- To interpret to what extent the correlation of Collaborative Learning and Self-Directed Learning principles through the implementation of the Scaffolding-Based Collaborative Learning Teams strategy engages A1 EFL learners in Learner-Centered classrooms.

The Ministry of Education (MEN, 2006) expects convinced and capable Colombian English teachers to be in charge of the development of the English communicative competence. In this sense, the researchers of this study believe firmly that this innovative strategy, Scaffolding-Based Collaborative Learning Teams (SBCLT) is valuable for public school teachers since it aims at providing insights of how the English classroom can become in the main scenario to help students improve their English Language competence and 21st century skills. Teachers and students could co-construct an enjoyable and safe environment together achieving educational goals and shaping confident citizens for our current society.

Chapter Two: Theoretical Framework

The chapter offers a theoretical illustration of the following constructs which frame this study: Scaffolding, Collaborative Learning, Self-Directed Learning and Learner-Centeredness. Likewise, it incorporates similar research studies, which have been carried out in the same field.

Scaffolding

Scaffolding effectiveness on fostering L2 learners' development has been recognized in various studies (Nguyen, 2013). This construct is the point of departure to frame the pedagogical innovative strategy Scaffolding-Based Collaborative Learning Teams (SBCLT), taking into account its concept, perspectives and benefits.

According to Ellis (2008), the term "Scaffolding" comes from the Socio-cultural Theory and is closely linked to the Zone of Proximal Development (ZPD) where L2 acquisition occurs when sharing with others. Vigotsky (1978, as cited in Ellis, 2008, p. 235) defines the ZPD, as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through adult guidance or in collaboration with more capable peers".

McLoughlin & Marshall (2000), define scaffolding as "a form of assistance provided to a learner by a more capable teacher or peer that helps the learners perform a task that would normally not be possible to accomplish by working independently" (as cited in Alvarez & Cuesta 2012, p. 9). This conception is aligned with Ellis (2008) who defines scaffolding as "the process by which one speaker (an expert or a novice) assists another speaker (novice) to perform a skill that they are unable to perform independently" (p. 235).

Walqui (2006) emphasizes that scaffolding only can occur within the ZPD and is seen in a pedagogical context as a dynamic relation between a supportive structure and a process where the collaborative construction occurs. Walqui states three related and sequenced scaffolding scales: the supportive structure as planned activities or classroom routines (scale 1), the procedures done in a particular activity (scale 2) and the assistance and interaction given within the collaborative process (scale 3). Within this proposal, the above concepts became cornerstones to implement the Scaffolding-Based Collaborative Learning Teams (SBCLT) strategy with the purpose of offering learners the necessary support to engage them collaboratively.

For this study, scaffolding is the assistance given by the teacher or peer to support learning (Lipscomb, Swanson, & West, 2004 cited in Toro, 2007) when students are unable to perform a task, to complete a project or to solve a problem. Artifacts and technological tools can also provide scaffolding (Williams, 2009). Regarding the teacher's assistance, modeling, bridging, contextualizing, building schema, re-presenting text and developing metacognition are types of instructional scaffolding (Walqui, 2006). Concerning peer scaffolding, this kind of assistance benefits the development of different skills, even if the support comes from a more knowledgeable peer (high achievers), a same level peer or a mutually constructed assistance as peer collaboration (Nguyen, 2013).

Fernández, Wegerif, Mercer & Rojas-Drummond (2001) examined the features of scaffolding proposed by Wood, Bruner & Ross (1976) in a study conducted with triads within a context of symmetrical relation. Findings indicated that children working together on a common task could negotiate a shared strategy, simplify the task, enable motivation to achieve the goal, point out critical features of the task and reduce frustration and risk of individual failure. These

participants provided scaffolding to solve problems collaboratively although they were not conscious of this process.

Wu, Farrell & Singley (2002) placed eighteen 8th-12th graders in four experimental groups of different characteristics to examine the effectiveness of peer scaffolding and the role of a teacher or a more experienced peer in supporting others in a Computer-Support Collaborative Learning environment. Their analysis showed that in the "Peer tutoring" condition (a more knowledgeable peer mediating others' learning), students benefited from awareness of their partners' expertise since it gave a sense of confidence to find solutions. On the contrary, in the "Peer Collaboration" condition (the same-level peers) students did not share useful information and acted as individual problem solvers. Findings suggested meaningful advantages for both knowledge-rich interactions and peer-to-peer collaboration, highlighting the necessity of training learners in effective collaborative work. The current study incorporated both interactions as part of the teacher's role while offering scaffolding.

Ellis (2008) points out the benefits of scaffolding found by Aljaafreh & Lantolf (1994), Donato (1994) and Ohta (2000) that evidences how scaffolding enables learners to perform skills collaboratively which are beyond themselves individually. Aljaafreh & Lantolf's study demonstrated that scaffolding increases learners' control on their L2 acquisition while the level of the assistance provided by the tutor diminishes gradually. Donato showed how in novice-novice interaction, learners scaffolded each other, enabling themselves to construct correct form of a verb by minimizing frustration and risk. Ohta described various techniques that learners used to scaffold each other's L2 speech and reported how it enables students to produce utterances collaboratively, which were beyond their individual skills (as cited in Ellis, 2008).

Ghafar *&* Dehqan (2013) conducted an experimental study with two EFL Iranian students to investigate the effectiveness of using socio-cultural techniques in reading comprehension proficiency and learners' strategy use and the improvement of learners' proficiency level (high and low achievers). Results revealed that the experimental group, which received teacher and peer scaffolding, obtained much more benefit, was more effective using reading strategies, acquired better reading comprehension development and outperformed the traditional reading instruction group. Furthermore, the low proficiency learners took advantage working with the high proficiency ones and had meaningful advances, since teacher and peer scaffolding were more adjusted for them, a noticeable aspect that enlightens this research.

Accordingly along with these literature perceptions, it can be inferred that teacher and peer scaffolding as the base of teamwork provides students with a learning environment to reach knowledge construction, exchange ideas, do peer-evaluation, get consensus and help each other. Consequently, this study expects that the innovative strategy, Scaffolding-Based Collaborative Learning Teams (SBCLT) constitutes an appropriated and supportive structure, apparently stable but "easy to assemble and reassemble" (Walqui, 2006) to offer the necessary assistance from the teacher and high achievers to the low achievers. The main purpose is to benefit both levels of learners by working in teams since this dynamics of collaboration makes the English learning process more enjoyable and effective.

Collaborative Learning (CL)

Collaborative learning (CL) is rooted on the Socio-cultural approach, which draws on Vygotsky's theory of mediated learning. This theory points out that learning is a mediated process where acquisition occurs in a close relation between intrapersonal activity as a precursor

of intramental activity (external and internal mediation). Here, interaction plays the role of

assisting learners to acquire the linguistic skills and constructing the ZPD (Ellis, 2008).

Lantolf (1993, as cited in Oxford, 1997) denotes that the ZPD is negotiated between the

teacher and the student or the learner and peers or others. In the same vein, Dewey (as cited in

Oxford, 1997) asserts that, "learners do not learn in an isolated form, they learn by interacting

with their surrounding community and the world as a whole" (p. 447). Thus, the existence of the

ZPD highlights the relevant role that Collaborative Learning plays within the classroom since it

implies a condition of 'Working Together', as many authors have pointed out.

For instance, McInnerney and Robert (2004, as cited in Kozar, 2010) define CL as "a

method that implies working in groups of two or more to achieve a common goal, while

respecting each individual's contribution to the whole" (p.16). In this sense, Kozar (2010)

emphasizes that collaboration involves negotiations, discussions and accommodating other´s

perspectives. Beatty and Nunan (2004) reinforce this thought pointing out "…that collaboration

is a positive force in learning as it provides opportunities for the negotiation of meaning and

scaffolded learning" (p.179).

For Dooly (2008), in CL learners work together toward a common goal, "… it means

that students are responsible for one another's learning as well as their own and that reaching the

goal implies that students have helped each other to understand and learn" (p.21).

Jianhua & Akahori (2001) emphasize that in Collaborative Learning the main goal is to

allow students to work together to maximize their own and others' learning. Consequently, this

research study explores and assumes components that according to Jianhua & Akahori are

essential to make teamwork truly collaborative: "(a) clear, positive interdependence among

students, (b) regular group self-evaluation, (c) interpersonal behaviors that promote each

member's learning and success, (d) individual accountability and personal responsibility, and (e) frequent use of appropriate interpersonal and small group social skills" (p. 2).

The above perspectives illustrate the main characteristics of Collaborative Learning that support the purpose of the implementation of Scaffolding-Based Collaborative Learning Teams (SBCLT) since the focus of this innovative strategy assumes that high and low achievers can interact to construct knowledge and maximize learning working together as a team.

Being a member of a team is one of the most essential skills that learners need to work in the 21st century (Williams, 2009). Hence, it is necessary to teach learners both the cognitive and the social skills in order for them to interact and communicate well as an effective learning team (Soller, 2001). An effective learning team has interdependent members that work together to complete assigned tasks and projects. Through the experience, they learn to articulate personality characteristics to acquire effective team skills (McMahan, 1998) like coordination, communication, cohesion, decision-making, conflict management, social relationships and performance feedback (Mickan and Roger, 2000).

For this proposal, it is assumed that the promotion of effective collaborative learning in Teams and Scaffolding among high achievers supporting low-achieving students can encourage a learning process where weaknesses are decreased and strengths maximized.

Although the benefits of Collaborative Learning are widely recognized, this approach implies challenges such as individual differences among students, individual responsibility for learning and conflict of values (Tinzmann, Jones, Fennimore, Bakker, Fine and Pierce, 1990) that teachers have to direct and overcome them in order to obtain the opportunities that Collaborative Learning offers for both teachers and learners. (Beatty and Nunan, 2004; Smith and Mcgregor, 1992).

Accordingly, the current proposal adopts Smith and Macgregor (1992) assumptions for designing the interventions: (1) Learning is an active and constructive process in which all of participants integrate their thoughts and ideas to construct meaning and create something new. (2) Learning depends on rich contexts that challenge students through tasks and activities to favor the development of higher order reasoning and problem solving. (3) Learners are diverse, their learning styles, background, experiences offer diverse perspectives that enrich teamwork. (4) Learning is inherently social since leads the growing of social skills as mutual understanding, positive interdependence, effective teamwork with the purpose of achieving common goals.

A study conducted by Prieto (2007) to improve speaking skills, evidenced the importance of interacting and working with others since cooperative strategies offered students opportunities to help and learn from their partners. Many values such as solidarity, responsibility, team spirit, etc., were acquired during the process of the interventions but it was necessary to teach students how to work in group.

The study carried out by Salinas (2014) analyzed team dynamics, students and teacher's roles within Collaborative Projects, among other aspects. Results showed that learners who communicate effectively had a positive experience but those that did not develop social skills with team members did not feel satisfied. Salinas concluded that performing a collaborative project requires that participants being active, independent and responsible to fulfill the role as a team member working interactively and interdependently to reach the outcome.

Self-Directed Learning (SDL)

Authors refer to Self-Directed Learning (SDL) in different ways. Chee et al. (2011) recognize SDL as one of the 21st century skills and a demand for modern society that is

intricately associated with lifelong learning. This conception coincides with Guglielmino and Long (2011) who assert that SDL is "a dynamic combination of attitudes and skills, essential for dealing with the complexity individuals face in all aspects of their lives"(p. 1).

Brockett and Hiemstra (1991, as cited in Hiemstra, 1994) differentiate between Self-Directed Learning as an instructional method and learner Self-Direction as a set of personality characteristics. Components such as assessing needs, securing learning resources, implementing learning activities, and evaluating learning are individual's personality characteristics essential for the instructional process. For Hiemstra, SDL as an individual characteristic evidences learner's primary responsibility of his/her own learning. SDL as a study strategy develops learner's skills of planning, implementing and evaluating the process and developing the ability to transfer knowledge and skills to new situations.

In the same vein, Knowles (1975, as cited in Scott, 2006) defines SDL as " … a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes"(p.2). For research purposes, this five-step model was adopted to foster SDL, the same as in Centeno, Montenegro, Montes and Rodríguez (2013) study, as Acero (2012) proposes in order to empower learners in learning to learn and becoming lifelong learners.

Candy (1991, as cited in Chee et al., 2011) suggests that learners are able to develop ownership of learning through instruction in SDL within educational settings. Guglielmino and Long (2011) emphasize on this necessity to help learners take increased responsibility of their own learning. Regarding these thoughts, Garrison (1997); Abdullah (2001); Zimmerman (2002);

Chee et al. (2011) and Acero (2012) agree that in SDL the role of the teacher is being a model, an encourager and a facilitator in order to conduct students in Self-Directed learning.

For Garrison (1997, as cited in Chee et al., 2011), ownership of learning is closely related with Self-management and Self-monitoring, processes that have to do with Self-regulation. Self-management is related to the external control of a task including formulating goals, management of learning activities, resources and support. Self- monitoring refers to cognitive and metacognitive processes such as thinking, constructing meaning, integrating new to the existing knowledge and reflecting about learning to learn to improve the learning process.

Zeidner et al. (2000, as cited in Dekker, Elshout-morh, and Wood 2006) define self-regulation as a "systematic process of human behaviors that involves setting personal goals and steering behavior toward the achievement of established goals" (p.59). According to Zimmerman (2002), self-regulatory processes (self-awareness, self-motivation, and behavioral skills) transform learners´ mental abilities into teachable academic skills and increase students' motivation and achievement. These relevant concepts provide insights to the current research to foster SDL as an instructional process.

An interview study conducted by Van Deur (2004) demonstrated that gifted students have perceptions on SDL and exhibit characteristics such as initiative, persistence, effort, planning, goal orientation, use of different resources, self-assessment of their work, reflection upon learning and motivation to learn. On the contrary, poor learners seemed to be teacher dependent and perceived SDL as school oriented actions. All the interviewers agree on working with friends as a main strategy for seeking help. Van Deur highlights the necessity to train them with SDL principles, as it is considered within this study.

Dekker, et al. (2006) investigated two children working collaboratively and the way that they balanced three aspects as mathematical raising level, social interaction, and division of time to regulate their collaborative learning. Researchers found evidences of Self-Regulation since children were able to share and adjust strategies, monitor their performance and evaluate it to reach the common goal. Although the children operated in different mathematical levels, they solved the task jointly making noticeable that their interaction had evolved to a genuine collaboration.

A study conducted by Fahnoe and Mishra (2013) examined the relationship between learning environment and students´ perception on SDL. It showed that a technological rich-environment with a variety of tools and methods of the 21st century learning and foundations on ownership of learning designed for the experimental group (Sigma team), developed more self-directed learning attitudes and behaviors than the traditional control group (Alpha/Beta team). Results suggest that instruction in ownership of learning and the appropriated environment foster SDL.

Bagheri, Ali, Abdullah & Daud (2013) implemented Project-Based Learning with an experimental group, which worked in teams to examine its effects on Self-Directed Learning skills. Researchers found that these students showed a meaningful progress in three tests applied, improved aspects such as time management, goals and objectives setting, self-regulation, self and peer-assessment and showed positive interdependence and active participation. In contrast, the learners in the control group, who had been instructed with Conventional Teaching Strategy, assumed a passive role.

Learner-Centered Classroom

The Learner-centered or Student-centered classroom is a teaching approach where acquisition is facilitated and the focus is on students learning since the teachers shift their role from giver of information to facilitator. Learners are actively involved and gradually encouraged to take responsibility for their own learning and opportunities for interaction are maximized. (Blumberg, 2009; Jones, 2007 and Nunan, 1999).

Jones (2007) asserts that the best way for large mixed-ability classes to improve (as it is the situation of the groups of this study) is implementing Learner-centered classrooms based on students' individual and team needs and "Working Together". This conception has relevance for this study since Jones suggests that is through teamwork that learners can have more opportunities for sharing among stronger and weaker students (high and low achievers) reaching understanding, feeling more confident and supporting each other.

Weimer's (2002, as cited in Blumberg, 2009) points out five dimensions to promote Learner-Centered Classrooms: (1) *the function of content* has the purpose to engage students in independent learning while they acquire knowledge*; (2) *the role of the instructor* as facilitator of learning through an appropriate environment for the achievement of students' learning goals; (3) the students have the *responsibility for learning* and the teacher leads them to be Self-Directed learners; (4) *the purpose of the assessment* is consistent with learners' improvement including formative assessment and constructive feedback. Finally, (5) *the balance of power* is maintained between teacher and students by giving them opportunities to learn and share decisions on methods of learning and assessment.

It can be inferred that an important factor that characterizes a Learner-Centered classroom is the change in teacher role that also implies a shift in student role because of the

implementation of a new learning environment as it is shown in Table 1 (adapted from

UNESCO, 2002, as cited in Cuesta, 2010, p. 189).

Table 1. The shifting of Teacher and Student roles in Learner-Centered Classrooms.

The shifting of Teacher role	Result in a shifting of student role
Learning facilitator.	Active participant in learning process.
Teacher as a knowledge guide and co-learner.	Student as an expert that produces and shares knowledge.
Teacher as a collaborator, coach and mentor.	Learner learning collaboratively with others.

The study "Enhancing Speaking Skills through Collaborative Learning Strategies"

conducted by Edwin Lopera Piedrahita (2013) provides evidence of how sharing, negotiating

meaning and helping others reflected on collaborative strategies which transformed language

learning into a meaningful experience. Lopera found significant improvements in learners'

confidence and motivation in speaking tasks confirming that team and pair work promoted a

Learner-Centered classroom.

From the theorists and studies of this theoretical framework is worthwhile to highlight

that SDL and CL are closely related approaches; although they may appear to be contradictory,

they can actually offer an appropriate class environment that lead successful learning and

involves students in a Learner-centered classroom.

Chapter Three: Research Design

Type of study

This investigation aligns with Action Research (AR) approach. It was done by teacher-researchers in their own contexts and involved systematic, self-reflective and critical forms of exploring teaching practices. It was aimed at intervening deliberately in a problematic situation to bring about informed changes and improvements (Burns, 2010).

It was based on the Research Circle "General Strategies for Successful Learning", where eight co-researchers (including the researchers of the study published by Centeno, et al.,2013) supported by the counselor Claudia Acero identified common problems. .Although, they worked in different schools, as a teamwork we planned techniques, designed instruments and agreed on a strategy to address the issue carrying out actions in their own contexts. Observations and reflections on the baseline data gathered were done. This study assumed the initial and common stages as a first cycle of the current Action Research (Nunan & Bailey, 2009).

Specifically, for this study, a second cycle emerged with a new strategy designed by Caicedo & Hernandez: **Scaffolding-Based Collaborative Learning Teams** (**SBCLT**)**.** This was proven to be more adjusted to new issues identified in the contexts of the current research and better adapted from the initial one, after reflections on the initial outcomes based on the diagnostic questionnaire and teacher-researchers' observations were conducted.

This study collects and triangulates qualitative data from the students' learning diaries, teachers´ journal and interview to gather reliable and valid information. For this reason, Grounded Theory perspective was the approach considered to answer the research question.

Context

This action research was conducted in two schools of the metropolitan area of Bucaramanga, Santander. School 1 was Miguel Sánchez Hinestroza Institute, a mixed state school located in the rural area of the town of Girón (Strata 1-2) with an average of 560 students, 240 of them in elementary. School 2 was Gabriela Mistral Institute, a urban state school for girls from diverse strata of Bucaramanga (1-2-3-4), ruled by a Spanish religious community: "The Divine Master Missionaries" with a total population of 1484 girls, 735 of them are in high school.

Despite the differences, there are similarities commonly found at state schools in Colombia: large mixed ability classes (30 to 45 students per class), few hours of English per week (3 hours), lack of resources and students' low commitment to their learning process (Forero, 2005 and Garton, Copland & Burns, 2011).

The English course syllabi for these groups were designed following the theoretical and legal basis of the Colombian Ministry of Education given by the Curricular Guidelines in Foreign Languages (1999) and The Basic Standards of Competence in Foreign Languages: English (2006). However, due to the constraints mentioned before the classes were more teacher-centered in spite of implementing some new pedagogical strategies for the class and for assessing their progress such as: projects, pair work, games, songs and movies.

Participants

Two intact groups were taken at the beginning of the study implementation. 4th graders (27 girls and 17 boys) from school 1 and 9th graders (40 girls) from school 2, the largest classes of these schools. Due to the fact that some students missed class, some of them did not complete tasks and journal entries and some others did not participate in the interview or the final test, the

actual group did not cover the whole process of data gathering. Thus, for analysis of the data,

twenty learners of each school who fulfilled all the instruments were taken into account and the

final pool consisted of 40 participants as table 2 shows.

Table 2. Participants of the study

School	Area	Participants Per school	Male	Female	Age Range	Students' Grade	English Level
1	Rural	20	7	13	9 - 12	4th	A1
2	Urban	20	0	20	13 - 15	9th	A1

Participants from School 1 started English classes in first grade with the teacher-

researcher. During the investigation, they were in the process of reaching an A1 English level.

These children worked motivated during class activities but they lacked of responsibility with

tasks at home, probably due their social environment: Families with limited incomes and low

educational levels, many parents working in the city and returning home late at night.

Participants from school 2 have been immersed within Blanco Najera's philosophy,

which main pedagogical principle puts the student in the centre of the education process. These

foundations let the school reached the "Very Superior" score in the SABER exam. The

community acknowledges that the school is one of the best state schools in Bucaramanga.

This population showed some common characteristics such as difficulty to transfer their

knowledge to new situations and link the academic topics with real communicative situations.

Some of them were good speakers but weak writers and vice versa. Before the intervention, they

scarcely participated, did homework or interacted in English.

Researchers´ role

The teacher is one of the participants of the Action R, it is also the 'investigator' or 'explorer' of his/her personal context who intervenes deliberately in a problematic situation in order to introduce informed changes and improvements (Burns, 2010). In this study the researchers identified a problem, posed the question, observed and gathered data, planned and implemented the interventions, reflected and analyzed on collected data which led them to introduce an innovative strategy in their own teaching context: **Scaffolding-Based Collaborative Learning Teams (SBCLT)** (Nunan and Bailey, 2009).

This pedagogical intervention required constant changes in teacher-researchers' roles. First, researchers acted as trainers to introduce participants into collaborative dynamics (Dooly, 2008) through practice, support, feedback and guidance (Soller, 2001). Second, the teacher-researchers became facilitators (Smith and McGregor, 1992) that designed work, provided scaffolding and offered different opportunities to practice academic knowledge and social skills. Additionally, they acted as mediators of learning and encouragers that modeled CL work and fostered SDL strategies to promote a rich learning environment. (Garrison, 1997; Abdullah, 2001; Zimmerman, 2002; Chee, et al., 2011 & Acero, 2012).

Ethical considerations

Some actions were taken in order to address ethical considerations: permissions from the principals of the schools were obtained. Parents and students were informed in a meeting about the purpose of the research, the procedures, the confidentiality of data collected and the implications for the assessment since interventions were part of the development of normal academic process during the term that the research was conducted. They were reassured that

results would not be used as passing or failing grades, Also, anonymity was guaranteed and a letter of consent was signed. (See Appendix A)

Data collection instruments and procedures

As it was stated before, Action Research is aimed at bringing about changes and improvements derived from a systematic process of planning, observing, taking actions and reflecting (Kemmis & McTaggart, 1988, cited in Burns, 2010), supported by some instruments and procedures. Thus, the following instruments designed by the co-researchers of the Research Circle and used in Centeno et al. (2013) study were adapted and implemented with specific data collection procedures in order to answer the current research question.

Diagnostic instruments

In School 1 was implemented a Diagnostic questionnaire was implemented since it allowed to obtain a snapshot of conditions, attitudes, and / or events at any point in time (Nunan and Bailey, 2009). This written instrument presents series of questions or statements to which respondents react, either writing out or selecting from among existing answers (Brown 2001, as cited in Nunan and Bailey, 2009). This study implemented an adaptation of a Likert scale questionnaire of the Centeno, et al. study (2013) to get students' attitudinal information, beliefs and values (Dörnyei 2003, pp. 8–9 as cited in Burns 2010) about Collaborative Learning and Self-Directed Learning and included Motivation since it also intended to diagnose this aspect before the interventions were analyzed qualitatively. It was designed in English and the researcher translated it into Spanish during the implementation.

Participants from school 2 took an online proficiency test at the beginning of the study retrieved from http://www.hli.co.uk/english/english-tests/english-test-online.php since it was considered important to keep a record of the students' improvements after the interventions. It showed the English level of these learners: 56% got an A1 level, 24% A2 and 20 % an Intermediate level (B1.1) according to the Common European Framework of Reference for Languages (See Appendix B).

Students' learning diaries

A diary is an introspective method used to have access to internal processes that are not available to an outside observer (Curtis and Bailey, 2009). The main purpose of the journal was to capture students' thoughts, feelings, reflections and experiences about the events during the interventions. Additionally, it was implemented to foster SDL, since keeping journals establishes learners' habit of self-monitoring by encouraging them "to reflect on what they did and to revise attempted work" (Corno, 1992 as cited in Abdulah, 2001).

Students (fourth graders) of school 1 filled the diary at the end of each implementation in their mother tongue because the most important was to gather their ideas, as it is suggested by Nunan and Bailey (2009). Initially, they followed some parameters to write free reflections but as they turned out not to be so practical, it was decided since the third intervention to adopt the format included in the study of Centeno, et al., (2013) designed in the Research Circle directed by Claudia Acero. Participants of school 2 were asked to write free reflections and register SDL activities in English, sometimes they had to write it at home (See Appendix C).

Teachers´ s journal

The teachers´ journal was used with the purpose of recording descriptions and accounts of events in the classroom during the implementations as the structure and the dynamics of the teams, the sequences of activities and tasks and students' attitudes toward the SBCLT strategy. Also, teacher-researchers registered reflections, beliefs, ideas and insights about practice (Burns, 2010). The researchers took notes during the implementations in a pocket notebook and then filled an adaptation of the format of the Centeno, et al., (2013) study (See Appendix D). These ideas were enriched with the aid of some pictures taken during the interventions and some classroom documents.

Interview

An interview is a "conversation with a purpose" (Burges, 1984, as cited in Burns, 2010, p.74) that lets to explore the researched topics through structured and organized specific questions and allows to clarify or to expand the informants' answers (Burns 2010). A semi-structured interview following the format designed by the co-researchers in the Research Circle and included in Centeno, et al., (2013) study with the purpose of gathering students' perceptions about feelings, thoughts and the effects of the Scaffolding-Based Collaborative Learning Teams strategy on their learning process.

It was implemented at the end of the research process, which coincided, with the academic year-end. Since it took thirty minutes approximately per student, most of them were requested to answer it individually at any other time. The answers were recorded in written form using shorthand and key abbreviations and the interviewer completed the ideas in a format (See Appendix E).

Chapter Four: Pedagogical Intervention and Implementation

This study was conducted in two cycles through eight interventions (three in the first cycle and five in the second cycle) during the term from August to November (See Appendix F). The interventions were designed following the planner format given by the academic staff of the University (Appendix G). Each intervention developed a specific topic of the English syllabus and took several classes depending on the collaborative activity, task or project.

Initially, the interventions were planned in the Research Circle directed by Acero as a sequence of stages as followed by Centeno, et al. (2013). For this reason, the first three interventions were conducted under the same line of thoughts and actions as those shown by Centeno. Et al, to introduce learners gradually into Collaborative Learning and the SDL 5-step model since "paradigm shifts require time, trial and error" (Guglielmino and Long, 2011, p. 2).

Interventions of this first cycle (as these preliminary stages were called), were characterized by too much teacher talking using Spanish-English code switching. However, it was required to exemplify, give instructions and model strategies about the SDL 5-step model and Collaborative Learning (CL). As Dooly (2008) points out "Depending on the group autonomy, the teacher may have to provide very precise instructions about the learning process (this is not collaborative learning but it may be necessary in the beginning)" (p.7).

The first intervention was designed with the purpose of raising awareness and introducing learners to the Collaborative Learning principles and dynamics. The researchers guided reflections through the videos: "*Mirad los gansos*" (Cortes, 2008), *"El carpintero y sus herramientas"* (Garcia, 2012) and *"Finding Nemo"* trailer (Jimenez, 2008) which evidenced the principles and importance of teamwork. The students extracted the conclusions about Collaborative learning (CL): advantages, challenges and key elements of collaborative work like

teamwork, effort, perseverance and leadership. Furthermore, they identified the role of

everyone's contribution and how individual differences led to team success. The diagnostic

instruments were implemented and teams were organized according to students' preferences.

The second intervention introduced Self-Directed Learning (SDL). In agreement with

Alvarez and Cuesta's (2012) thoughts who drew on principles of Self-efficacy stated by Wood &

Bandura (1989), it is necessary to point out that the provision of specific goals for each lesson

and activity act as a motivator for task performance, and for that reason, the teacher-researchers

highlighted the goals of this intervention and guided the students to formulate their own

performance goals. Then, the investigators assigned the teamwork activity and modeled Knowles

SDL 5-step model which consisted in diagnosing learning needs, formulating learning goals,

identifying human and material resources for learning, implementing appropriate learning

strategies, and evaluating learning outcomes. Students were guided to assume suggested roles

within the teams.

During the third intervention, individual work was included as a prerequisite to teamwork

with the purpose of enhancing personal commitment and facilitating the achievement of the team

goals and final product. Walqui (2006) asserts, "There is a role for individual work in SCT, but

only in the context of collaborative work" (p.162). Dillimburg (1999) suggests "They will

interact after a while in order to make their estimations consistent with each other; but these

interactions come after the individual production of partial solutions, and hence will only

influence them if these solutions have to be revised" (p. 9).

The second cycle emerged after a stopping point where researchers looked back over the

whole data set obtained (Burns, 2010). The diagnostic questionnaire (See Appendix B)

evidenced that students were motivated toward the English acquisition process. Data from the

students´ journals and the researchers´ observations on attitudes, behaviors, skills toward collaborative learning and teams' dynamics showed the challenges of the Collaborative Learning and new issues to face the existing gap among high and low achievers and too much teacher dependence.

Burns (2010) points out that "You can draw out new concepts, develop personal theories and find fresh possibilities for classroom practice that you can test out in further cycles"(p.104). Therefore, a new strategy, **Scaffolding-Based Collaborative Learning Teams (SBCLT)**, was adopted by Caicedo & Hernandez with the purpose of engaging students (high and low) within a peer support process through meaningful collaborative tasks and projects to bridge them. Furthermore, other changes were introduced: the researchers arranged new teams according to students' skills; included a format to each single activity, task or project and adopted a student's´ journal template in school 1. (See Appendix C)

A constant encouragement was necessary to maintain students' commitment with the innovative strategy during and after the interventions, which turned students into active participants interested in improving their English Language skills. In school 1, the introductory videos were shown interchangeable at the beginning of every class and the students adopted and cheered the slogan "Todos nos salvamos" taken from Nemo's trailer. In school 2, the girls and the researcher created a Facebook group to post assignments, feedback, English learning resources, comments, photos of teamwork activities and videos about learning and teamwork (See Appendix H).

The second cycle is characterized by the establishment of a class routine procedures to provide students with a predictable structure where repetition of procedures helped them to

internalize the SDL 5-step model, (Acero, 2012) engaging high and low achievers in effective

collaborative learning behaviors (Soller, 2001) and a Learner-Centered Classroom.

Figure 1 showed the steps established as a classroom routine followed rigorously in each

intervention during the second cycle to implement **Scaffolding-Based Collaborative Learning**

Teams (SBCLT) and observe the effects**.** Firstly, the teacher-researchers guided students in the

diagnosis of their background knowledge and learning needs. Secondly, the presentation

included aspects such as the topic, learning goals and learning to learn goals. Teacher

Scaffolding by modeling teamwork and the SDL 5-step model was the third step. Individual

work was a pre-requisite of the next step, collaborative teamwork – in which Peer Scaffolding

was the essential element of this step. The last action was related to evaluating outcomes by

leading diary self-reflections and a summarizing phase.
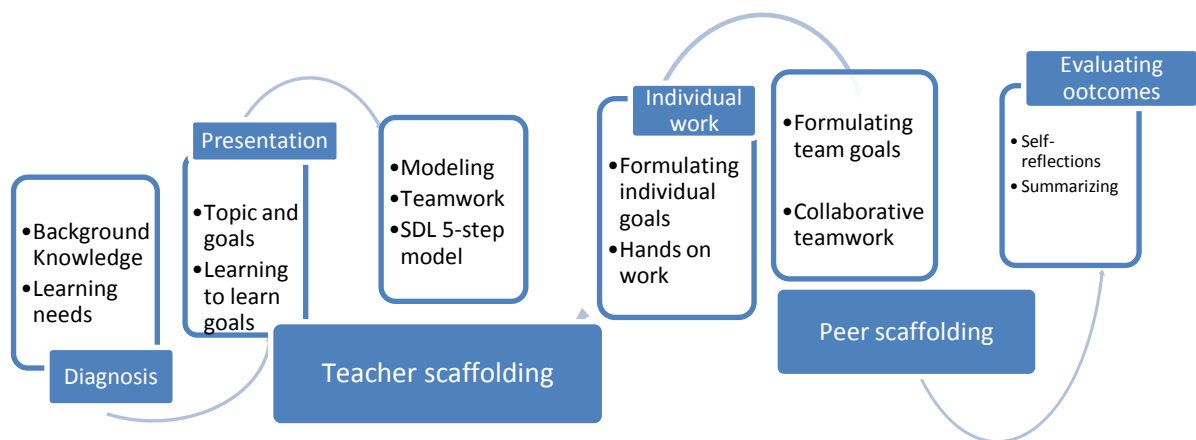
Figure 1- Class routine adopted for each second cycle interventions.

Chapter Five: Results and Data Analysis

For this action research question purposes, the teacher-researchers considered suitable to

analyze qualitative data gathered from learners' diaries, teacher-researchers' journal, and

interviews based on Grounded Theory as the best approach to interpret the obtained data.

Qualitative analysis

According to Ellis and Barkhuizen (2005 as cited in Nunan and Bailey, 2009) in

Grounded Theory, "the researcher begins with the data and through analysis (searching for

salient themes or categories and arranging these to form explanatory patterns) arrives at an

understanding of the phenomenon under investigation" (p. 421).

Following the Grounded Theory principles, the researchers implemented the sequence of

three stages proposed by Corbin and Strauss (2008, as cited in Creswell, 2012): open coding,

axial coding and selecting coding.

During this process, the researchers wrote some memos after the analysis of each set of

data and triangulated them with the purpose of crosschecking, comparing and contrasting data

from the instruments to explain things that seemed to contradict or not support each other to

extract the conclusions (Burns, 2010).

Accordingly, the teacher-researchers started the open coding phase reading line by line

each set of data of the three instruments (teacher-researchers' journal, learners' diaries and

interviews) highlighting keywords as patterns or repeated themes, concepts and properties with

different colors as a way to identify, conceptualize and name them (See Appendix I). The corpus

of database was read and re-read to develop "theoretical sensitivity" or the ability to perceive

variables and their interrelationships. This sensitivity was influenced by literature review

(Borgatti, 1996). Because of this initial analytic point, 23 indicators were coded (See Appendix J).

In the axial coding phase, the teacher-researchers looked for the interconnections among the indicators. Interrelated perceptions, feelings, beliefs, attitudes and behaviors were grouped within a "higher level concept" or category (Corbin and Strauss 2008, as cited in Creswell, 2012) and two general concepts or themes emerged as broad categories. Indicators that "provided more detail about each category" were identified as subcategories (Creswell, 2012, p. 426). After a constant comparison, the corpus of data was combined and reduced; hence, the categories and subcategories were refined.

After the analysis of the connections among the categories, the selective coding produced a core category as "the basis for writing the theory" (Creswell, 2012 p. 435) that led to answer this study research question. Figure 2 shows the relations of the other categories in regard to the core category as a central theme.

Core category: Engaging students in an active and comfortable EFL Learning environment and Self-Direction process.

It was found that the intentional and pedagogical correlation among Collaborative Learning and Self-Directed Learning principles turned out to be, became in an interrelated form of engaging students in an active and comfortable EFL learning environment and Self-direction process.

According to Gonida, Voulala, and Kiosseoglou, (2009, as cited in Yang 2011), learners' engagement refers to "the intensity and quality of students' involvement in initiating and carrying out learning activities" (p.182). Three interrelated dimensions evidence students' engagement (Fredricks, Blumenfeld, & Paris, 2004, cited in Yang, 2011): Behavioral

engagement, observed through actions to reach specific outcomes, such as class participation and task completion. Emotional engagement, referred to sharing feelings about learning with teachers and peers. Cognitive engagement, referred to the amount and type of strategies that learners use for task completion and solving problem.

Forty A1 EFL learners, members of mixed-ability classes with high and low achievers from the largest groups of two public schools were intervened with the strategy Scaffolding-Based Collaborative Learning Teams (SBCLT), which was intended to take advantage of this apparent problematic situation in order to with the purpose to foster Self-Directed Learning and engage these students in Learner-Centered Classrooms. Teacher-researchers found facts that indicated emotional and behavioral engagement after the analysis of the whole data set.

Creating a safe, active and comfortable learning environment

Overcoming Challenges of the Collaborative Learning for the growing of Team skills.

Awareness of Learning Improvement in Teams.

Shifting the teacher´s role for Independent and active learning.

Fostering Personal attributes of Self-Direction

Awareness of Self-Directed Learning and Lifelong learning

Encouraging the Self-regulation process

Increasing Self-Motivational beliefs for Learning through Self-regulation

Engaging students in an active and comfortable EFL environment and Self-direction process
CORE CATEGORY

Figure 2 – Core Category, Categories and Subcategories

At the end of the intervention, findings showed a gradual engagement of students in a new co-constructed scenario that involved two essential elements. First, a collaborative atmosphere supported by scaffolding from teachers and peers created new opportunities for students to maximize learning through interaction and knowledge construction within the teams. Second, the SDL 5-step model implemented fostered personal attributes for Self-Direction derived from a series of actions that that pursued self-management, self-monitoring and self-motivational beliefs. The following analysis shows the flow of data that supports these findings.

Category 1: Creating a safe, active and comfortable learning environment.

EFL classrooms are in many cases the unique setting that offers opportunities to A1 learners for the English exposure and practice (MEN 2006; Nguyen, 2013). Outcomes show that participants of this study were involved progressively in the co-construction of an active and comfortable learning environment, through the Scaffolding-Based Collaborative Learning Teams (SBCLT) strategy. Findings confirm assumptions pointed out by Smith and Macgregor (1992), Beatty and Nunan (2004) regarding collaborative environments, even though it was evident that challenges appeared, they were pedagogically directed through students training for the sake of Social skills development within teams. Students were aware of their learning improvement, despite of the particularities of their proficiency and reported the benefits obtained in this new scenario. Consequently, a shifting in teacher and students´ roles was evident.

Subcategory 1: Overcoming Challenges of the Collaborative Learning for the Growing of Team skills.

Soller (2001) underpins that placing students in a group to carry out a task do not guarantee that they interact effectively in teams. Findings of this study confirm this thought since data obtained shows students' complaining regarding some aspects that evidence the challenges

of the CL. Comments related with students´ beliefs about teamwork, personal attitudes and the drawbacks to maintain a balance within the team were expressed by students and corroborated by teacher-researchers. The analysis of the data, especially, from the first three interventions evidences low commitment with time management, no interest in class activities, lack of responsibility, no involvement in team work especially high achievers and no division of work, although they appeared to enjoy working in teams.

"No me pareció que a mí me tocara decir la mitad de lo que le tocó a Vale" S6.Entry 1

"No trabajé en la casa, no hice las tareas, no sabía, no estudie, no repasé y no cumplí
con el compromiso del grupo" S8.Entry1

"Sí es importante Inglés, no nos pusimos de acuerdo con los materiales, yo tampoco traje
materiales, yo quería hacer este proyecto pero no le puse responsabilidad al proyecto" S10.
Entry 1

"No me gusta el trabajo en grupo porque no salen con nada las de mi grupo, me gusta
individual porque tenemos nota individual" S19. Entry 1

"No, trabajar con mis compañeros no me gustó porque ellos me regañaban como si me
mandaran" S3. Entry2

"A veces había estrés por falta de responsabilidad o pereza y no cumplía con mis actividades de aprendizaje auto-dirigidas o el diario de clase, pero fue una experiencia bonita." S25, Entry 3

"En su momento no me agradó la idea, pues pensé que nos iban a recargar de trabajo y no me iba a traer muchos beneficios" S37. Entry 5

"Today I emphasized the importance of the Individual work and the Collaborative work.

I still spent too much time explaining and modeling it in Spanish.

We watched the videos again and we have adopted the slogan: Todos nos salvamos. I noticed that many students did not do the individual work, because they did not do homework and they were waiting for good students to do the teamwork. Furthermore, they did not pay attention to the instructions and modeling and they asked me to repeat the steps" Teacher's journal, September 12th.

"I had inconvenients with three students' parents who cheated their individual work. They did not recognize their daughters' act and they were more concerned about the disciplinary school punishment without raising awareness about the ethical considerations. Anyway, the students were sanctioned with a register on student's chart and a written warning" Teacher's Journal, September 16th

Because of the above first impressions and reflections, the teacher-researchers intensified motivation, assistance to the teams and Scaffolding by modeling the required task through the SDL 5-step model, the roles and the expected skills they had to play within the SBCLT as part of

class routines. Results evidenced that these actions had positive effect on students´ attitudes toward Collaborative Learning and their awareness as team members started to increase.

However, there were students who did not like SBCLT, as the following excerpts show:

"Today we continued organizing the Project: 'A healthy recipe'. I gave a format to students re-write the recipe correctly. The last class was a week before; most of the groups did not bring the recipe draft. Hence, most of them had to write it again. One of the teams had a discussion for this fact and decided not to work. It was noticeable that good learners wanted to do the work and the others only observed and did not show interest. It was necessary to emphasize the characteristics of effective teams with the video 'El carpintero y sus herramientas" Teacher's journal, September 19th.

"No puedo decir que todo salió bien pero me gustó la forma en que se expresaron mis compañeros, por eso pienso que todo salió bien" S 15 Entry 2

"Que de pronto no compartíamos las mismas ideas...Hablar y decidir qué era lo mejor y así lo solucionamos" S10. Entry 3

"Que estoy aprendiendo a trabajar en grupo aunque no me gusta y que debo traer todas las actividades" S19. ENTRY 4

"Mi grupo es genial, no hay problemas gracias a la profe que nos enseña" S17 Entry 5

"La estrategia que más me ayudó fue el trabajo colaborativo ya que por medio de mis compañeras podemos analizar las explicaciones del profesor y ayudarnos en el desarrollo de las actividades" S37. Interview. Question 14

As time passed, students were assuming the importance of the CL, complaining was disappearing and learners took new attitudes, an active role in class and within the teams. Excerpts evidenced that group work (which actually happened at the beginning) was evolving to teamwork and essential components of the collaborative Learning (Jianhua & Akahori, 2001) such as clear positive interdependence, promotion of the team member's learning and success, personal responsibility and interpersonal appropriated behaviors were increasing. Furthermore, according to theorists (Soller, 2001; Johnson et al, 2005) effective teamwork skills that required academic teaching such as, decision-making, trust building, cohesion, and conflict management were enhanced due to interventions. Comments about the growing of the team skills emerged from the data.

"Aprendí a trabajar en grupo, a colaborar en el grupo y a ayudar" S4. ENTRY 3

"Que trabajar colaborativamente es más fácil para realizar trabajos, se nos facilita y colaboran" S.9 ENTRY 4

"Que no importa que uno solo se salve sino que todos aprendan" S19 Entry 5

Sí porque en grupo trabajamos mejor y podemos entender cosas que no sabemos. S. 6. Interview. Q 12

"Sí, sí. Así uno se sentía más tranquilo para hacer los trabajos" S5 Interview. Q5

"El trabajo colaborativo pues al conocer las experiencias de mis compañeras me ayudan a seguir creciendo y a superar mis falencias" S24. Entry 6

"Sí. Por ejemplo las actividades en grupo como exposiciones donde todas nos apoyamos y cumplimos un papel según la fortaleza de cada niña" S26. Interview. Question 2.

Subcategory 2: Awareness of Learning Improvement in Teams.

Findings in this regard showed the positive impact that peer scaffolding had on students' learning and attitudes improvement toward their involvement in class activities.

Since one of the aims of this study was encouraging learners (those considered as high achievers) to provide peer scaffolding (although they did not know the term) to low achievers, students were expected to assist mutually to carry out collaborative tasks or projects, the results showed students' perceptions about peer support in helping them to improve skills, ideas and behaviors. Excerpts evidenced that students felt motivated to accomplish the tasks, maintained interest to attain academic goals, and hence the risk of failure was reduced and learning awareness was achieved. It shows similarities with the studies of Fernández et al., (2001) and Nguyen (2013) since they described and reported some of the features of scaffolding as well (Wood et al., 1976, as cited in Fernández et al.).

"Me gustó porque me gustó enseñarle a mis compañeros y aprendí las partes del cuerpo" S15. Entry 2

"Si yo colaboré con un compañero a que pronunciara bien las palabras" S5. Entry 3

"Aprendí a utilizar los comparativos con mis compañeros, ellos me colaboraron" S18. Entry 5.

"Sí nos ayudamos a entender gramática y vocabulario o a decir bien las cosas" S9.

Interview Question 15

"El trabajo colaborativo pues al conocer las experiencias de mis compañeras me ayudan

a seguir creciendo y a superar mis falencias"   S24. Interview Question 14

"El karaoke, la exposición sobre países, estas actividades me ayudaron mucho en la

pronunciación y en la lectura del área, ya que nuestras compañeras nos ayudaban a pronunciar

mejor palabras que se nos dificultaban" S42. Interview Question 2

Data also revealed evidences of contextual support and intersubjectivity, features of

scaffolding stated by Van Lier (2004) reported by Nguyen (2013). Comments are related to

attitudes that led participants to have a safe and enjoyable environment for learning through peer

effective support.

"Nos comprometimos a hacer todo el proceso colaborativo de mis compañeros y así lo

hicimos todo bien" S. 20 Entry 1.

"Mis sentimientos fueron colaborarnos mutuamente y me divertí tratando de entender lo

que me decían" S8. Entry 2

"Antes, estudiar, durante explicar y felicitar a los que lo hicieron bien que fueron todos"

S20. Entry 5

"Sí porque mis compañeros me ayudaban y yo entendía más y porque prestaba más

atención y entendía más" S16. Interview, Question 5

"Si, nos colaboramos mucho en grupo haciéndonos apoyar todas así todas entendemos y

además son creativas" S38. Interview. Question 2

"Trabajo en equipo porque así todas proponemos ideas, de las cuales aprendemos más y

ponemos en práctica de una forma divertida" S40. Interview. Question 14

Findings also revealed that high achievers were willing to influence on low achievers' improvement. In this regard, comments showed that students took advantage of the strategy SBCLT since they acknowledged that practicing vocabulary and grammar rules already acquired helped them clarify concepts and misunderstandings and improve skills in teams.

"Si porque si uno no sabe ellos le explican a uno"S20. Entry 2

"Les dije que por favor se sentaran, colaboraran y funcionó" S3 Entry 3

"Sí porque colocó los niños que no saben con los niños que si para que les explicaran y aprendieran más" S2. Interview, Question 1.

"Sí porque habían niños que sabían mucho y otros que no y eso estuvo bien" S11.

Interview, Question 1.

These findings suggested that students benefited from the beliefs of their partners' expertise which made them have increased motivation and self-confidence, same findings reported by Wu, Farrell & Singley (2002).

Subcategory 3: Shifting the teacher´s role for Independent and Active Learning.

It seemed that students did not perceive the changes in teachers' roles during the interventions. However, excerpts from students' journals revealed less teacher's dependence. Asking for the aid of their partner, searching words in the dictionary, finding solutions among themselves are some of the characteristics found in the data.

"Cuando tengo algún problema que no entendí una palabra busco en el diccionario" S 16. Entry 3

"Le dije a una compañera de mi grupo que me explicara" S18. Entry 5

"Me preparé/ Durante, seguir instrucciones de la profesora y de mis compañeros/ Después la analicé" S10.Entry 5

"Si bastante esto me ha incentivado a buscar más, actualmente existen muchos recursos como en la web, donde encontramos muchas alternativas de aprendizaje" S24. Interview. Question 6

"Sí, a veces el diálogo con amigas que saben más del tema y me ayudan a comprender cosas que no entiendo" S26. Interview. Question 15

"Nos responsabilizamos de realizar actividades en el hogar para reforzar los temas vistos o dudas en clase" S30.Interview.Question 11

Nonetheless, interviews showed a great evidence of the students' perceptions about the role of the teachers: facilitator, promoter, encourager and mediator; which in sum led to independent and active learning. Furthermore, excerpts revealed evidence of modeling, bridging and contextualizing, which are considered by Walqui (2006) types of instructional Scaffolding.

"Sí porque usted pasa por los grupos y si uno no entiende algo usted nos explica" S7. Interview, Question 7

"Sí, nos explicaba, nos motivaba y nos ayudaba a solucionar conflictos" S13. Interview, Question 7

Sí. Escucharnos, explicarnos, nos ayuda a identificar errores. S8. Interview, Question 10

"Sí porque nos explica con ejemplos y nos motiva para que nosotros mismos hagamos las actividades y nos ayudemos unos con otros" S4. Interview, Question 10

"Sí, colocándonos a hacer diferentes trabajos comunicativos." S20. Interview, Question10

"Mrs. Hernández es nuestra orientadora, ella nos ayuda a que le cojamos amor y cariño al Inglés del mismo modo que nos interesemos por aprenderlo" S23.Interview. Question 8

"Cuando debíamos realizar las actividades Mrs. Hernández nos apoya y guiaba

facilitándonos el proceso" S29. Interview. Question 8

Excerpts from the teacher's journal at the end of the interventions revealed significant changes in classroom climate since the strategy Scaffolding-Based Collaborative Learning Teams generated great achievements in students' attitudes. They appeared to be actively engaged in purposeful tasks and therefor, constant changes in the teacher's role turned out as a result of the dynamics of the strategy.

"Today students were very motivated doing the task (Interview to partners). It seemed that the fact that they could use utterances as in the real life, made them feel confident. Although there were still some students who did not work effectively within the teams, some others have showed interest. I observed Juan M working actively in his group. Yesi was assisted by her partners and she didn't copy from them anymore" Teacher's journal, November 8th

"It was gratifying that students were more active in class. Some of the reluctant speakers raised their hands to participate. One of them went to the board and gave an example. Today was easier to set individual and team goals. I also observed them working more confidently and spending less time on individual work" Teacher's journal, November 14th

Category 2: Fostering Personal attributes of Self-Direction

"Learners who take personal responsibility in learning have ownership of their own process, set learning goals, and accept the consequences of their thoughts and actions" (Chee et al., 2011). This assertion summarizes the main effects found after participants were explicitly taught about the SDL 5-step model during interventions.

Results of this category showed personal attributes (Chee et al., 2011) for Self-Direction fostered by means of instruction. Evidences revealed that this training (as Acero, 2012 & Chee et al., 2011 propose) had positive effects on their ownership of learning and self-regulation process, which have to do with self-metacognition and self-monitoring. Consequently, self-motivational beliefs for learning were enhanced, since participants could sustain the effort and persevere to achieve individual and common goals.

Data analysis through methods and theory triangulation supported the findings that showed the close relation that exists between Collaborative Learning and Self- Directed Learning.

Subcategory 1: Awareness of Self-Directed Learning and lifelong learning

Data revealed that students have developed awareness of Self-Directed Learning and its importance on both their academic performance and future life, which indicates that they have engaged in "ownership of learning". It means they have started a process of responsibility for their own learning (Chee et al., 2011). For them, independent learning without the teacher's help or supervision agrees with Treffinger (1975, as cited in Van Deur, 2004) who describes SDL as a process of moving from teacher prescribed class activities, toward learner's control of the choices and options provided by the teacher.

"Es cuando yo me puedo dirigir a mí misma y decidir qué quiero aprender" S16.

Interview. Q9

"Sí porque no tienen que estar mandándome a hacer y yo puedo revisar y organizar mi

trabajo" S9. Interview Q13.

"Porque somos cada una de nosotras quienes estamos a cargo de nuestro aprendizaje, la profesora nos orienta pero somos nosotras las que desempeñamos la actividad" S26. Interview.

Q6

"Es aquel aprendizaje que yo hago por mí misma en el cual miro mis fortalezas y debilidades, me evalúo y refuerzo mis conocimientos" S39. Interview.Q10.

"A veces la profesora nos ayuda pero gracias al aprendizaje auto-dirigido todas aprendemos en algunos casos sin depender de ella" S34. Entry 7

Zimmerman (2002) suggests that teachers should encourage learners to become self-aware of their individual differences and lead self-regulated processes. Data revealed students have started to internalize the SDL 5-step model due to the explicit instructions provided and the labeling of some steps as excerpts show:

"Antes mirar cuáles palabras estaban mal, durante corregirlas y después buscar en el diccionario" S 4. Entry 5

"Sí, uno va analizando, buscando soluciones, leyendo y viendo todo. Puedo analizar más fácilmente, no depender sino aprender diferente en equipo" S3. Interview Q 12

"Que uno para hacer un proyecto se puede plantear cómo hacerlo, qué recursos usar y cómo quiere que le quede" S5. Interview. Q9.

"Sí porque podemos en nuestras casas seguir los pasos que en la clase aprendimos."

S10. Interview. Q12

"Es el ser nuestros propios jueces, es competir con nosotros mismos, es realizar más actividades que me sirven para mi aprendizaje siendo yo mismo quien me evalúo" S24. Interview. Q10.

"SDL Es la manera en la que cada quien busca la manera de brindarse conocimiento a través de diferentes recursos como libros, internet, películas, canciones, juegos, etc." S35. Entry 6.

"Si pues ya conozco mis fortalezas y debilidades lo cual me permite conocer hacía donde debo enfocar mis metas y propósitos académicos" S29. Interview.Q3

Subcategory 2: Encouraging the Self-regulation process

Zimmerman (2000, as cited in Zimmerman, 2002) states that "Self-regulation refers to self-generated thoughts, feelings and behaviors that are oriented to attain goals" (p.65). Zimmerman asserts that through this self-directed process learners are able to transform their mental abilities into academic skills.

Researchers of this study could determine that this process was encouraged academically through the interventions. Writing the diary, setting the plan for the term (in school 2) and implementing the SDL 5-step model fostered self-management and self-monitoring, which according to Chee et al., (2011) are aspects related to Self-Regulation.

Setting goals, adopting strategies, monitoring progress, improving time management, self-evaluating their work for future adaptation, were components of this self-regulation process (Zimmerman, 2002) that participants adopted as a pathway to follow in order to improve their English competence and acquire habits of lifelong learning. These aspects were found in gifted students and are considered by Van Deur (2004) as effort orientation to self-directed learning. Excerpts from students' journal and teacher's diary support these assumptions.

"Cada uno se propone a conseguir una meta y yo sí la conseguía". S19. Interview Q4

"Sí porque es importante autoevaluarse porque uno va a aprender más y mirando los errores para mejorar." S14. Interview Q 13.

"Si creó en mi un hábito y me ayudó a usarlo no solamente en el área de inglés sino en las demás áreas y así mejorar mi nivel académico." S24. Interview. Q5

"El aprendizaje auto-dirigido me ayudó a formular mis metas, a tener claros mis objetivos respecto a una actividad o trabajo que realice." S25. Entry 7.

"Si porque primero busco actividades que me sirvan luego desarrollo y corrijo lo que me quedó mal y de esa forma aprendo inglés." S39. Q11

"El trabajo en equipo me ayuda a compartir los distintos conocimientos con mis compañeras. El diary me ayuda a ampliar cada día mi vocabulario y emplearlo correctamente." S25. Interview. Q14

Subcategory 3: Increasing Self-Motivational Beliefs for Learning through Self-Regulation

For Garrison (1997) "Motivation plays a very significant role in the initiation and maintenance of effort toward learning and the achievement of cognitive goals" (p.26). Results evidenced that the implementation of SBCLT shifted students to become active and motivated learners, which was favored by a balance between extrinsic and intrinsic motivation. This fact appeared contradictory for researchers since students had shown motivation during classes and it was corroborated in the diagnostic questionnaire (school 1). Theory triangulation (Denzin, 1978,

as cited in Nunan & Bailey, 2009) indicated that participants actually developed Self-
motivational beliefs for learning, that is to say their Self-efficacy. Winne (1991, as cited in Van
Deur, 2004) defines "self-efficacy as a person's belief about his or her own competence, ability
and power to achieve specific goals" (p. 66).

Findings corroborated the positive impact that attainable goals had on students' Self-
efficacy during the interventions. As authors suggest (Garrison, 1997; Zimmerman, 2002; Van
Deur, 2004; Wood & Bandura, 1989 as cited in Alvarez & Cuesta, 2012), these acted as
motivators for students to pursue setting their own goals and maintain interest.

Setting personal goals became in the rational intention that increased authentic interest
(internal states) on the task or project proposed and sharing and constructing knowledge with
peers, became in the external conditions that influenced students' motivation at the time of
assuming responsibility for their own learning (Garrison, 1997).

Furthermore, self-reflection (through the diary) on teamwork effectiveness generated
intrinsic task interest and enhanced Self-satisfaction to continue improving their learning
methods. To sum up, participants increased their self-motivational beliefs because their Self-
Regulatory processes were enhanced through the interventions (Zimmerman, 2002).

Excerpts evidence results from theory triangulation:

*"Sí porque ahora en vacaciones estudiaré más Inglés y me he propuesto más metas para
llegar a ser profesora de Inglés"* S3. Interview Q6

*"Si totalmente, es un área, un lenguaje que aprecio mucho y que considero muy
importante para mi futuro, esto me hace querer ser la mejor, estudiar y ser excelente aprendiz de
este lenguaje."* S40. Interview. Q6.

"Escribir mi diario fue una idea y un apoyo magnífico ya que en él podía expresarme y decir lo que había aprendido en la clase, lo que me gustaba y lo que no. Y el trabajo en equipo me sirvió porque aprendí a compartir y a perder el miedo a pasar al frente." S28. Interview. Q14.

"Si todas las actividades me motivan a saber más de inglés y me dan energía para saber más allá de lo aprendido en clase." S27. Interview. Q6.

Chapter Six: Conclusions and Pedagogical Implications

Based on the objectives of the study and the research question: To what extent does the Scaffolding-Based Collaborative Learning Teams strategy promote support among high and low achievers and foster Self-Directed Learning to engage A1 EFL students in a Learner-Centered classroom?, researchers could observe the positive impact and extracted the following conclusions:

Regarding the effects of the implementation of Scaffolding-Based Collaborative Learning Teams (SBCLT) strategy, the researchers identified the necessity of establishing in schools a new structure of class routines and a pedagogical rigor designed for this purpose. Empowering students to adopt the innovative strategy by giving instruction on Collaborative Learning and Self-directed Learning encouraged them to achieve different individual and team learning goals. This action triggered the creation of a safe and comfortable EFL learning setting with less teacher's dependence and a progressive learners' active involvement in class activities according to their abilities, attitudes and decisions. In spite of the lack of resources, especially in school 1 that most of the students come from strata 1 and 2, learners could benefit from new pedagogical proposals that promotes a shifting in teachers and students' roles.

In respect to Scaffolding as the base for boosting support among high and low achievers results showed the benefits for both academic levels of learners (high and low achievers) who increased their self-motivational beliefs to learn generating a mutual constructed assistance. Accordingly, evidences of some features of Scaffolding referred in Fernández, et al (2001) and Nguyen (2013) were found. Similarly as in Wu et al.'s (2002) study, by working with more capable peers and being aware of their strengths, low achievers felt more confident to ask for help, clarify concepts and support their learning progress and hence, skill improvement was

acknowledged. High achievers started the process of assuming a new role as promoters of their classmates' learning and adjusted actions with the purpose of supporting them. These findings showed similarities with Ghafar & Dehqan (2013), however in the current research, the teacher provided scaffolding to both high and low achievers at the same level of assistance.

In relation to Self-Directed learning, training students on Knowles' five-step model gave them foundations of this approach and originated a dual process. Firstly, students started to acquire personal characteristics of self-direction as an outcome of their Self- reflections on the diary. Secondly, performing collaborative tasks required metacognitive processes to optimize goals and outcomes through the SDL 5-step model that fostered Self-regulation processes (Goal setting, Self-management, Self-monitoring and self-motivational beliefs) which confirms Dekker, et al. (2006) findings that students working collaboratively keep balanced approaches by monitoring and adjusting their Self-regulation process.

Regarding the initial claims about engaging students in Learner-Centered classrooms, through an intentional correlation between Collaborative Learning and Self-Directed Learning important findings of this study for researchers and teachers has shown that remarkable changes arose after interventions. One of the main outcomes was a paradigm shifting in teacher and student role. The role of the teacher changed in each specific moment: a facilitator of English learning, a trainer in new trends (Collaborative Learning and Self-Directed Learning), an encourager and a promoter of new practices within teams (Scaffolding and social skills). Teamwork shifted the role of the students from passive to active learners engaged in their English learning and Self-Direction Process.

An active EFL Learning environment with independent learners, supporting mutually to construct meaning, having the interrelated Scaffolding scales to foster Self-Directed Learning

indicates that Scaffolding-Based Collaborative Learning Teams can be an advisable strategy, especially for large groups, that leads to engagement in Learner-Centered classrooms. Hence, state schools could make possible the target of reaching an Intermediate level ((B1) in eleventh grade changing their traditional paradigms and continue researching new ways of developing students' competences and 21st century skills.

Pedagogical implications

A new classroom atmosphere appeared due to the implementation of Scaffolding-Based Collaborative Learning Teams and it required pedagogical support to overcome constraints that came up especially at the beginning of the process. High quality in teamwork required teaching and practice from the students guided by the teacher.

Contrary to the results showed by Toro (2007), students benefited from Scaffolding-Based Collaborative Learning Teams (SBCLT) composed by mixed ability students, since this study was focused on supporting low achievers' learning with the aid of high achievers. It required constant encouragement by the teacher in order for them to assimilate the importance of supporting others, since most of them did not want to work collaboratively to avoid bad grades obtained from teamwork assessment.

Self-Directed Learning skills need to be taught systematically because it takes time to master each one of the 5- Step model. It cannot be expected that students acquire the skills promptly, especially children, it is necessary to help them to assimilate the model as a process letting them to be aware of the appropriated actions of each step, before moving on to the next.

Finally, it is vital to promote "a thinking curriculum" where takes place a dual agenda to teach content and process for all students. SDL and CL are models that required to be taught

through practice, training, developing worksheets and formative assessment developed by students. They need to adapt the model to their own characteristics and acquire the skills for other subjects of the curriculum. (Tinzmann, et al, 1990)

Limitations

This study was conducted during the last term of the academic year. This fact became a major limitation since the intervention process was continuously interrupted by institutional requirements or activities such as vacation time, institutional week, implementation of Pruebas Saber, last term exams and academic assignments by the end of the year. Furthermore, some students missed classes. These time constraints affected data gathering for the whole group and the participants of the study were reduced to forty learners, in order to avoid generalizations.

Following the Grounded Theory principles in order to code and categorize data was demanding for novice researchers; in addition, identifying the categories and subcategories was a difficult task since some excerpts appeared to be very similar and consequently it was challenging to classify them after many hours of analysis and triangulation.

Further research

Although the effects of Scaffolding were strongly highlighted by participants on the instruments, the study did not inform about the specific types of interactions that were carried out and the researcher did not have information about the particularities within teams. For further research, it is necessary to examine the strategy in a small-scale study to evidence rigorously the types of scaffolding and their effectiveness.

Results showed that participants were positively influenced by the establishment of individual and team goals; however, the study did not give account on goals achievement and

how they were attained. For future research, the implementation of other instruments such as checklists could better inform about this aspect, which was the point of departure for Self-Direction process.

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Appendixes

Appendix A – Principal and Parents' Consent Letters

Appendix B – Data Collection Instruments: Diagnostic Instruments

Appendix C – Data Collection Instruments: Diary Format and Free Reflections

Appendix D – Data Collection Instruments: Teacher's Journal

Appendix E – Data Collection Instruments: Interview Protocol

Appendix F – Timeline for the Pedagogical Interventions

Appendix G – Lesson Plan

Appendix H - Screenshots of Facebook School Group

Appendix I – Open Coding Phase Sample

Appendix J – Indicators from Open Coding Phase

Appendix A – Principal and Parents' Consent Letters

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Acapulco, Agosto 22 de 2012

Licenciado,
HUGO AGUILAR RODRÍGUEZ
Rector Instituto Miguel Sánchez Hinestroza
E. S. M

Reciba un cordial saludo,

Con la presente quiero solicitar muy comedidamente su autorización para realizar una investigación en la institución como parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto dirigido –Programa Virtual- de la Universidad de La Sabana y Anaheim University.

Los estudiantes de cuarto grado han sido los seleccionados para tomar parte de este estudio relacionado con el aprendizaje colaborativo, el trabajo autónomo y la formación de hábitos de aprendizaje auto-dirigido para su vida, como estrategias para mejorar su proceso de adquisición del idioma Inglés. Esto implica la planeación e implementación de actividades como debates, proyectos grupales, solución conjunta de problemas y otros; así como también, la recolección de datos por medio de instrumentos propios de una investigación.

Agradezco de antemano su valioso apoyo para llevar a buen término mi investigación.

Atentamente,

FRANCELY CAICEDO VERA
Docente investigador
Estudiante de Maestría en Enseñanza del Inglés para el Aprendizaje Auto-Dirigido

LUGAR Y FECHA

Apreciados padres de Familia:

Las estudiantes de 9º han sido seleccionadas para participar en una investigación relacionada con el trabajo colaborativo y el fomento del Aprendizaje Auto- dirigido del idioma Inglés. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto-dirigido –Programa Virtual- de la Universidad de La Sabana y cuenta con la aprobación de la Rectora de la Institución.

Por lo anterior, comedidamente solicito su consentimiento para la participación de su hija en mi propuesta de investigación, que se llevará a cabo durante el tercer período del año en curso. Esto implica la planeación e implementación de actividades como proyectos grupales, solución conjunta de problemas, elaboración de diarios, actividades lúdicas y otras; además de la recolección de datos por medio de cuestionarios, ejercicios de reflexión en relación con las estrategias utilizadas. Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento y acepta voluntariamente que su hija participe de la investigación la estudiante podrá tomar parte en las actividades de la misma. Así mismo, usted puede decidir rehusarse a dar dicha autorización. Sin embargo la participación de su hija será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Aura Janneth Hernández Uribe   Acepto Participar
Profesora de Inglés INGAMIS.   (Nombre de la Estudiante y firma)

       _____

HNA. ANGELA VAQUERO FRANCO   (Nombre del padre de familia y firma)

Rectora Instituto Gabriela Mistral   Padre de familia o Acudiente

Appendix B - Data Collection Instruments: Diagnostic Questionnaire and Proficiency Test

School 1 Diagnostic Questionnaire

- **COLLABORATIVE LEARNING**

	Never	Sometimes	Usually	Always
1. I exchange information between my classmates in-group.	11	23 52.2%	10	0
2. I learn English by working with some classmates in groups	3	15	10	16 36.3%
3. I learn from my classmates when I work in groups	2	13	11	18 40%
4. I am able to do my class assignments more when I am working in a group	5	14	7	18 40%
5. When I work in a group, I feel confident because my classmates work as I do.	13	19 43%	4	8
6. When I work in a group, I am able to organize the way to work.	5	8	12	19 43%
7. I am more productive when I work in a group.	4	18 40%	10	12
8. When I am working in a group, I know what my responsibility is.	1	2	13	28 63%
9. I am more comfortable working with my classmates.	5	17 38.6%	10	12
10. I express my ideas without a problem when I am working in a group.	4	15 34.09%	13	12
11. When I work with some classmates, I and my classmates decide on what to learn and how to do it.	2	14	7	21 47.7%

- **SELF DIRECTED LEARNING**

	Never	Sometimes	Usually	Always
1. I make decisions for myself.	7	15 34.09%	8	14
2. I learn something new on my own.	6	19 43%	6	13
3. When I do a task, I do it as well as I can.		10	7	27 61.3%
4. I set goals to achieve for myself.	4	11	13	16 36.3%
5. I feel confidence about I do.	2	23 **52.2%**	5	14
6. Before doing a work, I plan it well.	3	15 34.09%	10	15 34.09%
7. I am ready to participate in new activities.	4	10	13	15 34.09%
8. I work hard in my tasks.	3	21 47.7%	9	11
9. I keep even know the work is hard.	5	8	18 40%	13
10. When I finish a task, I am able to judge how I have done it.	12	18 40%	7	7
11. When I do a task, I often use available resources.	0	14	9	21 47.7%
I like to find out how much my English is improving by:				
12. Having the teacher assess my work.	4	11	8	21 47.7%
13. Checking my own progress /correcting my own mistakes.	0	12	17 38.6%	15
14. Being corrected by my fellow students.	20 45.4%	9	6	8
15. Being evaluated during the development of a task.	3	9	11	21 47.7%

- **MOTIVATION IN LANGUAGE LEARNING**

	Never	Sometimes	Usually	Always

1. I like to learn English	1	5	3	34 **77.2%**
2. I am a good student of English.	3	11	17 38.6%	13
3. I use English out of the school.	10	16 36.3%	8	10
4. I think English is easy and fun	1	6	8	29 **65.9%**
5. I like trying to speak English.	4	13	9	17 38.6%
6. I enjoy doing English tasks.	3	10	10	20 45.4%
7. I expect to do English well this period.	0	2	4	38 **86.3%**
8. I encourage myself to do a work.	2	16	17 38.6%	9
9. I have positive thoughts of me.	2	15 34.09%	12	15 34.09%
10. I am motivated to help my classmates learn.	3	11	14	16 36.3%
11. I think English is useful now.	3	6	8	27 **61.3%**
12. I think learning English will help me in my future work and studies.	2	2	10	30 **68.1%**

School 2: Proficiency test online

Retrieved from: http://www.hli.co.uk/english/english-tests/english-test-online.php

Appendix C - Data Collection Instruments: Diary Format (School 1) and Free Reflections

(School 2)

School 1 format

ENTRY:	DATE:
TASK:	
¿Qué aprendí de esta tarea?	
¿Qué recursos/ materiales utilicé?	
¿Qué problemas tuve al realizar esta tarea?	
¿Qué hice para resolver el problema?	
¿Qué hice antes /durante / después de la tarea?	
Mis sentimientos antes /durante / después de la tarea:	
¿Trabajar con mis compañeros me ayudó a realizar la tarea?	
¿Fue fácil seguir instrucciones y organizar el trabajo de grupo para el éxito de la tarea?	
¿Haría algo diferente para futuras tareas?	

School 2 - Learners' Diary (Free Reflections)
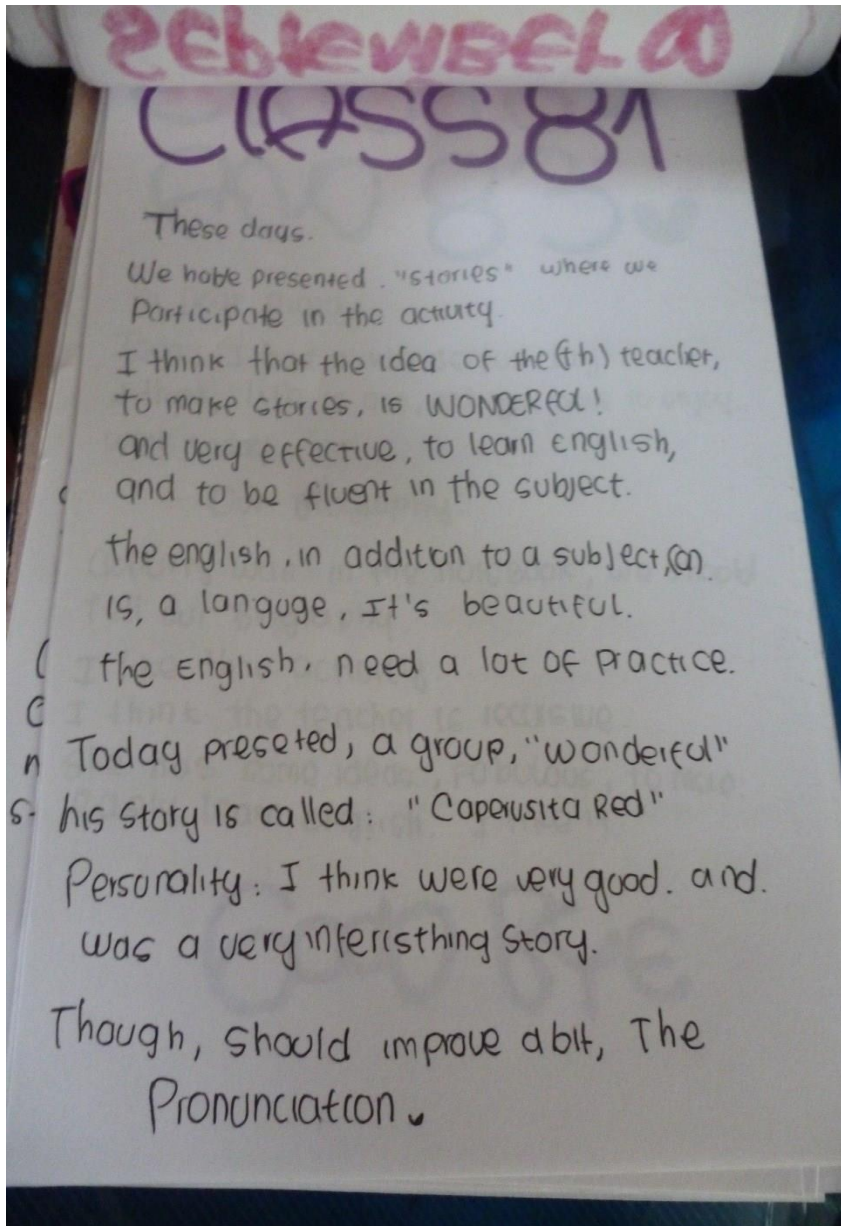
Appendix D – Teacher's Journal

GENERAL STRATEGIES FOR SUCCESSFUL LEARNING CIRCLE

FIELD NOTES TEMPLATE

Prepared by Acero Claudia

Adapted by Caicedo Francely

Name of co-researcher:			
University Code Number:			
Institution:			
Date of Class: DAY MONTH YEAR **Week No. _____**		**Time of Class:** **Length of class:**	
Class/grade:		**Room:**	
Number of students:		**Average age of Students:**	
Lesson Number			

Lesson Number				
1	2	3	4	**Research Circle Leader:**
5	6	7	8	

OBSERVATIONS	NOTES TO SELF

Appendix E – Data Collection Instruments: Interview Protocol

GENERAL STRATEGIES FOR SUCCESSFUL LEARNING CIRCLE
INTERVIEW PROTOCOL
Prepared by the Research Team
Directed by: Claudia Acero

Interviewee:	Date
Grade: 9-2	Time: 30 minutes.
Interviewer: Aura Janneth Hernandez Uribe	

TOPIC 1 COLLABORATIVE LEARNING
Question 1:¿Consideras que el docente tuvo en cuenta tus habilidades comunicativas para la conformación de los equipos de trabajo?
Response
Question 2: ¿Consideras que la estrategia aplicada (aprendizaje colaborativo) te ha ayudado a tener más control sobre lo que estás aprendiendo?
Response
Question 3¿Consideras que has realizado tareas colaborativas? Si la respuesta es sí, enuncia ejemplos de ellas y explica tu respuesta.
Response
Question 4:¿Consideras que estás en capacidad de formular tus propios objetivos de aprendizaje?
Response
Question : 5 ¿Has aprendido con tu equipo de trabajo colaborativo? ¿Te gustó la experiencia, si, no? ¿Por qué?

Response

TOPIC 2 MOTIVATION
Question 6¿Consideras qué estás más motivado hacia el aprendizaje del Inglés?
Response
Question 7:¿ Consideras que el docente se acerca a tu equipo de trabajo y les brinda su apoyo?
Response
Question8 .   ¿Cómo te motiva el docente?:   a. Compartiendo su conocimiento con los diferentes equipos de trabajo.   b. Actuando como un mediador.   c. Actuandocomo un organizador.
Response
TOPIC 3 SELF - DIRECTED LEARNING
Question 9 Define con tus propias palabras ¿Qué es aprendizaje auto-dirigido?
Response
Question 10 ¿Consideras que el docente te está facilitando el aprendizaje del idioma Inglés? En caso de que la respuesta sea positiva, por favor enuncia lo que está haciendo el docente para facilitar tu aprendizaje.
Response

Question 11¿Consideras que has aprendido a auto-dirigir el aprendizaje del idioma inglés?
Response
Question 12¿Consideras que la estrategia implementada (Equipos de aprendizaje colaborativos basados en el andamiaje) te ha ayudado a depender menos de tu profesor?
Response
Question 13¿Consideras que has aprendido a auto-evaluar tu trabajo? ¿Qué tan seguido lo haces?
Response

Question 14 De las estrategias utilizadas en la clase ¿Cuál te ayudó más a ser un estudiante auto-dirigido?
 	
       a. Trabajo en equipo (colaborativo)
       b. Formulación grupal de objetivos
       c. Formulación individual de objetivos
       d. Escribir tu diario de campo (diary).

Response
TOPIC : LANGUAGE LEARNING
Question 15 ¿Cuándo estás trabajando con tu equipo se explican entre sí temas relacionados con el idioma inglés (gramática, vocabulario, sintaxis, etc?
Response
Question 16¿Consideras que has mejorado tus habilidades comunicativas del idioma inglés?
Response

Appendix F- Timeline for the Pedagogical interventions

Dates/ Cycles	Aug. 6th to 10th	Aug. 13th to 17th	Aug. 21st to 24th	Aug. 27th to 31st	Sept. 3rd to 7	Sept. 10th to 14th	Sept. 17th to 21st	Sept. 24th to 28th	Oct. 1st to 5th	Oct. 8th to 12th	Oct. 16th to 19th	Oct. 22nd to 26th	Oct. 29th to Nov. 2nd	Nov. 6th to 9th	Nov. 13th to 16th	Nov. 19th to 23rd
Cycle 1	**Implementing Initial Strategy: Collaborative Learning Teams**															
Intervention: 1 Collaborative Learning presentation			■ (blue)	■ (blue)						V						
Intervention 2: Self-Directed Learning(SDL)- 5 Step Model Introduction					■ (green)					A C A						
Intervention 3: Individual work Inclusion Data reflections & Adjustments						■ (cyan)	■ (cyan)	■ (cyan)		T I O N						
Cycle 2	**Implementing Scaffolding-Based Collaborative Learning Teams (SBCLT)**															
Intervention No 4									■ (yellow)	T (purple)						
Intervention No 5										I (purple)	■ (blue)					
Intervention No 6										M (purple)		■ (orange)	■ (orange)			
Intervention No 7										E (purple)					■ (gray)	
Intervention No 8										(purple)					■ (dark blue)	■ (dark blue)

Appendix G – Lesson Plan

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012

LESSON PLAN 1 FOR INTERVENTION

Adapted from Dr. Joan Rubin´s Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher: Aura Janneth Hernández Uribe **University Code Number:** 201112036	
Institution: Instituto Gabriela Mistral de Bucaramanga	
Date of Class: 21 DAY 08 MONTH YEAR 12 **Week No.** 1	**Time of Class: 11:25 12:15** a.m. **Length of class: 50** Minutes
	Time Frame: 1 Lesson of 50 Minutes
Class/grade: **9°**Grade	**Room: 25**
Number of students: 40	**Average age of Students: 14-16**
Number of years of English study: 8	**Level of students:** ==A1== **A2 B1 B2 C1 C2**
Lesson Number	

✓ 1	2	3	4	**Research Circle Leader:**
5	6	7	8	Claudia Acero Ríos

Set Lesson Goals
- ✓ To express opinions after watching the videos "The wisdom of geese, Finding Nemo and The Carpenter and his tools".
- ✓ To learn new vocabulary related to Collaborative Learning.
- ✓ To start working on the strategy "Collaborative learning teams".

Language Goal	**Assessment Criteria**
Get familiar with new vocabulary and expressions like: Collaborative learning, teamwork, self-assessment, flap, wings, uplift, drag, lead goose, honk, encourage, catch up.	Teacher, peer and self-assessment processes will be used to assess how learners can: ✓ Use new vocabulary in real life situations. ✓ Be aware of the importance of Collaborative Learning in our lives. ✓ Express their ideas about topics of interest and everyday life.
Learning to Learn Goal To discover how Collaborative work can contribute to strength English language learning.	**Assessment Criteria** ✓ Participating in reflection using the new words. ✓ Team work reflection using three videos which focus on collaborative work ✓ Matching exercise (See Annex 1) ✓ Taking notes

Identify a topic for the lesson
Visual aids
Self-Directed Learning
Collaborative Learning

Materials and Resources

1. Cortes T., C.A. (2008, May). El vuelo de los Gansos: Trabajo en equipo https://www.youtube.com/watch?v=0pYMUfK3Bxl 2. Garcia, W. (2012, February 1). El Carpintero y sus Herramientas https://www.youtube.com/watch?v=4RrGJju0JfE 3. Jimenez, V. (2008, June). Buscando a Nemo https://www.youtube.com/watch?v=uh-V0qP8GYo	Rationale: The purpose of this lesson is to introduce the strategy collaborative learning teams to the group of study to get them familiar with the terminology, commitment and importance of the project in learning and life. Learners watch the video as a lead-in activity describing the images presented (Prior knowledge). The subtitles let students to read the motivational text.

Assumed knowledge
Use of present, past and future grammar structures and opinion expressions (I think.., I agree, I don't agree)

Anticipated problems and planned solutions	
Problem	**Solution**
Lack of motivation	Giving Scaffolding modeling the vocabulary and using videos.
Lack of oral communication skills	Encouraging students to participate in the process.
Lack of confidence	Checking instructions constantly and writing the activities on the board taking into account
Lack of vocabulary	visual students.

Sequence the lesson to accomplish your goals

Teacher's role (facilitator, model, encourager, etc.)	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Facilitator	**Lead in/Preparation**	To enhance students towards the importance of Collaborative Learning.	- Students share their strategies to learn and reinforce English language outside and inside the class. - Students mention their favorite web sites on Internet for learning English. - Teacher introduces the term: Collaborative Learning - Talk about the importance of working together and the characteristics of efficient teams. Likewise, they discuss the individual roles they assume in a team and the advantages of teamwork. - Discussion about the values needed for	**T-Ss** **Ss-T** **T-Ss** **T-Ss** **Ss-T**	15m

			reaching a consensus (responsibility, discipline, motivation, resources among others)		
Scaffolder	**Presentation Modeling**	To scaffold learners about teamwork tasks.	Teacher introduces the video "The wise of the geese" Presentation of new words using the video scenes. (Matching) Students watch the video "The wise of geese". The teachers models the reading of the text.	T	20 m
Encourager	**Practice**	To make students activate their prior and new knowledge using images and a situation (a motivational video)	Students will infer vocabulary from the text to get the main ideas of the video. They take notes in their notebooks. Comprehension Check: 1. What is the video about? 1. What is the message? 2. How do geese fly together? 3. How do they contribute to others? 4. What do the geese gain working as a team? Talk: Taking into account the video , what can you say about: 1. Importance of achieving goals 2. Importance of team work.-Collaborative Learning 3. Importance of Sharing 4. Importance of Emphaty and Understanding 5. Importance of encouragement Students watch two more videos to analyze the aspects mentioned above. The second one is the carpenter and his tools and the last one is "Finding Nemo".	Ss-Ss Ss-SS	15m

			Students identify the teamwork elements or characteristics. Reflections about the decision of implementing collaborative learning in the group.		
Encourager	**Self- Peer Assessment**	To check students´ reading comprehension and participation in the class activities.	Students write down the most interesting points worked in class for them. Then, they share their ideas to the class. Students write their Self-Assessment (from 1 to 5 points) about their answers in the reading comprehension and class participation. Peer-Assessment. Students check their classmate's work in the notebook and give her a grade from 1 to 5. 1-2: Fail 3: Basic 4. High 5. Superior	Students Ss-Ss Ss-Ss	15m
Facilitator	**Wrap up**	To check students' concerns about Self-Directed and collaborative Learning in life/studies.	Reflection: Students write down in their notebooks how they can learn in a collaborative team. Discussion about the learners' ideas.	T-S Ss-Ss	10 m
Facilitator	**Expansion/ Independent Study**	To enhance learners to stcvart Self-Direct their own learning.	Learners write the highlighted class experiences in their diaries. As homework, students work at home using the website busuu.com which let them to set goals, organize a timetable, self-assess the activities done, get praising, do some collaborative work helping others to learn Spanish, etc. As an activity at home, learners will set their goals in each of the dimensions evaluated in school: cognitive, procedural, attitudinal and Social taking into account	Ss	10 m

			today´s class. It will be good if they find out more information about SDL and CL on Internet and share it next class.		

Teacher's Evaluation of his/her lesson plan

References:

1. Rubin, J. Lesson Planner (2012)

Appendix H - Screenshots of Facebook School 2 group

Screenshot of Scaffolding-Based Collaborative Learning teams

Screenshot of suggested English Learning Resources by learners

Screenshot of Facebook group page: Learners' Assignments posts
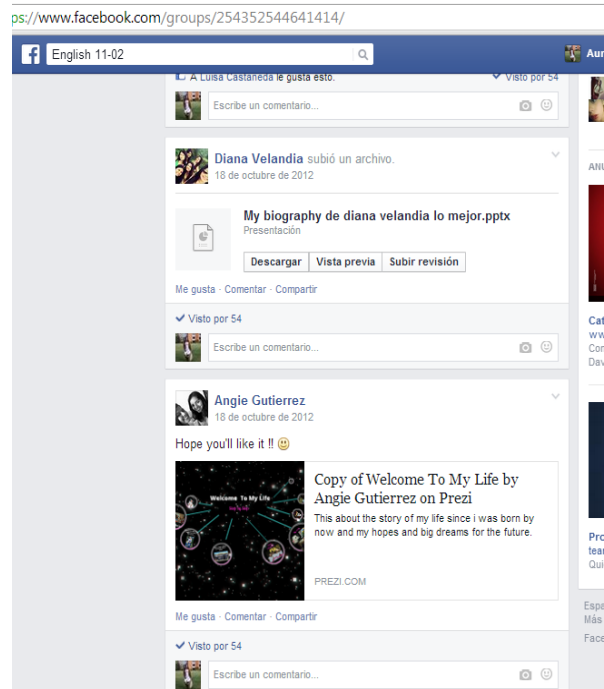
Screenshot of Teacher's posts

Appendix I – Open Coding Sample

GENERAL STRATEGIES FOR SUCCESSFUL LEARNING CIRCLE
INTERVIEW PROTOCOL
Prepared by Research Team
Directed by: Claudia Acero

				TOPIC 1 COLLABORATIVE LEARNING
# Q				Question 1: ¿Consideras que el docente tuvo en cuenta tus habilidades comunicativas para la conformación de los equipos de trabajo?
	1	K.B.	SI	Sí porque en los grupos habían niños que sabían y otros que no.
1	2	M. C.	SI	Sí porque colocó los niños que no saben con los niños que si para que les explicaran y aprendieran más.
1	3	M. Jo	AS	Sí porque la profe nos organizó para que estuviéramos bien balanceados y pudiéramos entender más.
1	4	L. Ma	AS	Sí porque en cada grupo habían niños que sabían y otros que no sabían tanto.
1	5	J. Ca	SI	Sí porque cada grupo tenía estudiantes que podían enseñarle a los que no sabían tanto.
1	6	M. Fe	AS	Sí porque estuvo pendiente de que nos estuviéramos trabajando unos con otros para ayudarnos.
1	7	M. An	PI	Sí porque los grupos estaban organizados según lo que sabíamos.
1	8	Iv. D.	AS	Sí porque nos organizó teniendo en cuenta las habilidades de cada uno.
1	9	Y. Da	SI	Sí porque la teacher trataba de organizar los grupos con niños que sabían y otros que no tanto.
1	10	M. Pa.	PI	Sí porque usted tuvo en cuenta nuestras habilidades y con base en eso ayudarnos colaborativamente.
1	11	M. He	SI	Sí porque habían niños que sabían mucho y otros que no y eso estuvo bien.
1	12	O. Fe	SI	Sí porque en los grupos estábamos organizados según los que entendemos más con otros que no.
1	13	J. Ma	AL	Sí porque pudimos aprender de nosotros mismos.

1	14	L. Da	AS	Sí porque nos organizó para que nos ayudáramos unos a otros.
1	15	N. Na	SI	Sí creo que nos organizó adecuadamente porque habían unos niños que sabían para que le explicaran a los otros.
1	16	Y. P	SI	Sí porque nos organizó quienes saben con los que no para que nos ayudáramos por sí mismos.
1	17	K. P.	SI	Sí porque tuvo en cuenta los que necesitaban refuerzo y los que no.
1	18	D. Mi	AIT	Sí porque aprendimos mucho con los grupos que nos puso para que nos ayudáramos los unos a los otros.
1	19	K. Ya	SI	Sí porque usted nos organizó de forma que los que sabemos podemos enseñar a los que no aprenden tan rápido.
1	20	F. San	SI	Sí porque usted nos organizó teniendo en cuenta que si unos sabían y otros que no tanto.

# Q				Question 2: ¿Consideras que la estrategia aplicada (aprendizaje colaborativo) te ha ayudado a tener más control sobre lo que estás aprendiendo?
2	1	K.B.	CLCh	Regular porque no me sentí comprometida.
2	2	M. C.	SI	Sí porque si uno no sabía algo le podía preguntar al compañero.
2	3	M. Jo	AS	Sí porque se sentía que nuestros compañeros nos motivaban a aprender.
2	4	L. Ma	SFI	Sí porque los compañeros nos ayudábamos en lo que otros no sabíamos tanto.
2	5	J. Ca	AIT	Sí porque aprendemos entre nosotros y ayudamos para que otros entiendan.
2	6	M. Fe	AIT	Sí porque en los grupos nos motivábamos para aprender más.
2	7	M. An	AIT	Sí porque cuando uno está en los grupos los compañeros nos ayudamos y aprendemos más porque individualmente aprendemos poquito.
2	8	I.D.	AIT	Sí porque uno con base en eso estudiamos más para aprender.
2	9	Y. Da	Sf R	Sí porque a veces me quedaban pendientes tareas pero haciendo trabajo en grupo aprendí a ser más responsable.
2	10	M. Pa.	SI	Sí porque si hay algo que no entendemos lo podemos consultar en el grupo y nos ayudamos.

2	11	M. He	AIT	Sí porque unos ==aprendimos y mejoramos mucho== del aprendizaje en equipo.
2	12	O. Fe	PI	Sí porque uno ==en el grupo aprende mucho== más.
2	13	J. Ma	PI	Sí porque yo le presto ==más atención a los compañeros==.
2	14	L. Da	PI	Sí porque cada vez que teníamos nuevo tema lo analizábamos muy bien y a la hora de reunirnos ya allá ==sabíamos para ayudar a los otros==.
2	15	N. Na	PI	Sí porque ==nos ayudábamos a colaborarnos== los unos a los otros.
2	16	Y. P	PI	Sí porque así podemos ==aprender más para ayudar a los compañeros==.
2	17	K.P.	Sf-Mn	Sí porque así podemos más y así ==me controlé más en clase==.
2	18	D. Mi	Sf-Mn	Sí tenía más control para ==aprovechar el tiempo de== clase.
2	19	K. Ya	ATG	Sí porque de ahí del trabajo en equipo podíamos sacar un ==objetivo para la clase==.
2	20	F. S.	IA	Sí, porque los compañeros ==están pendientes d==e traer más las cosas.

# Q				**Question 3:** **¿Consideras que has realizado tareas colaborativas? Si la respuesta es sí, enuncia ejemplos de ellas y explica tu respuesta**
3	1	K.B.		Sí, casi todas.
3	2	M. C.		==Sí muchos==, por ejemplo la receta, compararnos, presentar nuestro monstruo.
3	3	M. Jo		Sí creo que últimamente todas fueron como proyectos en equipo, por ejemplo la recipe, compararnos, lo del monstruo, lo de can y can´t, los wonderfulanimals.
3	4	L. Ma		Sí bastantes lo del restaurante con las tarjetas, la receta, el monster y los wonderfulanimals.
3	5	J. Ca		Sí muchas la del restaruante, la recipe, el monster, los comparativos y los wonderfulanimals.
3	6	M. Fe		Sí, uff por ejemplo la de la recipe, el monster, myhouse, compararnos y la de los animales que fue una de las que más me gustó.
3	7	M. An		Sí, creo que todas.

3	8	I.D.		Sí teacher casi todas.
3	9	Y. Da		Sí teacher, la receta, los comparativos, la de can y can´t y la de wonderfulanimals
3	10	M. Pa.		Sí, comparatives, el puzzle, preguntar a los compañeros y diálogo.
3	11	M. He		Sí, la receta y los comparatives.
3	12	O. Fe		Sí varias cosas como lo de la receta, dibujar el monster del compañero, lo de los animales y compararnos.
3	13	J. Ma		Sí, todo lo de estas clases como lo de los animales.
3	14	L. Da		Sí teacher, compararnos, la receta y los wonderfulanimals.
3	15	N. Na		Sí, lo de compararnos, la recipe y los animales.
3	16	Y. P.		Sí, la mayoría
3	17	K. P.		Sí, la del monster, la de compararnos y la de los animals.
3	18	D. Mi		Sí, los animales, entrevistarnos, compararnos, y la receta.
3	19	K. Ya		Sí teacher lo de la receta, comparatives, la entrevista, myhouse y los wonderfulanimals.
3	20	F. S.		Sí la pirámide de alimentos y la receta, los comparativos, animals y lo de la house.

# Q				Question 4: ¿Consideras que estás en capacidad de formular tus propios objetivos de aprendizaje?
4	1	K. B.	Sf-R	Sí Decidir qué aprender y cumplirlo por ejemplo más animals.
4	2	M. C.	AL	Sí, porque así uno aprende más.
4	3	M. Jo	Sf-R	Sí, si yo me propongo algo es para cumplirlo.

4	4	L. Ma	Sf-R	Sí porque así uno sabe qué es lo que debe aprender.
4	5	J. Ca	Sf-R	Sí soy capaz de plantearme lo que quiero aprender.
4	6	M. Fe	Sf-M	Sí así puedo elegir mi meta.
4	7	M. An	Sf-M	Sí nosotros aprendimos y podemos hacer la meta.
4	8	I.D.	Sf-M	Sí uno se preocupa por aprender más y se pone una meta.
4	9	Y. Da	Sf-R	Sí puedo decidir que aprender en la clase.
4	10	M. Pa.	Sf-R	Sí porque así me puedo entablar una meta para conseguirla y aprender más.
4	11	M. He	Sf-R	Sí porque somos capaces de decidir lo que podemos aprender y lo que no.
4	12	O. Fe	Sf-R	Sí porque soy capaz de decidir qué aprender y cómo.
4	13	J. Ma	Sf-M	Sí porque decido qué aprender y así ayudarnos.
4	14	L. Da	Sf-R	Sí porque si uno quiere cumplir una meta de ser profesora de Inglés uno tiene que colaborarse a sí mismo.
4	15	N. Na	Sf-R	Sí porque si yo puse que debo cumplir una meta tengo que cumplirla.
4	16	Y. P.	Sf-M	Yes, yes, decido qué aprender en clase.
4	17	K. P.	Sf-R	Cada uno se propone a conseguir una meta y yo sí la conseguía.
4	18	D. Mi	A_5S	Sí porque me parece importante ponerse una meta.
4	19	K. Ya	LnL	Sí porque aprender Inglés nos puede ayudar para más adelante.

4	20	F. S.	Sf-R	Sí me puedo entablar un objetivo para ayudar al grupo y para cuando esté solo en casa.

# Q		Question 5: ¿Has aprendido con tu equipo de trabajo colaborativo? ¿Te gustó la experiencia, si, no? ¿Por qué?		
5	1	K. B.	PI	Yes, yes, porque nos ayudábamos unos a otros.
5	2	M. C.	SI	Sí, sí, a uno los compañeros le explican y uno entiendemás con ellos.
5	3	M. Jo	PI	Sí, si yo no entendía algo mis compañeros me ayudaban.
5	4	L. Ma	SI	Sí porque si uno no sabía el compañero le ayudaba
5	5	J. Ca	TrB	Sí, sí. Así uno se sentía más tranquilo para hacer los trabajos.
5	6	M. Fe	CLCh	Sí y regular, porque pude aprender más pero algunos no cumplían con lo que se les pedía que ayudaran.
5	7	M. An	PI	Sí, sí, ahí todos ayudábamos a todos
	8	I.D.	AIT	Sí porque uno puede aprender más el vocabulario y cómo utilizarlo.
5	9	Y. Da	PI	Yes, yes; en collaborativework los compañeros apoyaban mucho y me ayudaban con palabras que no entendía.
5	10	M. Pa.	PI	Sí, sí porque así podemos colaborarnos para que no sólo aprenda uno sino que salgan adelante todos.
5	11	M. He	AIT	Sí aprendimos más el Inglés porque nos ayudábamos unos a otros.
5	12	O. Fe	SI	Sí, si uno no sabía algunas palabras y los compañeros me ayudaban a entender.
5	13	J. Ma	AIT	Sí, uno puede aprender de los compañeros y de la profesora.
5	14	L. Da	PI	Sí, sí porque nos ayudábamos con los compañeros y la profesora también.
5	15	N. Na	PI	Sí, sí, porque todos trabajamos en grupo y nos ayudamos los unos a los otros.
5	16	Y. P.	AS	Sí porque mis compañeros me ayudaban y yo entendía más y porque prestaba más atención y entendía más.
5	17	K. P.	AIT	Yes, yes, habían cosas que no sabía y las comencé a entender.

5	18	D. Mi	AIT	Sí, entre nosotros nos explicábamos y entendíamos también.
5	19	K. Ya	SI	Sí porque si alguno de nuestro grupo no sabe o no entendió los que entendíamos le podíamos explicar.
5	20	F. S.	SI	Sí, sí, a veces mi grupo me enseñaba y yo les enseñaba lo que no sabían.

		TOPIC 2 MOTIVATION		
# Q		**Question 6:** **¿ Consideras que estás más motivado?**		
6	1	K. B.	MFL	Sí porque uno aprende más cosas y ve nuevos temas.
6	2	M. C.	MFL	Sí porque ahora uno aprende más y lo que uno no sabía lo puede entender.
6	3	M. Jo	MFL Sf-R	Sí porque ahora en vacaciones estudiaré más Inglés y me he propuesto más metas para llegar a ser profesora de Inglés.
6	4	L. Ma	AIL	Sí porque ahora uno ya sabe más cosaspara cuando nos pregunten algo.
6	5	J. Ca	M	Sí porque uno puede aprender a hablar Ingléspara ir a otros países.
6	6	M. Fe	M	Sí, porque nuestro grupo nos da ánimo para seguir aprendiendo para nuestro futuro.
6	7	M. An	M	Sí porque tal vez uno en el trabajo o en la vida se pueda encontrar a alguien que hable Inglés.
6	8	I.D.	SI	Sí en el principio no entendía pero con el ejemplo yo entendía.
6	9	Y. Da	M	Yes, porque aprendimos más temas y algún día podemos tratar a alguien y contestarle en Inglés.
6	10	M. Pa.	AIT	Sí, me siento así porque no sólo yo me estoy beneficiando sino todo el equipo también.
6	11	M. He	MFL	Sí, porque vamos más motivados en el aprendizaje del Inglés.
6	12	O. Fe	AIL	Sí porque de pronto uno viaja y en la escuela pudo aprender y uno sabe responder.
6	13	J. Ma	AIL	Sí porque como aprendimos más Inglés nos ayudó a realizar bien las actividades.

6	14	L. Da	AIL	Sí porque por un lado pude aprender más por si uno va a otro país.
6	15	N. Na	MFL	Sí, porque quiero ser profesora de Inglés y para eso tengo que cumplir metas y seguir estudiando-
6	16	Y. P.	AIL	Sí porque antes no entendía casi aunque prestara atención.
6	17	K. P.	MFL	Sí porque no entendía casi y ahora más porque las clases sirvieron también.
6	18	D. Mi	AIT	Sí porque aprendimos mucho con los compañeros y la profesora.
6	19	K. Ya	AIL	Sí porque hemos aprendido mucho en todo el año.
6	20	F. S.	M	Yes, me parece que si uno va a viajar a otro país tiene más facilidad de comunicarse.

#				Question 7:
Q				¿Consideras que el docente se acerca a tu equipo de trabajo y les brinda su apoyo?
7	1	K. B.	F	Si no entendía cuando no nos hayan aclarado algo le preguntamos a usted.
7	2	M. C.	F	Sí, porque cuando uno no entendía la profesora nos explicaba otra vez o si no sabía cómo trabajar algo.
7	3	M. Jo	Enc	Sí a explicarnos y a motivarnos más
7	4	L. Ma	F	Sí porque nos explica lo que nosotros no sabemos.
7	5	J. Ca	F	Sí porque haciendo un trabajo y uno no entiende le preguntamos.
7	6	M. Fe	F	Sí porque si tenemos algunas dudas usted nos las puede aclarar.
7	7	M. An	F	Sí porque usted pasa por los grupos y si uno no entiende algo usted nos explica.
7	8	I.D.	F	Sí, explicándonos y corrigiéndonos.
7	9	Y. Da	F	Sí porque cuando estamos reunidos en grupo la profesora nos explica y ayuda.
7	10	M. Pa.	F	Sí, porque si nosotros no hemos entendido la pregunta usted nos explica para entender.
7	11	M. He	Fac	Sí, porque si uno no sabe usted nos da un ejemplo y nos explica con él.
7	12	O. Fe	F	Sí, si a veces uno no sabe la profesora nos ayuda a entender.

7	13	J. Ma	Med	Sí, nos explicaba, nos motivaba y nos ayudaba a solucionar conflictos.
7	14	L. Da	F	Sí, si uno no entiende la profesora nos ayuda.
7	15	N. Na	F	Sí nos explicó para entender y aprender más cosas.
7	16	Y. P.	F	Sí nos explica y nos corrige.
7	17	K. P.	E	Sí, explicándonos, corrigiéndonos y motivándonos.
7	18	D. Mi	F	Sí ella nos explicó en los grupos cuando nosotros no entendíamos.
7	19	K. Ya	F	Sí nos explicó lo que nosotros no entendíamos.
7	20	F. S.	F	Sí, cuando tenemos problemas de pronunciación usted nos enseña y vamos aprendiendo más.

Question 8

¿Cómo te motiva el docente?:

a. Compartiendo su conocimiento con los diferentes equipos de trabajo. **(11 STUDENTS)**
b. Actuando como un mediador. **(9 STUDENTS)**
c. Actuando como un organizador.

1	K. B.	A
2	M. C.	A
3	M. Jo	B
4	L. Ma	B
5	J. Ca	A
6	M. Fe	B
7	M. An	B
8	I.D.	B
9	Y. Da	A
10	M. Pa.	B

11	M. He	B
12	O. Fe	B
13	J. Ma	B
13	L. Da	A
14	N. Na	A
15	Y. P.	A y B
16	K. P.	A.
17	D. Mi	A
19	K. Ya	A
20	F. S.	A Usted nos ayudaba

		TOPIC 3 SELF- DIRECTED LEARNING		
#Q		**Question 9** **Define con tus propias palabras ¿Qué es aprendizaje auto-dirigido?**		
9	1	K. B.	5ST	Qué yo misma me puedo dirigir sin esperar que me digan qué y cómo.
9	2	M. C.	Sf-Mt	Que uno puede hacer las cosas por uno mismo sin esperar a que le digan.
9	3	M. Jo	5 st	Que yo me dirijo a mí misma para seguir un buen camino y llegar a la meta de ser una teacher de English.
9	4	L. Ma	Sf-Mt	Que yo mismo me dirijo para hacer las cosas.
9	5	J. Ca	5 st	Que uno para hacer un proyecto se puede plantear cómo hacerlo, qué recursos usar y cómo quiere que le quede.
9	6	M. Fe	5st	Un aprendizaje auto-dirigido es que nos aprendemos por nuestra propia cuenta buscando las palabras que no sabemos y aprendiendo cada día un poco más.
9	7	M. An	Sf-R	Que uno mismo se dirige para lo que necesite aprender.

9	8	I.D.		Aprenderse de uno mismo.
9	9	Y. Da	Sf-R	Es cuando yo me puedo dirigir a mí misma y decidir qué quiero aprender.
9	10	M. Pa.	Sf-R	Auto-dirigirse para seguir mejorando y en el trabajo que hemos hecho lo he podido seguir.
9	11	M. He	IL	Aprendimos a dirigirnos a nosotros mismos y los unos a los otros.
9	12	O. Fe	IL PI	Que uno se dirige a sí mismo para aprender más y ayudar a los demás que no saben.
9	13	J. Ma	Sf-R	Ayudarme yo mismo a realizar mis metas.
9	14	L. Da	Sf-R	Que yo quiero estudiar por mí misma para salir adelante.
9	15	N. Na	Sf-R	Que yo me dirijo a mí misma para aprender más.
9	16	Y. P.	Sf-R	Aprender de mí misma poniéndome metas.
9	17	K. P.	IL	Es dirigirse a uno mismo no a los demás y sin supervisión.
9	18	D. Mi	Sf-R	Que uno se dirige para alcanzar las metas.
9	19	K. Ya	Sf-R	Que uno se dirige a sí mismo para aprender más.
9	20	F.S		Es dirigirse a uno mismo para aprender cosas que uno no sabe.

# Q	Question 10: ¿Consideras que el docente te está facilitando el aprendizaje del idioma inglés? En caso de que la respuesta sea positiva, por favor enuncia lo que está haciendo el docente para facilitar tu aprendizaje.

10	1	K. B.		Sí.
10	2	M. C.	TS	Sí porque nos da ejemplos.
10	3	M. Jo	TS	Sí porque la profesora nos explica y nos da opciones de cómo hacerlo.
10	4	L. Ma	F	Sí porque nos pone cosas para que uno aprenda de verdad.
10	5	J. Ca	EN	Sí porque nos explica con ejemplos y nos motiva para que nosotrosmismos hagamos las actividades y nos ayudemos unos con otros.
10	6	M. Fe	EN	Sí porque nos da motivos para aprender más y nos explica lo que no sabemos.
10	7	M. An	TS	Sí porque nos pone ejemplos y nos explica.
10	8	I.D.	MED	Sí. Escucharnos, explicarnos, nos ayuda a identificar errores.
10	9	Y. Da	TS EN	Sí porque nos orienta con ejemplos y nos motiva para llevarlos a la práctica con lo que ya sabemos.
10	10	M. Pa.	EN	Sí porque nos está motivando para que aprendamos el idioma por si lo necesitamos más adelante.
10	11	M. He	TS	Sí porque nos da ejemplos y nos pone actividades.
10	12	O. Fe	TS F	Sí porque nos pone ejemplos de las cosas y el vocabulario para facilitar la actividad.
10	13	J. Ma	F	Sí porque cuando no entendíamos nos explicaba.
10	14	L. Da	F	Sí porque en cualquier actividad uno sabía qué responder porque la profesora nos explicaba bien.
10	15	N. Na	TS	Sí porque la teacher nos da ejemplos y se expresa para que todos podamos entender.

10	16	Y. P.	IL	Cuando yo no entendía me explicaba y yo ayudaba a los otros.
			AILT	
10	17	K. P.	F	Sí, explicando, corrigiendo y motivando.
			EN	
10	18	D. Mi	EN	Sí porque nos motiva para que aprendamos mejor.
10	19	K. Ya	EN	Sí porque nos explica y nos motiva.
10	20	F. S.	F	Sí, colocándonos a hacer diferentes trabajos comunicativos.

# Q		Question 11: ¿Consideras que has aprendido a auto-dirigir el aprendizaje del idioma inglés?		
11	1	K. B.	AS	Sí, y cuando un compañero necesita yo puedo facilitarle el diccionario.
11	2	M. C.	IL	Sí, por lo que con ayuda del diccionario buscar cómo solucionar las cosas en Inglés.
11	3	M. Jo	LnL	Sí porque si yo quiero ser una English teacher estudio Inglés y leo libros de Inglés.
11	4	L. Ma	Sf-M	Sí para que uno busque las cosas que necesita saber de Inglés y así uno sabe qué es.
11	5	J. Ca	A5s	Sí, porque si uno no entiende palabras poderlas buscar, no tener que preguntar, decidir qué aprender y cómo hacerlo.
11	6	M. Fe	IL	Sí porque ya no necesito tanta ayuda, con lo que nos enseñan podemos seguir adelante.
11	7	M. An	LnL	Sí porque uno puede ir a cualquier lugar y practicar el Inglés.
11	8	I.D.	LTD Sf-	Sí porque usted no está encima de nosotros mirando si está mal o bien y aprender de sí mismo.

		M	
11	9	Y. Da	IL	Sí porque uno puede buscar en el diccionario y si uno encuentra palabras en Inglés que no sabe pues decide buscarlas.
11	10	M. Pa.	LnL	Sí, por ejemplo me puedo poner una meta para llegar como aprender a utilizar los comparativos con diferentes temas.
11	11	M. He	LnL	Sí porque uno pone interés en esa materia, busca libros y aprende más Inglés.
11	12	O. Fe	IL	Sí porque uno puede coger un libro o el computador para aprender más y para traducir.
11	13	J. Ma	LTD	Sí podemos aprender por sí mismos y no necesitamos que la profesora esté encima diciéndonos qué está mal.
11	14	L. Da	AS MFL	Sí con cada explicación de la profesora y de los amigos y en estas vacaciones serán para aprovecharlas en el estudio de Inglés.
11	15	N. Na	LnL	Sí y yo quiero ser profesora de Inglés cumpliendo y estudiando por mi propia cuenta.
11	16	Y. P.	LTD	Sí porque así nosotros podemos entender y no necesitamos que la profesora esté encima mirando si sí hacemos o no.
11	17	K. P.	S Mn	Sí nosotros mismos aprendemos a ser responsables
11	18	D. Mi	LnL	Sí porque podemos aprender más viendo videos.
11	19	K. Ya	LnL	Sí porque con lo que sabemos puedo aprender más buscando lectura.
11	20	F. S.	LTD	Sí porque ya no necesito tanta ayuda del docente.

# Q		Question 12: ¿Consideras que la estrategia implementada (aprendizaje colaborativo) te ha ayudado a depender menos de tu profesor?		
12	1	K. B.	SI	Sí, si un compañero sabe lo que uno no sabe, el compañero le puede explicar.

12	2	M. C.	SI	Sí porque entre compañeros se pueden ayudar lo que uno no entiende.
12	3	M. Jo	LI / PI	Sí, uno va analizando, buscando soluciones, leyendo y viendo todo. Puedo analizar más fácilmente, no depender sino aprender diferente en equipo.
12	4	L. Ma	MFL	Sí porque nos explica las cosas y uno se interesa por hacerlas bien.
12	5	J. Ca	LTD	Sí porque cuando uno está en grupo podemos preguntarle al compañero para no preguntarle a la profesora.
12	6	M. Fe	PI	Sí porque en grupo trabajamos mejor y podemos entender cosas que no sabemos.
12	7	M. An	LI	Sí porque ahora trabajo más por mi propia cuenta
12	8	I.D.	LI	Sí porque nosotros podemos aprender por nosotros mismos.
12	9	Y. Da	PI	Sí porque entre los compañeros del grupo nos podemos ayudar sin tanta ayuda de la teacher.
12	10	M. Pa.	ASDL	Sí porque podemos en nuestras casas seguir los pasos que en la clase aprendimos.
12	11	M. He	MFL	Sí y ahora hemos puesto más interés en la materia de Inglés.
12	12	O. Fe	MFL	Sí porque hay unas cosas que uno no sabe y le pone atención a la profe.
12	13	J. Ma	LI	Sí, ahora puedo realizar las actividades que la profe nos pone y entender más entre nosotros.
12	14	L. Da	LI	Sí porque uno a través de escuchar y luego ir trabajando se le graba más.
12	15	N. Na	AIT	Sí porque si la profe explica uno analiza las cosas para que no se le dificulten aprender en equipo.
12	16	Y. P.	AIT	Sí porque uno a sí mismo y con el grupo podemos aprender y realizar lo que la profe nos diga.

12	17	K. P.	AIT	Sí, así nosotros mismos decidimos aprender más.
12	18	D. Mi	LI	Sí porque ya no necesito tanto control y puedo trabajar sola.
12	19	K. Ya	PI	Sí, necesitamos menos ayuda y podemos organizar el trabajo y solucionarlo.
12	20	F. S.	LI	Sí porque también en la casa podemos buscar o en internet los temas, animales, alimentos que nos han enseñado.

# Q		Question 13: ¿Consideras que has aprendido a auto-evaluar tu trabajo? ¿Qué tan seguido lo haces?
13	1	K. B.	Sí porque puedo decir cómo me ha quedado el trabajo.
13	2	M. C.	Sí porque puedo decir cómo me que quedo mi trabajo.
13	3	M. Jo	Sí puedo juzgar y decir qué me quedo mal y puedo ponerme una nota.
13	4	L. Ma	Sí porque uno mira qué es lo que va mal y qué es lo que va bien.
13	5	J. Ca	Sí puedo hacerlo con cada trabajo que hago.
13	6	M. Fe	Sí casi siempre que nos ponen un trabajo.
13	7	M. An	Sí, uno aprende a saber si está bien o mal.
13	8	I.D.	Sí, para mejorar el trabajo próximo.
13	9	Y. Da	Sí porque no tienen que estar mandándome a hacer y yo puedo revisar y organizar mi trabajo.
13	10	M. Pa.	Sí, por ejemplo cuando terminamos un trabajo tratar de mejorarlo para la próxima vez.
13	11	M. He	Sí porque uno puede aprender más a corregirse uno mismo.

13	12	O. Fe	Sí, a veces uno cree que le quedó mal y uno mismo revisa a ver si le quedó bien o mal.
13	13	J. Ma	Sí, aprender más mirando los errores para mejorar y ayudarme.
13	14	L. Da	Sí porque es importante autoevaluarse porque uno va a aprender más y mirando los errores para mejorar.
13	15	N. Na	Sí, porque si me dicen que me ponga una nota yo puedo ponérmela sabiendo si trabajé o no.
13	16	Y. P.	Sí. Entiendo y puedo calificarme.
13	17	K. P.	Sí, aprendí para mejorar.
13	18	D. Mi	Sí, puedo calificarme y mirar cuánto me merezco.
13	19	K. Ya	Sí porque si debemos ponernos una nota si trabajé bien para lograr el objetivo es buena, si trabajé menos pues no tanto.
13	20	F. S.	Sí, puedo decir cómo me quedó para mejorar.

Question 14:
De las estrategias utilizadas en la clase ¿Cuál te ha ayudado más a ser un estudiante auto-dirigido?
a. Trabajo en equipo (colaborativo) **(13 STUDENTS)**
b. Formulación grupal de objetivos **(4 STUDENTS)**
c. Formulación individual de objetivos **(1 STUDENT)**
d. Escribir tu diario de campo (journal). **(2 STUDENTS)**

1	K. B.		A
2	M. C.		A
3	M. Jo		A

4	L. Ma		A
5	J. Ca		A
6	M. Fe		C
7	M. An		A
8	I.D.		A
9	Y. Da		B
10	M. Pa.		B
11	M. He		A
12	O. Fe		A
13	J. Ma		D
14	L. Da		A
15	N. Na		B
16	Y. P.		A
17	K. P.		B
18	D. Mi		A
19	K. Ya		A
20	F. S.		D

		TOPIC 4: LANGUAGE LEARNING	
# Q		**Question 15:** **¿Cuando estás trabajando con tu equipo se explican entre sí temas relacionados con el idioma inglés (gramática, vocabulario, sintaxis, etc?**	
15	1	K. B.	SFI	Sí nos explicábamos
15	2	M. C.	SFI	Sí a mí me han tenido que explicar bastante de todo.
15	3	M. Jo	SFI	Sí nos ayudábamos a entender y realizábamos las actividades que la profe nos ponía.

15	4	L. Ma	SFI	Sí porque uno le ayuda a la otra persona que no entiende.
15	5	J. Ca	SFI	Sí porque cuando alguno no entiende los otros le explican.
15	6	M. Fe	SFI	Sí, si uno no entiende el resto del equipo puede ayudarle a entender.
15	7	M. An	SFI	Sí porque como en el equipo nos explicamos lo que no entendemos o nos ayudamos con las palabras que no sabemos.
15	8	I.D.	PI	Sí en el trabajo de grupo nos explicábamos los unos a los otros.
15	9	Y. Da	SFI	Sí nos ayudamos a entender gramática y vocabulario o a decir bien las cosas.
15	10	M. Pa.	SFI	Sí, porque por ejemplo si algunos compañeros no han entendido los ayudamospara que puedan entender.
15	11	M. He	AIT	Sí nos colaboramos entre compañeros para entender y aprender Inglés.
15	12	O. Fe	SI	Sí un compañero a veces nos explica.
15	13	J. Ma	SI	Sí cuando yo no sabía Ivonne me ayudaba a entender lo que no sabía.
15	14	L. Da	SFI	Sí uno no sabe vocabulario un compañero me lo enseña.
15	15	N. Na	PI	Sí porque todos nos esforzamos para entender y poder realizar bien los trabajos que nos ponen.
15	16	Y. P.	SFI	Sí, cuando no entendemos el que entiende nos ayuda
15	17	K. P.	PI	Sí, nos explicábamos unos a otros lo que no entendíamos.
15	18	D. Mi	PI	Sí porque nos ayudamos a explicar lo que alguno no entiende para realizar los trabajos.

| 15 | 19 | K. Ya | SFI | Sí nos explicamos más que todo la gramática a los que no entienden. |
| 15 | 20 | F. S | SFI | Sí, cuando alguien no sabe le explicamos. |

# Q		Question 16: ¿Consideras que has mejorado tus habilidades comunicativas del idioma inglés?		
16	1	K. B.	CLCh	Regular porque a veces nos copiamos.
16	2	M. C.	SFI	Sí, a uno los compañeros le explicaban lo que no entendía.
16	3	M. Jo	AIL	Sí, hablar, vocabulario y writing.
16	4	L. Ma	AIL	Sí, escritura, vocabulario y a hablarlo.
16	5	J. Ca	AIT	Sí porque entre compañeros nos podemos explicar las estructuras.
16	6	M. Fe	AIL	Sí porque ahora he podido entender más el idioma, su escritura y los significados
16	7	M. An	AIL	Sí, hablar y vocabulario.
16	8	I.D.	AIT	Sí porque nos ayudábamos los unos a los otros.
16	9	Y. Da	AIL	Sí, hablar y escribir mejor.
16	10	M. Pa.	AIL	Sí, he aprendido a manejar palabras y estructuras que antes no entendía y ahora sí.
16	11	M. He	AIL	Sí a hablar y escribir.
16	12	O. Fe	AIL	Sí; hablar, vocabulario y escribir.

16	13	J. Ma	MFL AIT	Sí bastante gramática, ==cuando uno aprende se siente más motiva==do porque si el otro ==no sabe el uno le puede ayudar==.
16	14	L. Da	AIL	==Sí,==Writing y el Speaking porque antes era muy difícil cuando la profe nos hablaba.
16	15	N. Na	AIT	Sí ==hablamos con los compañeros y escribimos== y corrigiendo las palabras que quedan mal.
16	16	Y. P.	AIL	==Yes, antes no entendía mucho y ahora entiendo== más.
16	17	K. P.	AIT	Sí, cuando no ==entendía mi grupo me reforzaba== para que yo entendiera.
16	18	D. Mi	AIT	Sí, ==me gustó porque entre nosotros los compañeros nos hablamos== y nos entendemos.
16	19	K. Ya	AIL	==Sí,== hemos aprendido más a hablarlo
16	20	F. S.	AIL	==Sí, he aprendido muchas cosas==, todo lo que usted nos ha enseñado lo he aprendido y ==ahora me queda más fácil hacer mis tareas==.

APPENDIX J – Indicators from Open Coding Phase

Indicators	Abbreviations
Scaffolding	S
Peer feedback	PF
Support through technology	ST
Support for improving (skills, ideas and behaviors)	SFI
Affective support	AS
Cohesion	Ch
Positive Interdependence	PI
Trust Building	TrB
Individual Accountability	IA
Accomplishment of Team Goals	ATG
Collaborative Learning Challenges	CLCh
Awareness of Improving Learning in Teams	AILT
Awareness of Self-Directed Learning	ASDL
Long life learning	LL
Personal characteristics of Self-Direction Engagement: (Self-regulation, Self-monitoring, Self-management)	S-DE
Building /Acquiring the SDL 5-Step Model.	B/AS5-SM
Less Teacher dependence	LTD
Independent Learning	IL
Motivation for Learning	MFL
Awareness of Improving Learning	AIL
Active Learning	AL
Teacher Roles	TR

Table # 3 Indicators from open coding phase.