Raising Awareness on Language Development in an English Beginner College Course

By

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Triangulation

WebQuest as interactivity promotes learning autonomy

WebQuest promotes planning English learning.

WebQuests transfers learning responsibility to learners.

WQ gets students engaged to learning.

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Structured Analytical Report

This research study deals with Developing Autonomy in Basic Learners Through the Use of Webquests (WQ) in EFL carried out by professor Jhon Jairo Acosta Linares who attended the Master in Education with emphasis on Didactics at Universidad Libre in Bogotá.

The key words of the study are: Autonomy, Autonomous Language Learning, Awareness, TELL and Webquest.


The diagnosis was done by an observation through which was possible to detect that a number of 12 students did not take responsibility for their own learning because they did not do further research about the tasks assigned, when they were asked to develop a task they always expected what to do and perform exactly as teacher said without putting on it their personal investment and failed to propose another way to develop it, and they were not motivated to participate in planning their learning goals even when the teacher in charge spent some hours to do so. For obtaining an objective insight, I applied a survey. It gave broader information in terms of beliefs and attitudes towards learning.

In a second moment of the investigation was quite necessary to analyze the theory which upholds autonomous learning and e-learning, for that reason it was necessary to implement analysis and synthesis methods which were very useful to explain exactly the main constructs of the research and find the way to redefine them in the specific field of this investigation.
The pedagogical and didactical strategy was carried out at CELDI (Centro Electrónico de Idiomas) at INCCA university, which is located in Bogotá, in Santa Fé neighborhood, whose population is 3–strata. The group where the research is going to be focused on, is compounded by 12 students aged from 18 to 30, most of them are in the night shift and have full-time work and all of them are taking the elementary English level. Throughout the class sessions it was observed that most of them are really teacher-dependent, because they frequently ask teacher to tell them how to do most of things, which demanded to tutor the tasks and even tell them the way to carry them out, also it was seen that they are not aware of the importance of setting their own learning goals and making own decisions which can contribute in their learning process specifically in a language learning one. This situation leads to inquire about How can the use of WebQuests raise awareness on English language learning in a beginner college course? Answering this question will provide teachers with strategies to foster autonomy in learners in order to perform effectively in the English language process.
Introduction

Researching on autonomous language learning has been essential to prepare learners to participate actively in virtual environments, a place where current learning dynamics are taking place, so the general aim of this research is developing autonomy in learners, starting by raising awareness to enable them to interact critically and independently in the digital era and take on responsibility in their learning practices.

The question that this investigative project tries to answer is: How can the use of WebQuests (WQ) raise awareness on English language learning in a beginner college course? An interrogation that was born in my practicum as EFL teacher in a private university, after independent work was assigned to students and they failed to carry it out several times, also after observing that teacher-centered approach was legitimated by them, limiting their participation in the educational process. To confirm those assumptions about the lack of autonomy, some surveys were applied in which it was possible to visualize several aspects that privileged traditional education approaches.

Research on autonomy is a field that has been explored since 1990s, however, nowadays it has called the attention of academics because of the ongoing growth of ICTs, where independent students’ action is necessary to success in learning, what has led to the development of many projects on this topic. However the relevance of this investigation is that no other has been concerned about how technology, specifically WebQuests, raises language learners’ awareness of autonomy, to help them success in their independent assignments.

So far, most of investigations have been focused on how multimedia increases students engagement to learning as it is the case of the proposal headed by Chen (2012) which shows that those who were immersed in virtual environments were able to select what they needed to
enhance their learning process and they were engaged to set up their own objectives and implement tasks to achieve them. On the other hand, Zhao (2014) in his research states that autonomous learning must be understood as a strategy, and not as a methodology, that is based on other sub-strategies such as compensation, cognitive, memory, metacognitive, affective and social strategies. Other studies as the ones by Zhang (2014) and Karathas (2015), focused on how effective learning encourages autonomous learning and what the teacher’s role is in the current educational dynamics, show the emphasis that has given on the field of autonomy the last years, however these haven’t intended to explore how to raise autonomy awareness, it means how to become students aware of the difference that their own actions make in learning.

The research on WebQuest by Pérez and Dos Santos (2016) makes a compilation of the studies that have been done on this subject, especially those which use this tool to enhance FL and L2 learning. The review shows that they were focused on didactic strategies for reading and vocabulary, others on active pedagogies and motivation towards language learning. Nonetheless, it is evidenced that there are not studies that use this pedagogical tool as a strategy to raise awareness of autonomy on English language learning. Being so, this proposal becomes relevant in the ELT field, because it explores a new didactical approach that fosters EFL learner’s autonomy based on virtual environments.

The investigation described along this paper is framed in action research type of study, using a cycling route, by which the pedagogical strategy was devised and evaluated, and It was possible to conclude that the pedagogical intervention, which was the application of the WQ, allowed the pupils to be aware of their existing attitudes towards English language learning, the strategies they use and the necessity of setting up their own learning goals to be engaged to the
learning process. Also it allowed to observe that they were highly motivated participating actively in the development of the assignments and tasks.

In consonance with the corpus of this research, the proposal is developed throughout the document as follows: in the first part it outlines the population that was observed and analyzed in order to identify the problems that impeded a better development of the teaching and learning practices in that specific context, which allowed to have a diagnosis and in that way set a research question which frames and directs the investigation. The second part is based on a summary of the most important research proposals which have inquired about autonomous learning, which clarifies what has been investigated so far on this field and what can be taken as a further research, and also a description of the theoretical constructs that uphold the proposal, for that reason it is explained how autonomy is understood in terms of language learning and how WebQuest is a powerful tool immersed in TELL that allows help students to develop autonomy. In the third part of this paper the type of research and methods are pointed out and described, intending to outline the route that the investigation follows, then the pedagogical intervention is explained in detail, finally outcomes are analyzed, and findings and conclusions are systematized.
Chapter I. Problem Identification

Description of the Context of Research

This research project was conducted by an EFL teacher at a private university, whose experience of 4 years in this field has led him to reflect on their pedagogical practicum, specially, on the concern of developing autonomy to help students to success in English language learning.

The investigation took part in a private university in the center of the Capital city of Colombia, located in San Diego neighborhood, zone 3 (Santa fe) with three strata students from several Colombian regions, who belong to different careers that took the beginner English language level course.

The PEI of the university is: ‘The institution is in an ongoing quest and inquiry in order to provide autonomous and competent citizens to the society’, therefore the syllabus of the service courses and the bachelor in languages assume this as one of the main aims to direct their educational and pedagogical practices.

The language department of this college counts on eight EFL teachers, most of them M.A teachers or candidates to a M.A degree, and several resources such as an English Lab with didactic materials, computers and several visual-audio aids, also classrooms provided with smart TVs, CD players and internet connection in the different areas.

This study required a sample of 12 pupils who took the beginner English level courses during the second semester of 2016 –II. During the research they participated actively and they were committed to the learning process. Concerning the legality of the investigation, they were informed about the research they were going to be involved in, and they conceded to allow us to use the information gathered for the analytical purpose of the investigation.
Description of the Problem

During the English language courses at CELDI (Centro Electrónico de Idiomas de la UNINCCA) in the first basic English levels, it was possible to identify that students were not able to inquire, search and start, without teacher’s monitoring, their own quests and set their own goals, which was observed during classes when the teacher in charge assigned homework and inquiry tasks in which they did not go further, it was also noticed in the way they understood why to study English, whose objectives were focused on fulfilling their curricular subjects in order to graduate from university, attitudes that were also evidenced in a survey applied before the course began (SEE TABLE 1).

| a) | ¿Aparta un espacio de su tiempo libre para la práctica del inglés? | Si | No |
|  |  | 4 | 8 |

| b) | ¿Cuántas horas dedica para el estudio o práctica del inglés en su tiempo libre? |
|  | 1 hora | 2 horas | 3 horas | 4 horas | Ninguna | Otra 15 minutos |
|  | 2 | 2 | 3 | 4 | 8 | 2 |

| c) | ¿Cuál de las siguientes justificaciones cree usted que complementa su respuesta anterior? |
|  | Porque pienso que es más importante la enseñanza impartida por el maestro en el aula. | 2 |
|  | Porque es bastante aburrido estudiar por mi cuenta | 3 |
|  | Porque no sé qué estudiar o de qué manera hacerlo | 2 |
|  | Porque me parece importante repasar los temas vistos | 0 |
|  | Porque disfruto estudiar por mi propia cuenta | 1 |
|  | Porque descubro nuevos conocimientos que luego puedo corroborar o profundizar con el maestro | 0 |
|  | Porque tengo otras prioridades académicas. | 4 |

| d) | De acuerdo a su criterio califique el grado de pertinencia de las siguientes acciones que usted podría ejecutar durante las clases: |
|  | Muy pertinente | Pertinente | Medianamente pertinente | Impertinente |
|  | Argumentarle al profesor que la manera como él está direcccionando ciertas temáticas podría ser mejor de X/Y manera. | 2 | 0 | 3 | 7 |
|  | Dejar que el maestro comparta los conocimientos de la manera que él considere más efectiva. | 7 | 3 | 4 | 0 |
|  | Sugerir nuevas temáticas o | 2 | 3 | 4 | 3 |
actividades para la clase.

e) Es consciente de la manera como aprende contenidos o temáticas de forma más rápida y eficaz

\[
\begin{array}{cccc}
& Si & No \\
3 & 9 \\
\end{array}
\]

El tiempo que usted dedica a estudiar inglés, lo hace con:

<table>
<thead>
<tr>
<th>Internet</th>
<th>Aplicaciones (celular)</th>
<th>Escuchar música en inglés</th>
<th>videojuegos</th>
<th>Hablar con alguien que domine el inglés</th>
<th>Leer</th>
<th>Otra (En el salón o clase de inglés)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

¿Ha tomado alguna vez un curso virtual de inglés?

<table>
<thead>
<tr>
<th>Si</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 1. Results of Preliminary Survey to Identify the Problem

Table 1 shows that most of the students’ target language training just happened in the classroom, just a few of them spent some time doing so beyond the academy constrains, it also pictures that some of them were focused on other subjects from the curriculum, rather than English. On the other hand, it describes that most of the students thought that curriculum design such as: activity and goals planning was something that concerned teachers only, so they did not take part in that. In terms of using virtual environments to learn a FL over a half of the students agreed with having taken at least once an online English course.

During the second session another survey was applied, nonetheless this was uploaded to a WebQuest format in order to help the pupils to get familiar with the use of the tool, where the pedagogical intervention was going to be developed. The aim of this survey was also to inquire their attitudes towards language learning and clarify how they understood their role and their teacher’s in the educational domain (SEE TABLE 2).

Table 2 indicates that over 50% of the interviewed population experienced a teacher expository method as an approach to EFL learning, less than the 40% of them received lessons in English only, but Spanish was the main linguistic code of communication. The experience with
homework and assignments was negative, because they understand independent work as a marking or grading method in which there are not positive outcomes. Almost 90% of the subjects of this research stated to have been taught by a book activity, and the aim of the curse turned into filling up the whole book, covering the book units. The activities that they marked as positive were those ones referring to listening, videos and films.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>5</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your last teacher explain every point to you?</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Did you have to guess rules/ meanings by yourself?</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did your last language teacher ever ask you to work in pairs or groups?</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did your last language teacher usually stand at the front of the class when he/she was teaching?</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did your last language teacher speak the foreign language most of the time in a lesson?</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did you ever have to speak/write about yourself in the English lesson or as homework?</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did you ever get an extra task or a bad mark if you did not do your homework?</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did you ever have to correct or mark the work of another classmate?</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did your teacher ever ask for your opinion about what to do in the lesson or how you would like to learn?</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Did you often use other materials in the lesson (or only the text book)</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>What did you specially like or dislike about the way you were taught?</td>
<td>a)</td>
<td></td>
<td>b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b)</td>
<td></td>
<td>c)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c)</td>
<td></td>
<td>d)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d)</td>
<td></td>
<td>e)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 2. Results about Students Attitudes towards English Learning**

So far it was possible to picture a wide view of pupils’ attitudes towards English learning, and identify some issues that could impede or end up failing their educational process. Lack of autonomy was a variable that depended on the teaching approaches in which learners had been immersed and their actions limited to listen and follow rules and commands about what to do during lessons.
Nevertheless, these attitudes towards language learning were also evidenced along the first sessions where students displayed high teacher dependence to carry out activities and assignments, they did not participate in suggesting ideas for the class development, and did not consider important to get involved in curriculum planning (SEE TABLE 3).

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss performance on independent work</td>
<td>Outstanding: 2 Basic:5 Low: 5</td>
<td>Outstanding: 3 Basic:4 Low: 5</td>
<td></td>
</tr>
<tr>
<td>Ss participation in lesson planning</td>
<td>Active: 2 Passive: 10</td>
<td>Active: 4 Passive: 8</td>
<td></td>
</tr>
<tr>
<td>Ss participation in setting up learning goals</td>
<td>Active: 3 Passive: 9</td>
<td>Active: 4 Passive: 8</td>
<td></td>
</tr>
<tr>
<td>Ss willingness to cooperative work</td>
<td>High: 8 Low: 4</td>
<td>High: 8 Low: 4</td>
<td>High: 9 Low: 3</td>
</tr>
<tr>
<td>Ss willingness to work in virtual environments</td>
<td>High:9 Low:3</td>
<td>High:9 Low:3</td>
<td></td>
</tr>
<tr>
<td>Ss further research on the assignments</td>
<td>Outstanding: 1 Basic:2 Low: 9</td>
<td>Outstanding: 2 Basic:2 Low: 8</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Results of the Classroom Observation

Table 3 illustrates the involvement in the learning process as well as it helps to corroborates and support the findings of the surveys. It describes that less than 30% of the sample participated actively in establishing the goals that the course should achieve, also their assistance in giving ideas about how to develop the course such as: activities, topics of interest etc., was limited, but their eagerness to work with others was high, because the observation allowed to see that the group showed comfort and gratification while teamwork. Also the table indicates that students privileged phone apps and computer use as a means of learning. Finally the table reveals that their inquiry tasks were limited and did not go further.

Surveys and observation outcomes shed light on what was the current state of students’ attitudes towards EFL learning, their autonomy level and their willingness to virtual environments, which led to design a pedagogical proposal that enable them raise autonomy
awareness in language development, so the following chapters will try to support the following research question: How could WebQuest raise autonomy awareness on English language development in a beginner college course?
Chapter II. Literature Review

This chapter introduces the main theoretical and research contributions that have given a support to the study: Directions in higher education in Colombia, autonomous learning, learner autonomy, virtual environments and WebQuests to foster autonomous language learning.

Higher Education Current Directions

In the world Conference on Higher Education held in Paris on 18th October 1998, topics concerning with autonomous learning and technology development were taking into consideration, in its 2nd article it stated that educational institutions staff and students should give their points of view autonomously due to the fact that they are provided of intellectual authority which can be useful for the current society, and in its 12th article it dealt with the challenges of technology in the XXI century. However the latest world conference on Higher Education (UNESCO, 2009) also highlighted the importance of technology as a vehicle to improve higher education worldwide. In this conference the arguments were based upon the roles that ICTs play in education, so it agreed that they strengthen three traditional strands: Research, Service to the Community and Teaching. The ICTs in teaching were one of the main topics discussed in the conference, since many developing countries envisioning a future in which they hope to become learning societies built on knowledge economies, for that reason huge investments are carried out in order to guarantee to shorten the access gap and achieve equity and equality at all levels.

The conference argues that the new generations that are born in this digital environments are developing new strategies and abilities that enable them to interact in the virtual world, this has led to e-learning (all type of knowledge and abilities developed by facing digital environments) which demand new strategies for teaching and to think over the pedagogy issue.
The instructional success of e-Learning is dependent on the development of appropriate pedagogies and an integrated use of ICT based on students’ prior learning experiences. Its failure can be traced to its conception of learning as the transfer of knowledge instead of seeing learning as an active process of knowledge creation (UNESCO, 2009).

The constantly growing of information and the freedom to access it, thanks to the technology, shifts teachers role as the main source of info (now just a click on a link of a webpage is enough) and states that pupils role requires a sense of autonomy, because plenty of virtual libraries, e-books and digital resources are on their hands, now the new challenge is how to use them for their own learning purposes.

The necessity of a new outlook on education, shifting teaching centered approaches to learning centered approaches, was emphasized by UNESCO (1998) which declared the necessity of learning to know as the main foundation of education, later the Bologna’s declaration (1999) and the creation of ECTS (2009) (European Credit Transfer and Accumulation System) also valued the students work (independent work) as a requirement to achieve learning.

The birth of ECTS reinforced autonomous work, due to the fact that gave much more emphasis to the independent work, since every lesson given in the classroom was accompanied by activities that scholars should develop independently in order to complement face to face classes. On the other hand the ECTS allowed to measure the time given to autonomous academic work and class work, because a credit was understood as a measurable unit of time spent by apprentice on academic work, in that sense universities could identify the number of credits of certain subjects and in this way to develop students’ exchange with programs of overseas universities.
Colombia in its decree 2566 (MEN, 2003) opted for The ECTS as a mechanism for quality evaluation, students’ exchange and cross institutional cooperation, since accepting the Credit System would allow it to be part of an international and educational policy and so to participate in the dynamics in which developing countries are immersed.

Being ICTs the core of a new teaching and learning approach and pedagogy in our current society, and being aware of the abilities and skills that the users of these techs possess (digital natives and digital immigrants), and taking into consideration the necessity of developing certain degree of autonomy in learners in order to enable them to participate actively in an educational system based on credits (ECTS), it is crucial to think about a pedagogical proposal that involves technology as the vehicle to implement a didactical strategy, which allows to develop an autonomous behavior in order to face digital world challenges and the demands of the Credit System.

**Autonomous Learning: a capacity that students need to develop in order to face current education dynamics**

The ECTS adopted by Colombian Educational policy has failed when it has been implemented because The National institutions do not have a clear guideline in order to shift their traditional practicum (which is teaching centered or expository) to autonomous learning. According to Palacio (2006) Colombian universities comply with the written law but in the practicum they seem to follow old traditional systems. He states that the educational system has opted for remaining in a teacher centered approach and there is still a huge distance in order to achieve a flexible one, centered in students learning process.

In the case of INCCA University, which is the subject of this research, things seem to go on the same way. The university has adopted the Credit System, but there is not a clear direction
about how the institution understands autonomy and how teachers should foster it in their practicum. So what Palacio states is a fact that involves INCCA University too. At CELDI (Centro Electrónico de Idiomas of INCCA), the reality is the same, every English course is given in 40 hours which should be supported by independent work doubling the time spent on the classroom, as the decree demands:

Un crédito equivale a 48 horas de trabajo académico del estudiante, que comprende las horas con acompañamiento directo del docente y demás horas que el estudiante deba emplear en actividades independientes de estudio, prácticas, u otras que sean necesarias para alcanzar las metas de aprendizaje, sin incluir las destinadas a la presentación de las pruebas finales de evaluación (MEN, 2003).

Nonetheless, CELDI neither has a clear direction about how to carry out a curriculum whose main goal be developing undergraduates’ autonomy, it is stated because it even has a document that regulates it, for that reason the facts that take part in the classroom are unidirectional depending on teacher’s expository method and students participation in matters such as planning the syllabus, setting learning goals and so on, are never taking into consideration.

According to Peláez (2009), the basis of the current world demands autonomous individuals who can achieve learning by their own means, and the ECTS is the key to do so, but it is a matter of time, because to work properly on a system of this nature it is necessary that teachers, students and society change their minds on what they consider about learning, so it asks for a cultural educational transformation. It is necessary to remove our blindfolds and visualize the reality we live in.
INCCA university has tried to be in consonance with what MEN (Ministerio de Educación Nacional) demands, for that reason its programs are in line with the Credit System, and every subject is planned with some hours intended for autonomous work, however the question is how will the university manage this independent assignments specifically in CELDI courses and what performance will it expect from undergraduates when they even have not developed an autonomous attitude to carry out this kind of independent work?

Castillo and Pineda (2016) refer to this issue in which universities, following the Colombian policy for higher education, try to attain an intermediate proficiency level (B1) in 160 hours or less. The investigation shed lights on the time arranged to achieve the target level is not enough, and the results obtained show students dissatisfaction with the program and frustration with the approach.

In order to find a possible solution to the problem stated so far, it is possible to think about a methodological strategy based on the use of technology, in order to achieve an autonomous attitude in learners to accomplish their independent work demanded by the university, which also enables them to interact in a world that asks for capable learners of facing the challenges of the XXI century. However, first of all it is necessary to clarify what it is meant by autonomy and how to promote or foster this attitude in English language learners, a matter that will be discussed in the following lines.

For the sake of clarity, it will be necessary to explain what autonomy is not. Little (1991) sets five conceptions that can be misunderstood as autonomy, firstly autonomy is synonymous of self-instruction, what means pupils learn exposing themselves to an environment, secondly learners autonomy requires give up teachers initiative and control, it is teachers may destroy autonomy managed by learners, thirdly autonomy is a new methodology so it can be
programmed and arranged to be carried on in a lesson plan in a couple of sessions, fourthly it is a single described behavior and fifthly it is a state achieved by certain learners. If autonomy is not only self-learning and being afraid of teachers in order to stop autonomy development and neither something that can be programmed or easily described or even a position only possible for some learners so, what does autonomy mean?

In order to give a definition much more complex which helps us to state what autonomy is, drawing on Little and Holec’s autonomy conception will be central and indispensable. Little explains that it is “a capacity for detachment, critical reflection, decision making and independent action”, four roles that must be achieved by learners in order to reach a certain degree of autonomy, however Holec (1981) sets specifically what learners have to develop and be engaged to, in order to take charge of their own learning. According to him learners must determine objectives, define the contents and progressions, select methods and techniques to be used, monitor the procedure of acquisition properly and evaluate what has been acquired.

Holec and Little conception of autonomy allows to see that education seems to be against or at least moving in an opposite direction, because traditionally teachers have been in charge of learning, they are the ones who determine objectives and select contents and decide what learning method students should implement. And what about monitoring and evaluating, processes, that have become an oppression weapon in order that implements fear and force as instruments of control to make subjects memorize information, so that, curriculum is imposed and learners needs, interests and aspirations don’t take part in learning process.

Little argues that education should move on a different direction, it is the learner’s one, where he/she holds the responsibility for all the decisions concerning all aspects of this learning.
for that reason one of the main goals should be ‘learning must be transferred from teachers to students’. So that the curriculum now comes within learners and learning is deinstitutionalized.

The idea of the deinstitutionalization of learning is a political view of education which has to do with understanding school not as an institution that models behaviors and homogenizes subjects, but a place of giving them the competences and capacities to be autonomous and participate freely as members of a big society.

Illich (1971) looks at school as a place that builds up barriers between living and learning, for the author schooling takes knowledge and puts it into an area whose access is restricted, as it is too difficult to get into, learners lose motivation and give up learning.

Barners (1976) explains that those barriers are not in the very beginning political but psychological and has to do with the way we communicate and learn from one other. In order to understand Barners’ conception, it is important to comprehends the distinction that he draws between ‘school knowledge’ and ‘action knowledge’, the former has to do with what teachers transmit to students by expository ways, and the latter is the learning experiences that they daily have by interacting with their environment and context.

The Illich statement (1971): “The problem is communication, we can understand only what we already know” shows that the reason why individuals do not learn is because traditionally schools have transmitted information that has nothing or little to do with their previous knowledge, so that they cannot associate, becoming what Brunner (as cited in Little, 1999) calls expository teaching.

Carl Rogers (as cited in Little, 1999) is a psychologist who has been really interested in matters related to effective learning, he states that it can only arise from learners uniquely
individual experience, and the only way to get it is the one that has to do with self-discovering and self-appropriated learning.

So far it is possible to realize that learning is a process that comes from learner’s own experience and it is given by communication, which in turn is only possible by the interaction between previous knowledge and new knowledge, and it cannot be forced by external control.

Little’s conception (1999) about learning derives from Piaget and Bruner ideas about how pupils learn, it is ‘learning is a process where each increment must be accommodated to what learner already knows by various process of adjustment and revision’ which is translated by Piaget as ‘new knowledge needs organization of the existing knowledge’. However Little gets this wider conception drawing a distinction between developmental learning and school learning, he starts from child autonomy, he thinks that child is autonomous in the sense that its natural development is not process of external control, it learns from the environment and its motivation to do so is a natural necessity to experiment the outside world and a big part of this is given by verbal interaction, on the other hand, the school learning is the one that is based on the presentation of knowledge by someone else. From these definitions he comes up with the idea that must be a continuity between developmental learning and school learning, as the former is achieved only by learners own experience the latter must be carried on in the same way, it is giving the chance to students to experience roles of mathematician, writers, scientist rather than teaching them steps or formulas about how to write, do math’s operations and so on.

Kelly (as cited in Little, 1999) and his theory of personal constructs was useful for Little in order to set up a concept about the psychology of learning. Kelly views man as a scientist equipped with a theory, hypothesis and insatiable urge to ask questions, and learning occurs in search of answering those questions. According to Kelly all human beings have a view of what
world is (theory), and they are expecting what will happen in facing or acting some circumstances.

The process of life suggested by Kelly is an ongoing and endless process, since human development is never complete and individuals are always revising their constructs (the meanings that a person attaches to events and phenomena, in the life of new experiences). Those constructs are product of own experiences and most of them are acquired unconsciously from birth onwards and they help to define culture and society. He adds some characteristics to these constructs which are:

- Unique system
- Share some aspects with individuals of the same culture
- They are constantly shaped and reshaped
- No two learners have exactly the same system of constructs

According to Kelly when the learner is familiar with the additional info (new knowledge) the process is not difficult to proceed, but when he is not familiar with it, which means that it contradicts some learners constructs or it is a new way of thinking the process of learning becomes difficult and painful.

This theory about the psychology of learning framed by Kelly and the one suggested by Carl Rogers, besides Piaget’s and Bruner’s ends up in Little’s definition of learning, which is defined as a process which has to do with the accommodation by adjustment of constructs to new knowledge, it is unique and personal because it is produced from the inside learners cognitive system so nobody can do it in replaced (Little, 1991).

The start point for autonomy is the one that is in the very beginning of developmental learning, in the sense that child is autonomous since its development is not subject to the control
of external forces, however this autonomy is unconscious. For Little the institutions aim is to help learners to be conscious of personal constructs, identifying conflicting parts making them aware of their process.

To sum up, the definition of autonomy taken into consideration is the one provided by Holec (1981) and Little (1991) which was defined as: *The ability to take charge of one’s learning which means to have and to hold the responsibility for all the decisions concerning all aspects of this learning*, which involves:

- Determining the objectives
- Defining the contents and progressions
- Selecting methods and techniques to be used
- Monitoring the procedure of acquisition properly
- Evaluating what has been acquired.

In agreement with Little and Holec, individuals who are in charge of learning will demonstrate willingness for setting their own learning goals, which is related to determine the objectives that match their own learning purposes, in that way they will be self-motivated to learn because what they learn will be useful to solve a problem, handle a difficult situation or overcome an obstacle that they have found by themselves an impediment to achieve certain type of learning.

Students will be the ones that set up the times and moments in which they achieve certain progressions, and the contents that match better to their needs, for instance a guy whose learning purpose is focused on master a video game, he/she will be the responsible for selecting what type of contents and abilities she/he needs to reach the target established.
Little and Holec argue that there are several types of learning as well as several types of methods to achieve them, and pupils need to select the technique that must be used to deal with the type of learning they want to approach. Little also states that monitoring knowledge acquisition is a learner’s task whose main function is to analyze if they make progress in learning or on contrary they are stuck.

Evaluation, for Little and Holec, is a reflective process in which learners analyze and compare if what they have learnt has enabled them to achieve the goals established at the beginning of the process or if something is still to be attained, for that reason it is an opportunity to modify and plan new goals and learning routes to accomplish fully the target.

So far, there is certainty and clarity on what autonomous learning is, and it is possible to observe a clear relationship between the pedagogical proposal, as it is the case of the WebQuest to foster autonomy, due to the fact that this tool involves a task that suits the student’s learning goals, also it enables them select the resources being free to use the techniques they consider suitable to attain the task assigned, also they participate actively monitoring and evaluating their progress.

**Autonomous Language Learning: a capacity to use and learn the target language beyond the classroom**

The aim of a pedagogy oriented to the development of learner autonomy must be: ‘To equip learners with a capacity to use and learn the target language beyond the physical and temporal limits of their immediate learning environment’ (Little, 1991) One of the highlighted difficulties that are observed in students is that they are not capable of breaking the borders of learning, they interact among themselves or directing questions and requests to their teacher, but when they finish their language lesson they do not look for environments or spaces to keep training and
learning the target language. The question turns out to be why this happens? Why is language learning reduced to the actions that take part in the classroom only? What about all the learning possibilities that are found outside the classroom without teacher’s monitoring and tutorship?

The answer to the questions above is solved by Little (1995), he strongly believes that the experience is the only way to reach learning and develop an autonomous behavior, and language learning behaves in the same way, subjects will learn the target language only if they use the language, it means ‘language use allows language learning’, it is a process of internalizing structures from social interactions, on contrary pupils won’t be capable of an L2, and language learning will be restricted to what teachers tell students to do and speak in the classroom, in this way the type of interaction that takes part is an IRF sequence (Initiate, Respond and Feedback) (Sinclair, McGrath, & Lamb, 2000) in which teacher initiates a question and the learners respond to demonstrate understanding, then the teacher gives feedback regarding the linguistic appropriateness of the answer, so the teacher controls the type of dialogue. However learning out of the classroom happens in a very different way, because sometimes situations demand individuals control a type of dialogue and assume a different learning sequence from the one he has been used to following. So the school and teachers have to face a new challenge which is to get students ready for the sort of learning that is out of the classroom which asks for an autonomous behavior, so the teacher’s task is to foster this type of learning to allow pupils to act autonomously and look for learning environments that satisfy their needs by themselves.

The implementation of WebQuests in a EFL course provides opportunities to practice the language beyond the classroom, which will guarantee breaking down what Sinclair, McGrath, & Lamb (2000) call IRF sequence, and overcoming the Little’s statement ‘individuals incapability of braking the borders of learning’, because it allows them to use and interact
through several web resources directed by a task which is closely related to use the target FL in a real environment, where they, most of the times, will have to control the communicative acts.

In consonance with Little (1995), autonomy in foreign and second language implies self-management in language learning and self-reliance in language use, which is translated as: individuality and independence. It is because of learning an L2 depends on students own experience and control of their learning process, they have to manage the progress and the moments when pauses or changes are necessary, but since the language learning is determined by social interaction, L2 learners will find learning opportunities through exchanging ideas and thoughts with other individuals and solving problems.

Little (1995) quotes Vigotsky in order to explain that ‘individuals reach new levels of autonomy only through interaction with others’, in this process pupils understand that there are others with ideas thoughts and emotions that can coincide or not with one’s, it leads to allow individuals to take responsible actions being aware of the differences between peers and their own characteristics that make them unique.

Being social interaction the core of language learning, in order to think about how to develop autonomous language learning, is mandatory to reflect on teacher’s role. Little explains that people learn from their experience if they are entirely engaged, and also he states that there is a time for separation and from a distance considers what has happened to them, they must take on the role of external observer. It is translated as diving in and stepping down, which are necessary process during learning, since it is pertinent subjects observe critically their learning practices but it is only possible by detachment and they also need to engage the learning process. In this latter, teacher plays an important role in order to engage them to the matter of learning
and using the target language. ‘Teachers may find a way to persuade students to dive in (Little 1995)’.

To close up, in order to enhance students to shift their language learning opportunities to environments or learning possibilities out of the classroom, FL learning must be thought as a process of interaction among individuals, in which teachers role must be reconsidered, it should be understood as an agent whose role is encourage pupils to engage language learning, and look for other different spaces to the ones provided by educational institutions, attitude that enable them to develop a capacity to use and learn the target language autonomously.

**Autonomous Language Learning Asks for Learner Autonomy.**

In the lines above, it has been discussed the pertinence of autonomous learning in a society that has free access to thousands of piles of information, and takes part in an educational system that has opted for grading learners independent work and measuring their autonomous intervention, in learning opportunities out of the traditional mediations and environments such as the classroom, also it has been argued that autonomous language learning needs challenging teachers that help students to be empowered of learning so that they are in a better position to take on more responsibility for learning than before. However, in the lines that follow, it will be clarified what kind of attitude needs specifically to be developed by learners in order to achieve autonomy. For purpose of this matter Agota Scharle and Anita Szabo’s conceptions around learner autonomy will be taken in to consideration.

Scharle and Szabo (2000), offer language teachers practical guidance on how to develop a sense of responsibility in their learners so that they will understand how and why they learn and be willing to take on active role in their learning.
According to Scharle and Szabo, in order to foster learner autonomy, it is necessary teachers develop a sense of responsibility and also encourage learners to take on an active part in making decisions about their learning.

Responsible learners, for Scharle and Szabo, are those who accept the idea that their own efforts are crucial to progress in learning and behave accordingly, also they must not be especially keen on teamwork, but they are willing to cooperate with the teacher and others in the learning group for everyone’s benefit. Moreover, they do not always do their homework but whenever they fail homework they are aware of missing an opportunity to expand their knowledge of the foreign language.

*Figure 1. Learner Responsibility (Scharle and Szabo, 2000, P.3)*

Scharle and Szabo think that it is quite important pupils develop responsibility and autonomy, because teachers can spend thousands of hours and lessons providing all the necessary circumstances and input, but learning can only happen if learners are willing to contribute.

The saying goes: ‘you can bring the horse to water, but you cannot make him drink’. It explains that teachers can do their best to make pupils learn a subject but if learners do not have
a correct attitude to engage learning process, their possibilities to learn will be narrow and few. In order to avoid this, learners need to realize and accept that success in learning depends as much on them as their teacher. In other words, success depends on learners having a responsible attitude.

In order to help students to develop an attitude that allows them to be aware of the pertinence of their contributions and the abilities that they will need to take charge of their own learning, motivation is a prerequisite for learning and responsibility as well, but it is not any kind of motivation, Scharle and Szabo argue that there are two types of motivation, one that is extrinsic, which has to do with reward and punishment and it is dependent on teachers, and other that is extrinsic, which comes from an inner drive or interest of the learner and leads him/her to carry out and fulfill goals. Nonetheless, although the latter stimulates learning, it increases the dependence of the learner on an external agent. The authors explain that motivated learners are more able to identify with the goals of learning and that makes them more willing to take responsibility for the outcome.

The authors also say that a part from reinforcing motivation students should be self-confident, which contributes to the development of responsibility. So learners must believe that they are capable of managing their own learning and they can rely on themselves, not only on the teacher.

When learners are encouraged to focus on the process of their learning rather than the outcome, they unconsciously examine their contribution to their learning, which is called monitoring, so they can analyze and determine at what extent their efforts make meaningful changes. And when learners go further and judge their own learning they take part in a process of self-evaluation, in which they can figure out an idea of their level of proficiency and so discover
weak and strong points and plan the directions of progress, so they will consider their targets and will effort to reach them.

As well as monitoring and self-evaluation must be abilities that students should be empowered of, on one hand. Learning strategies play an important role on improving language competence, when learners identify what strategies they can draw on in order to access certain type of learning, managing how and when to use it, will give them a big advantage on how to accomplish learning, and on the other hand learners must learn to work in peers, taking into account language is a process of interaction, cooperation will guarantee the learners rely on their partners not only the teacher, so feedback will be provided by peers as well as the teacher, expanding their learning possibilities.

Apart from this behavior that students should develop and adopt, for the sake of achieving an autonomy attitude, the authors suggest three levels or phases that must be reached by learners, 1\textsuperscript{st} Raising Awareness, a stage in which pupils become aware of the differences their contributions can make, 2\textsuperscript{nd} Changing Attitudes, a stage where they realize they will need some well-structured practice in their new attitudes as responsible learners, and 3\textsuperscript{rd} Transferring Roles, a phase where they will be ready to take over some roles from the teacher and enjoy the freedom that comes with increased responsibility.

After determining what is the attitude expected from learners that have developed certain degree of autonomy, and after being aware that in order to achieve autonomy there are some phases that individuals need to go through, to establish what level INCCA university undergraduates, specifically Basic English level learners, should reach and what attitude they should develop in order to handle independent work assigned by the university, which obeys the
Credit System dynamics, and take on active role in virtual environments where current education is taking part in, is necessary.

**Virtual Environments: a space to enhance autonomous learning**

It has been discussed so far, technology has brought a necessity for changing learning attitudes, approaches and pedagogies, and also it has been argued that new educational policies are asking individuals to play an active role in the learning process which has to do with subjects’ learning empowerment. For that reason it is pertinent to think about a methodological strategy that flows in consonance with the technology immersion and autonomous learning development.

Sierra (2012) involves several points of view about why virtual educational environments enhance autonomous learning, one of the main arguments in favor is that learners have all the information and resources ready to be used, and they are in charge of selecting them according to their learning purpose: a process that demands an autonomous behavior in order to determine what information is pertinent and suitable according to the matter the student is focused on, that is why it is a task whose main performer is the learner.

In line with Sierra, González and Heras (2006) say that student’s role in digital environments is different from the one they play in the traditional education:

Los estudiantes dejarán de tener un rol pasivo y asumirán un rol más activo, ya que la educación virtual brinda la oportunidad de desarrollar en ellos un nuevo comportamiento, siendo ellos mismos quienes buscan la información y logran cumplir con los objetivos académicos del curso que se han propuesto (González & Heras, 2006).

It was pointed out in lines above that taking responsibility for own learning is one of the main characteristics of an autonomous learner and it was also stated that motivation plays an
important role in order to engage students in the process, in consonance with these principles. Sierra (2012) argues that virtual environments guarantee individuals control learning, because they have to learn by their means, using the resources that these virtual spaces provide them, and managing not only the tools that they need but selecting the content and accurate information that allow them to reach the objectives planned. According to the author motivation is an intrinsic fact inside the individual. ‘Motivation comes from the individual itself, and it is related to a personal desire to satisfy needs interests and expectations, whose outcomes produce certain degree of joy’ (Sierra, 2012).

That is why learners who take charge for their own learning are intrinsic motivated, because they plan their own learning goals and work on all the requirements in order to accomplish the target. In the case of virtual environments, users who are immersed are always using tech in order to accomplish a task. For example to accomplish a mission in a video game, watch a tutorial in order to download software or a program etc. Motivation is intrinsic, because it is dependent on the satisfaction that pupils find in the task or learning activity.

As virtual environments have demonstrated that they privilege autonomous learning and which in turn they ask for autonomous learners, carrying out a didactical strategy on WebQuests will be pertinent, due to the fact that it will enable students to be empowered of learning, due to the fact that they will be in charge of managing all the resources that it provides, and that they consider necessary to solve the task assigned, also they can connect related information in order to improve or understand better concepts that they need to consolidate in order to master the task, other virtue of this tool in terms of autonomous learning is that, as it is immersed in the dynamics of web.3.0, which means that it can be run in any type of digital device (laptop, tablet,
smartphone etc.), it provides the possibility to use several resources in order to make learning more interactive and meaningful.

The pertinence of carrying out a pedagogical intervention by the implementation of the use of WebQuest has been widely explained so far, since it is immersed in virtual environments, taking advantage of ICTs and all the resources provided by the web, making viable the development of autonomy in EFL learners, specifically, raising awareness of autonomy.

**WebQuests (WQ)**

Dodge (2016), the creator of WQ states that using this methodological tool has several benefits in terms of teaching and learning, because it is based on inquiry tasks that demands students’ responsibility and engagement, he argues that it is more than a simple web-based experience, because it involves higher order thinking tasks that enable them to go further than comprehending some information in order to answer some questions. Respectively Dodge (2016) says:

> A WebQuest is built around an engaging and doable task that elicits higher order thinking of some kind. It’s about doing something with information. The thinking can be creative or critical, and involve problem solving, judgment, analysis, or synthesis. The task has to be more than simply answering questions or regurgitating what’s on the screen. Ideally, the task is a scaled down version of something that adults do on the job, outside school walls (page).

Another important feature that the WebQuest author highlights is that its aim is to provide students skills that allow them to face the real world, for that reason, activities and tasks are close related to what people normally do at their jobs or outside the classrooms. Other positive outcome that the use of this tool guarantees is the possibility for learners to produce
something made by their means which they can feel proud of, because they are the ones who
manage the resources and select the information and contents for their learning purposes, which
is only possible through a responsible attitude, in other words students taking charge of their own
learning. As Dodge says: ‘The benefit to using this tool, once you have identified the right place
to try one, is that it puts more responsibility on the learners themselves’.

Implementing WebQuests in the curriculum is an example of shifting teacher centered
approach to a learner centered one, since teacher is just going to be in charge of designing a task
that allow his/her pupils to develop skills in order to carry out the activity proposed, but the only
ones in charge of learning are the pupils themselves, who will have to use and handle the
resources provided in order to achieve the objective.

However it is necessary to outline how specifically using such a tool and strategy could
lead to help learners to develop autonomous language learning, so in the lines that follow, the
issue will be discussed in detail explaining how the tool enhance students responsibility and
foster autonomous language learning which is the investigative purpose of this research.

How Could the Use of WebQuests Foster Autonomous Language Learning?

A WebQuest as it was described above is an online tool, that uses all the resources that
the internet provides such as: videos, sound, podcast, readings about thousands of topics and so
on, which allows that learning possibilities be wider and guarantee implementing several
learning styles, so the users of this tool, will be not intended to pay attention to the teacher’s
speech but they will have different possibilities, being so auditory, visual, reading and writing
learners will not depend on expository teaching method as the only means of teaching and
learning, but they will have the chance to interact with material that matches better to their
learning preferences.
According to Scharle & Szabo (2000), identifying learning styles is an issue that concerns to students that have started taking charge of their own learning process, pupils that realize the way they learn better are in advantage from those who are not conscious about it, because they can implement those strategies in which they feel confident in order to master a task.

Using a WebQuest encourages users’ motivation, because the task that it involves has a relationship with their’ needs and previous knowledge, turning out to be meaningful for learners. According to Piaget’s theory of adjustment, meaningful learning is only possible by adjusting new knowledge to the previous one and it depends on the relation that the latter has with the former, but there must be a common construct that allows that integration. Individuals who find learning meaningful are more willing to learn (intrinsic motivation). According to Scharle and Szabo, motivation plays a very relevant role, since only motivated students are able to be in charge of their own learning so that ‘motivated individuals are more able to identify with goals of learning that makes them more willing to take responsibility for the outcome’.

According to Ranciere (1991), in his book the ignorant Schoolmaster explains something similar to motivation, the author says that there is a relationship between will and learning, because the subjects that achieve learning are those whose will is strong enough to keep them on the path of knowledge, that will is the one that enables them to confront knowledge experiences and not to give up. The author states that those individuals who have this unique experience will always be willing and free to find out new knowledge because they do not depend on other intelligence (professor intelligence) but their own, to discover new learning worlds.

There is stultification whenever intelligence is subordinated to another. A person—and a child in particular— may need a master when his own will is not strong enough to set him on track and keep him there. But that subjection is purely one of will over will. It
becomes stultification when it links an intelligence to another. In the act of teaching and learning there are two wills and two intelligences. We will call their coincidence stultification (Rancière, 1991).

A WebQuest tool is intended to be explored by learners who want to achieve learning, but the only intelligence required is their own, it is not necessary another intelligence intervention, so it could be stated that the application of this tool is what Ranciere describes using Jacotot (the main character of his book), a teacher whose principle becomes to help pupils’ intelligence obeys only itself, as an emancipatory process, in which the schoolmaster intervention has to do with provide scholars a master piece as a mediation between their intelligence and a new knowledge.

Jacotot was a teacher who was in charge of teaching French to Dutch students who had no idea about the language, the method that this schoolmaster used, as he did not know any Flemish too, consisted of establishing something in common between him and his pupils, for his purpose he took advantage of a bilingual edition of Telemaque, which by that time was being published. After assigning some homework about the book, which demanded effort in order to read and understand the book, Jacotot realized that they had learnt some French without his intervention, a fact that leaded him to think about his role as a professor.

A WebQuest implementation for the purpose of this research should be seen as Jacotot method: a tool that mediates between new knowledge and individuals’ intelligence, where the schoolmaster and the learner are in the same position. The WQ should be the thing in common in which learners and teachers create a relationship where intelligences are not subordinated, so the interaction will be between pupils and the tool in a liberated way.

To sum up, implementing a WQ proposal will not only motivate students and allow them to access knowledge through their learning styles but also enable them to liberate them from
being subordinated to another intelligence, fact that will enhance students to act freely in learning concerns and depend on their intelligence itself in order to achieve learning, which is the beginning of an autonomous behavior.

Referring to WQ as the Telemaque of Ranciere entails that the pedagogical proposal of this investigation takes into account the importance of placing learners in a position where they can access knowledge freely for their own learning purposes, losing the fear of being judged by their teacher, and taking on responsibility for educational process.

So far, it has been described how this research understands autonomy, language learning autonomy, virtual environments, WebQuest and the analogy that exists between WQ and Ranciere’s learning approach, and how these constructs strengthen and enlighten the pedagogical proposal upheld throughout this paper.
Chapter III. Research Design

This chapter presents the design that embraces this investigation: the population and the setting where the proposal takes place, the method used and the question that directs the development of the research project.

Setting and population

This project was carried out at a private university in San Diego neighborhood, zone 3 (Santa fé) in Bogotá Colombia. The university has a population of over 1000 undergraduates spread in two shifts: the morning shift and the night shift. The university has students of several programs such as: engineering, laws, administration, music, psychology, Biology and bachelors in education.

The university bases its work in its vision which states that it is in an ongoing quest and inquiry in order to provide autonomous and competent citizens to the society. This goal explains how university thinks and develops teaching and learning practices.

In terms of physical resources, the university has several computer rooms and an English lab, where internet connection is available and WIFI as well, for that reason the community can drive their devices and cellphones in the university settings, accessing to apps and programs that they might find useful according to their learning needs. Classrooms are also provided with Smart TVs and DVDs.

English courses at this university have an intensity of 40 hours, and undergraduates have to take 8 levels that go from beginner to intermediate. The pedagogical intervention was applied to a group of 14 students, from several programs whose ages rank between 20 and 40, and they are in different semesters. The fourteen undergraduates were chosen as a representative sample to collect and analyze the data derived from the intervention.
Research Method

This is a qualitative study. Qualitative research has been defined by Nunan (1992) as discovery-oriented, exploratory and descriptive, there is a subjective element to all knowledge and research and it is closed to the data since the researcher is participant. On the other hand, according to Johnson and Christensen (2000), it is an exploratory process, because the researcher collects data from the fieldwork through observation process, and it is focused on particular situations and groups, because it studies behaviors in their natural environments.

This is a qualitative research because the researcher, the teacher, is a participant, who lives the reality of the classroom and is always observing and reflecting on the actions that take place in this setting (students attitudes and behaviors to learn), and he/she is frequently questioning, what is being an obstacle to learn and how things could be better.

Type of study.

Action Research was chosen as a method which provides the guidelines and steps to take actions in order to solve the particular problem which has to do with raising awareness as a first level to achieve autonomy in language learning. However the Action Research method that this project adopted was the one described by Nunan (1992) (Action research in the classroom) which has a cycling shape and whose aim is concerned with change. Nunan states that the process starts by a problem that the practitioner (the teacher) finds out in the classroom that impedes learning, which should be confronted, then the data collection is provided by classroom interaction and learner language, it leads to set a hypothesis that tries to explain what the problem is and how to intervene. After the teachers intervention (it is when the teacher devices a number of strategies expecting to change or improve the state of things), his/her mediation and
strategies applied are evaluated so he/she should decide what actions worked properly and what is necessary to change or modify, finally the cycle starts over.

![Action Research Cycle](image)

*Figure 2. Action Research Cycle (Nunan, D. 1992, P47)*

In the case of this study, initiation corresponds to the step of identifying and analyzing the problem, discussed in chapter 1, obstacles for autonomous learning, it means: actions that did not allow students to develop an autonomous behavior to learn English, at this diagnostic stage the instruments used were of empirical nature such as the survey that appears in table 1 and the observation that appears in table 2, which revealed their attitudes towards learning.

In the second step (Preliminary investigation) it was indispensable to spend some time collecting data from surveys (applied at the beginning of the course. It was in Spanish, so that they would better express their thoughts) and observation (field notes) in order to analyze their discourse and behavior, whose analysis allowed to set up a hypothesis which involved the problem and the way to intervene, in this case How can the use of WebQuests raise awareness on English language learning in a beginner college course?

The intervention step was led by the application of the WebQuests designed for the course, whose aim was to help students to raise awareness, as the first level in order to develop
autonomous English language learning, so they were frequently asked about how they were
carrying out the process. Taking notes about the challenges, troubles and fears pupils had to face
was key to assess the level of autonomy and responsibility where they were in.

After applying the strategy, the data obtained from this process was evaluated, but not in
terms of grading it but in terms of reflecting on the findings of the experience of the process
considering that the actions taken were led to have changes of this social situation for
improvements in the English learning process.

Finally it is important to say that this method emphasized in the reflective stage because it
allowed having a look not only at teacher’s view but also at student’s. The method was suitable
in order to give a methodological route to the research and achieve the purpose of the
investigation.

Research Question

How can the use of WebQuests raise awareness on English language learning in a beginner
college course?

Research Objectives

General objective.

• To help students raise awareness on English language learning through the use of
WebQuests.

Specific objectives.

* To engage students to their learning process through the use of WebQuests
To lead students to develop autonomous language learning strategies such as planning and self-assessing learning through the implementation of WQs.

To help students to become aware of the difference their contributions make in autonomous language learning through the interaction with WQs.

Research Procedures

Schedule

The schedule that this research follows is based on action research cycle

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Research Cycle</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>First session</td>
<td>Initiation</td>
<td>Problem statement</td>
</tr>
<tr>
<td>12th August / 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second session</td>
<td>Preliminary investigation</td>
<td>Diagnosis</td>
</tr>
<tr>
<td>26th August / 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third session</td>
<td>Hypothesis</td>
<td>Data reviewing to set up a hypothesis</td>
</tr>
<tr>
<td>9th September / 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth and fifth session</td>
<td>Intervention WQ3</td>
<td>Implementation of the pedagogical strategy</td>
</tr>
<tr>
<td>23rd September and 7th October / 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth, seventh and eighth session</td>
<td>Intervention WQ4</td>
<td>Implementation of the pedagogical strategy</td>
</tr>
<tr>
<td>21st and 28th October, and 4th November / 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth and Tenth session</td>
<td>Evaluation</td>
<td>Ss performance showing a change of language learning attitudes</td>
</tr>
<tr>
<td>18th and 25th November / 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh Session</td>
<td>Dissemination</td>
<td>Presentation of the progress in the project to a group of teachers.</td>
</tr>
<tr>
<td>8th December / 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Schedule of the Intervention.

What constitutes data?

The instruments used for collecting data were:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>The survey’s purpose was to inquire about Ss independent work in English language</td>
</tr>
<tr>
<td>Instrument</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>The questionnaires’ purpose was to inquire about Ss attitudes towards English and to identify their learning style.</td>
</tr>
<tr>
<td>Assessment Rubric</td>
<td>The information provided by the rubrics was useful to evaluate the Ss autonomous work by the WQ and it also allowed formative assessment and self-assessment.</td>
</tr>
<tr>
<td>Students artifacts</td>
<td>The Formats that contained students’ goals and learning plans constituted data, allowing analyzing students’ reflections, autonomous work and progress.</td>
</tr>
<tr>
<td>Field Notes</td>
<td>This instrument provided data of teacher’s perspective of the class and the lessons he carried out, also his feelings and thoughts that were not perceived by Ss were written down.</td>
</tr>
<tr>
<td>Students’ videos</td>
<td>Students’ recordings performing the final task developed through the use of the WQ.</td>
</tr>
</tbody>
</table>

*Table 5. Instruments Used for Data Gathering.*
Chapter IV. Pedagogical Intervention

The implementation was done adapting WebQuests (Bernie Dodge, 2016) to the learning needs of the specific group assigned where the research project was carried out. The use of WQ as a tool and strategy to raise awareness fits the population, because it allows the WQ developer (language teacher) adjust this tool to his/her teaching purpose, so he/she can intervene pedagogically to achieve the educational aims, on the other hand pupils can experience several learning environments based on their learning styles which contain high encouraging tasks that persuade participants to keep working on them.

The WebQuests applied were sometimes modified adding some reflecting assessment grids (ANNEX), which allowed WQ developer found out how students were accomplishing the task, the difficulties they had to face and the way they could make them up or couldn’t. Collecting such information was useful to modify and improve the tool.

The pedagogical strategy implementation was developed during the second semester of 2017, I planned 4 WebQuests to be applied along the semester, and every application took a month due to the fact that they promote high order thinking tasks, which demand time in order to accomplish the assignment. The intervention was carried out along the fourth, fifth, sixth, seventh and eighth session, and evaluated in the last two sessions.

The development of the pedagogical strategy was developed during the classes and independent work assignments along the course, where students were asked to carry out some tasks independently in order to strengthen the contents and skills trained in the classroom and fulfill the independent work demanded by the university.
Throughout the classes, continuous dialogues took part between teachers and pupils concerning with autonomy as a behavior in order to make learning possible beyond the classroom borders. However the strategy proposed deals with the first level of autonomy suggested by Agota Scharle and Anita Szabo, Raising Awareness, that demands a process of consciousness by both the teacher and the pupils, in several aspects such as learning strategies, motivation, self-monitoring and community building. Domains that learners need to be aware of and take control to reach autonomy in language learning.

For these authors, directing a process in this level suggests a teacher’s quest of scholars’ attitudes to learn, their experiences as pupils of a foreign language, preferences and expectations, which means to have insights of the behaviors that pupils have adapted throughout the language training which can be a benefit or an impediment to learn.

So far, the first action resides in getting to know the members of the class, which will offer an overlook about the population that the pedagogical strategy will take up for this purpose, it was necessary to invite them to think about and consider old routines and habits at the conscious level of their thinking, it means to make them reflect over their practices when learning a language, and their point of view on teachers role and their own role as learners.

For this purpose, it was necessary to invite students to think about and consider old routines and habits at the conscious level of their thinking.

In order to inquire pupils beliefs related to these fields, some questionnaires suggested by Agota Scharle and Anita Szabo were useful, for that reason during the first formal lesson was applied a survey which tried to explore their past experiences.

Taking into account that the WebQuest will be the pedagogical strategy which will help pupils to achieve autonomy in language learning, the questionnaires inquiring student’s learning
past experiences were driven by The WQ, in that way they got a first outlook about what it is and how it works. However before assigning some tasks on the WQ, it was quite relevant to enquire about users’ technology literacy and their facilities to access the internet, due to the fact that this information gives the teacher a general view and to be aware of to what extent to carry out a pedagogical proposal based on the use of internet and computers or at least a phone devise was viable (annex’).

Instructional Design

The pedagogical proposal based on WQ demanded to think about the way in which instruction could support this methodology, in order to foster autonomous work. Therefore it was relevant to do the following actions:

- To do an analysis of students’ needs and language learning faculties.
- To design objectives that meet students’ needs and faculties.
- To select contents and activities that promoted the development of the objectives planned.
- To create a strategy which allows fostering autonomous language learning and implementing it
- Finally to evaluate what worked and what did not work in order to reflect and improve the pedagogical proposal.

Instructional Objectives

- To train students in the use of WebQuest
- To become students aware of goals setting and planning learning by using WebQuest
- To raise awareness of Websites and online videos authority
- To foster students ‘autonomous work by developing WebQuests
Description of the Lessons

The pedagogical intervention was developed through a lesson plan constituted by 10 sessions in which the implementation was described in detail as well as the progress and drawbacks that appeared on the process. The reflection on every lesson allowed me to improve the strategy and conduct the intervention effectively.

To check the lesson plan go on the next link and observe how it is consolidated

https://drive.google.com/open?id=12DS2HZ0cutAuw2t5jkjkK3Pk9Woxn8yGiIwXUpvyvog

Learner’s Role

He/she becomes an explorer of online resources, who connects different websites and materials recognizing authority, in order to sort out a task assigned. He/she becomes engaged to the learning process, because he/she faces individually the challenge established, which demands the development of an autonomous attitude. He/she should also take on responsibility for learning and he/she becomes aware of the changes that his/her own contributions make in learning.

Teacher’s Role

He/she is the WebQuest designer, who is in charge of planning tasks that fit students’ needs, goals and learning styles, and which demands high order thinking skills. He/she tutors the class at the beginning of the instruction in order to give pupils training in the use of the methodological and pedagogical tool, so they may develop autonomously their assignments.

The teacher also should reflect constantly on improving and adjusting the WQ with new resources and materials taking into account users opinions and suggestions on this concern, therefore he/she must keep communicating with them inquiring about their appreciations on the implementation of the strategy.
Assessment

- Students’ performance in the use of WebQuests
- Self-assessment rubrics
- Learning plans (WebQuest 3)
- Final Project presentation (WebQuest 4)

Indicators of achievement

- Students’ self-assessment of their autonomous work
- Students’ own learning goals meeting their needs and beginner course syllabus requirements.
- Students’ own learning plans based on WebQuest
- Students’ final project development by using the WebQuest (Designing an advertising video).
Chapter V. Data Analysis and Findings

In order to answer the research question, how can the use of WebQuest raise awareness on English language learning in a beginner college course? I used different empirical instruments for collecting data that combined and interrelated would help to triangulate information. Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study.

Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research (Creswell, 2012).

The Data was collected as follows:

Four WebQuest were applied to carry out the pedagogical strategy. The WQ1 was a diagnosis to observe how students performed on the tool and how they could achieve the task autonomously. The analysis of it consisted of checking a self-assessment questionnaire that gave us insights into their attitudes to use the tool to foster an autonomous behavior, it also contained a questionnaire which was analyzed to inquire about students’ habits to learn a language and state what level of autonomy they were in, Field notes were also an instrument that helped to support the findings.

The WQ2 had as a purpose to teach learners how to set their own goals, a process very important in order to raise awareness of language learning autonomy. For the analysis of this WQ, the instruments analyzed were a self-assessment questionnaire, students’ artifacts on the WQ2 (Goals) and the field notes taken along the session.

The WQ3 intended to help pupils to design their learning plans offering a SURE + E model (Study, Use, Review, Enjoy + Evaluate). In the appliance of this WQ several instruments
were analyzed such as: Students’ artifacts (learning plans), self-assessment questionnaires and Field notes, all of them examined in detail in order to observe the impact that the strategy produced on learners in terms of planning and structuring their own learning.

Finally, the WQ4 which was developed intending to consolidate WQ2 and WQ3, in which pupils acquired certain attitudes of autonomy and awareness of setting goals and learning planning, in order to develop the final task of the course autonomously. For the purpose of the analysis of the impact of this WebQuest on learners, Students artifacts (in this case their advertising videos), a Self-assessment questionnaire and field notes were evaluated and the data obtained interpreted in light of autonomous language learning.

**WebQuest 1(Diagnosis)**

Go on the link to keep an eye on WQ1

[https://sites.google.com/site/englishquestdiagnosis/](https://sites.google.com/site/englishquestdiagnosis/)

*Figure 3. WebQuest 1*

This WQ was applied at the very beginning of the course, and the aim was to introduce the methodology to the students and observe how it could help them to do a small task without
constant teacher’s supervision, the purpose was also getting them familiar with virtual environments and the tool.

Through the WQ 1 was assigned a task about a questionnaire on students’ behavior towards language learning, in which they had to tell how they were taught and the type of attitudes that their teacher and themselves took on when learning. The WebQuest started by the introduction, in which the teacher welcomed pupils to the world of WQ, in the second part the task is explained, and in the third one, the process about how to carry it out is described in detail, then a section for self-assessment in which learners should evaluate their performance and understanding of the methodology.

Analysis and outcomes of the self-assessment questionnaire and field notes.

Go on the link to visualize the Field Notes taken a long the sessions, product of the ongoing observation of the teacher-researcher.

https://drive.google.com/open?id=13xbGywcMVrt8Cf-8oU0sd15r6leGrTcUoaoX3d46NBs

The graphics below shows the analysis of the answers of the self-assessment test that students took in order to evaluate their performance on the WQ1, which are also supported by the teacher’s field Notes.

Graphic 1. Self-assessment WQ1
Graphic 1 indicates that all the students comprehended how a WQ functions, it means the task and parts that it is made up of, such as: process, resources and evaluation. As it is illustrated, all of them were fully understood.

According to the field notes that describe how things happened during the session, it evidenced that during the session participants came up with many questions about how to handle the tool, however they made progress as the teacher and classmates helped them to explore it carefully, so team-work was vital to get them engaged to the WQ methodology.

![Pie chart](image)

**¿La tarea que asignó la WebQuest se llevó a cabo?**

14 responses

- 92.9% (Correct)
- 7.1% (Incorrect)

**Graphic 2. Self-assessment WQ1**

Graphic 2 shows that most of the students could achieve the task, only one out of 14 found difficulties, however he/she could sorted it out accomplishing the 75% of the assignment. According to the field Notes participants felt comfortable doing the task and most of them developed the task without much difficulty.
Graphic 3. Self-assessment WQ1

Graphic 3 explains that majority of students thought that the resources and elements to carry out the task were given by the WQ. According to the field notes, they did not need to look for other type of sources of information because the tool supplied their needs and they could interact actively with the resources keeping focused on the accomplishment of the task, also some of them found relevant some of the tools and websites because they commented on the possibility of using them in other different subjects.

Graphic 4. Self-assessment WQ1

Graphic 4 gives an outlook on students’ comprehension of the questionnaire (The answers of this questionnaire were discussed at the beginning of this paper, which were relevant
for the description of the problem), in which they did a reflection on their attitudes as learners and how it influenced their current behavior towards language learning. In the field Notes, it was observed that many participants’ attitudes were teacher-centered, they expected to be told how to develop the WQ1 in detail, however the willingness and ability of most of them to interact with virtual environments was taken as an advantage to encourage them to develop the task by themselves and using the resources given in the tool only.

The outcomes obtained so far gave a positive perspective in order to keep working with this strategy and tool to get students encouraged and engaged to language learning.

WebQuest 2 (SMART Goals)

The aim of the WebQuest number 3 was to teach students about how to set a goal that meet their needs. This WQ followed the same structure as the first one, it consisted of introduction, task, process, resources and evaluation, and it was applied along the third session, the purpose was also to observe how participants could handle tasks autonomously using the WQ resources and how it could enhance their independent work.

Figure 4. WebQuest 2
To have a look at the WQ 2 go on the link below

https://sites.google.com/site/englishmylearninggoals/

**Analysis of the outcomes of Students artifacts (Goals) and self-assessment questionnaire.**

Table 6 displays the analysis of the goals that learners set up in order to meet their needs and the university requirements (contents of the syllabus), the schema takes into account the S.M.A.R.T formula (Specific, Measurable, Attainable, Relevant and timed), it is necessary to clarify that *Relevant* was understood like the connection between the objective, students’ needs and syllabus.

<table>
<thead>
<tr>
<th>SMART formula</th>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time Bound</th>
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<td>ok</td>
<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>ok</td>
</tr>
<tr>
<td>DieAr</td>
<td>ok</td>
<td>No</td>
<td>ok</td>
<td>ok</td>
<td>No</td>
</tr>
<tr>
<td>DaniCa</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td>ok</td>
</tr>
<tr>
<td>LuiCay</td>
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<td>No</td>
<td>No</td>
<td>ok</td>
<td>No</td>
</tr>
<tr>
<td>PaoCla</td>
<td>ok</td>
<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>ok</td>
</tr>
<tr>
<td>DiaHue</td>
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<td>No</td>
<td>ok</td>
<td>ok</td>
<td>No</td>
</tr>
<tr>
<td>JuLop</td>
<td>ok</td>
<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>ok</td>
</tr>
<tr>
<td>AndRo</td>
<td>ok</td>
<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>ok</td>
</tr>
<tr>
<td>LuMar</td>
<td>ok</td>
<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>ok</td>
</tr>
<tr>
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<td>No</td>
<td>ok</td>
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<td>JhuDoVI</td>
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<td>ok</td>
<td>ok</td>
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<td>WillVi</td>
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<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>ok</td>
</tr>
<tr>
<td>FabMon</td>
<td>ok</td>
<td>Ok</td>
<td>ok</td>
<td>ok</td>
<td>No</td>
</tr>
</tbody>
</table>

*Table 6. Analysis of students’ goals*

Go on the link to have a look at Ss artifacts (Learning goals of the task of WQ2)
Table 6 evidences that all the pupils’ objectives were relevant, it means they met their needs and the university requirements; also they were specific since they outlined exactly what they wanted to achieve. Most of the objectives were time bound, because students set a deadline in which the goal should be attained, the aspect that they found difficult was Measurable however 10 participants out of 14 established a concrete activity to get it tangible and so, measurable and attainable.

Example of goals that reached the target of the WQ completely

“Implement in 10% the quantifiers describing a common place of my house with countable and uncountable nouns, always identifying their appropriate use, before December 12 of this year”

“Write at least two anecdotes or short experiences about my life, using the simple past before the completion of the level III of English.”

The students’ performance on the WebQuest 2 was evaluated by themselves in order to know their feelings and appreciations towards the strategy. The graphics below allow us to observe their opinion about several facts such as attainability, resources, motivation and autonomy.

Graphic 5. Self-assessment WQ2
Graphic 5 pictures the number of participants that carried out the task successfully, it displays that none failed the task of the WQ2, and only 3.6 percent of the them, it is 4 students out of 14, did not success utterly but partially.

*Graphic 6. Self-assessment WQ2*

Graphic 6 illustrates the interaction with the resources. It is observed that most of participants could achieve the task by using the WQ resources, and only 2 students considered it should be improved. The outcome is positive in terms of recognizing the WQ strategy as a resources provider for autonomous work, and enhancing learners’ independent actions.

*Graphic 7. Self-assessment WQ2*
Graphic 7 shows the impact of the WQ on students’ behavior, it displays that WQ is highly encouraging and allowed them to shift traditional learning to new ways of exploring and acquiring knowledge.

¿Cree que si se usara esta herramienta para la asignación de tareas, usted podría llevarlas acabo exitosamente de manera autónoma o independiente?

14 responses

Graphic 8. Self-assessment WQ2

Graphic 8 illustrates that participants were really optimistic about being able to carry out any task using the WQ methodology; they found the WQ useful to attain learning goals autonomously and considered they could keep working on it to develop their independent work in the language course.

WebQuest3 (Designing my learning plan)

https://sites.google.com/site/enjoyingmylearningplan/home

WebQuest 3 had as an aim to become learners aware of planning learning. The WQ followed the same structure of the first and second one, which students got familiar with, and the purpose was to train them, supplying a learning route. It had a close connection with the second WQ, because the objectives were the direction of the learning plans.
Figure 5. WebQuest 3

Outcomes of students’ artifacts (learning plans)

The table below shows how far pupils went in the interaction with the strategy, and also evidences the scope of their independent actions to reach their goals autonomously.

For a better understanding of the table, it is worth to clarify that the item WebQuest Development has to do with the follow-up of the steps suggested by the WQ and the cohesion between them (the whole and its parts). Coherence between Goal and Outcome means that the evaluation responds to what the goal asks for, Exploration and Use of Resources refers to the appropriate use of the resources, and the connection between them and the student needs (goal), and finally the item Target Achieved evidences the participants that accomplished the task assigned.
<table>
<thead>
<tr>
<th>Name</th>
<th>WebQuest development</th>
<th>Coherence between Goal and outcome</th>
<th>Exploratio n and use of resources</th>
<th>Target achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>YerAc</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>DieAr</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>DaniCa</td>
<td>Trouble on Use</td>
<td>Inconsistent</td>
<td>Effective</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>LuiCay</td>
<td>Successful</td>
<td>Inconsistent</td>
<td>Effective</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>PaoCla</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>DiaHue</td>
<td>Successful</td>
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<td>incomplete</td>
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<td>JuLop</td>
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<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>AndRo</td>
<td>Successful</td>
<td>Inconsistent</td>
<td>Effective</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>LuMar</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>YanSo</td>
<td>Successful</td>
<td>Inconsistent</td>
<td>Effective</td>
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<td>RodSu</td>
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<td>Coherent</td>
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<td>Fully achieved</td>
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<tr>
<td>JhuDoVI</td>
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<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>WillVi</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>FabMon</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
</tbody>
</table>

*Table 7, Outcomes of the Students’ Performance on WQ3*

Table 7 shows that most of the learners could fully achieve their goal through the implementation of the WQ 3, because most of the tasks that pupils proposed in their learning plans were carried out successfully. The students’ artifacts have many evidences where their success in the development of the strategy is widely observed.
Go on the link to see Ss artifacts on WQ3

https://drive.google.com/open?id=1pevMwAwaMGESdZHg8vXagEfYf4RshHCBX0n9wCW6U_8

The column Exploration and Use of Resources calls the attention because 13 pupils out of 14 applied appropriate resources that helped them to sort out the task and achieve their goals. This result shows how the WebQuest enabled participants to interact with different websites and virtual tools, regarding this aspect, in the students’ artifacts it is possible to observe how they selected the information trying to fulfill their needs, the exercise allowed high order thinking skills because making decisions on this matter could not be made randomly but thoroughly, analyzing the way they could support the development of the task.

On the other hand, the graphic 7 also illustrates that the majority of goals kept a relationship with the outcome, only 4 were inconsistent, it means responding partially to what they really asked for. The coherence between what was planned as an objective and the result had much to do with the learning route every pupil laid out, as it is seen in the students’ artifacts in which the consistency and coherence of every part with the objective guaranteed that the students’ work were in tune with their learning purpose. It is worth to highlight that several pupils’ goals were related to their needs connecting language learning with their real life experiences.

The WebQuest Development item describes how the implementation of the strategy allowed the pupils to set up their own goals, design a learning route, and carry it out efficiently to learn a specific content. As it is observed the majority of participants could do it successfully, following the process of the WQ3 carefully and accurately, process that demanded their willingness to work autonomously since they had to make decisions on what to learn and look for the resources that may be useful, by their own means. The students’ artifacts evidenced their
creativity and further inquiry on what websites and type of sources of information they could interact with.

**Outcomes of the self-assessment questionnaires.**

The graphics below show students’ self-assessment in the development of the WQ number three, on aspects such as: attainability of the task, resources provision, motivation and autonomy foster which gives an image of the effectiveness of the pedagogical strategy applied.

**Graphic 9. Self-assessment WQ3**

Graphic 9 displays that the sample of participants that achieved the task was considerably more significant than the ones that could not, and also it pictures that none failed the performance on the WebQuest 3, which was also evidenced in the table number ####, in the item *Target achieved* in which the efficacy on the development of the task is observed. Students’ opinion was notably positive and supported the idea of keeping working on the strategy.

**Graphic 10. Self-assessment WQ3**
Graphic 10 shows pupils’ opinion about the use of the resources, they agree with the WQ as a resources provider to carry out and success in the task, since they could do the task using the sources of information supplied, only few of them suggested it should be improved.

Graphic 11. Self-assessment WQ3

Graphic 11 shows students’ opinion about the WebQuest as an encouraging and challenging activities’ promoter. It describes that more than the half of the participants agree with having developed the WQ3 was encouraging and thought provoking, which supported the idea of designing the course’s final task following the same methodology.

Graphic 12. Self-assessment WQ3

Graphic 12 describes the students’ opinion on the autonomy that the pedagogical strategy fostered in the dynamics of the lessons, referring to the teacher’s assistance and intervention in
the development of the process. According to the answers it is observed that 11 participants out of 14, reduced the teacher’s ongoing supervision and enhanced independent actions to accomplish the objectives.

**Graphic 13. Self-assessment WQ3**

Graphic 13 shows a positive opinion of participants about the WQ as a strategy and tool used to develop their assignments autonomously. Their answers were notably meaningful to understand that they felt really comfortable working with the strategy and developing their assignments. It also supported the idea of assigning homework and tasks through this strategy.

To see the analysis of the students’ comments on WQ3 go on the link

https://drive.google.com/open?id=1KJyb0eLwiLO66gwvtvJpgQztLSXNYLB_i

**WebQuest 4 (Final Task)**

WebQuest 4 followed the same structure of the first, second and third one, however it had particularities such as: the students and the teacher were co-designers; they chose the resources and planed the learning route. This WQ was based on the contents of the syllabus that the course should cover and also took into account the topics pupils had developed in the other WQ. So the task assigned was to go to a historical or emblematic place of Bogotá and do an advertising video, encouraging people to visit that place.
Go on the link to have a look at the WQ4

https://sites.google.com/site/sightseeinginthedowntown/home

The WQ 4 was designed along the 5th and 6th lesson, and developed in the 7th and 8th, and it was evaluated along the last two sessions, taking into account that it demanded the participants’ independent work, because the lesson 9th and 10th were dedicated to rehearsals and the presentation of the final version of the project.

Analysis of the outcomes of the Self-assessment questionnaire.

The graphics below are the summary of the students’ answers of Questionnaire 5, which was applied in order to know their perception about their performance on the WebQuest 4.
Graphic 14. Self-assessment WQ4

Graphic 14 reveals that almost the 90% of the participants could carry out the task successfully. It is an evidence of the suitability of the tool as a pedagogical strategy to guarantee the development of a task by students’ independent work and interaction with it.

Graphic number 1. Self-assessment WQ4

Graphic 15 illustrates the opinion of the participants about their performance on WQ4, in which almost the 90% of the them, it is 13 students out of 14, found their work was excellent or outstanding, and only 1 of them thought it should be improved. This data was useful to state that WebQuest is also a strategy to achieve positive results on the development of the assignments, leaving high expectations to keep working on it as tool to foster autonomous learning.
Graphic 16. Self-assessment WQ4

The Bar graphs above shows the resources that participants used apart from the ones provided by the WQ4, the information was condensed in five groups, where the higher peaks were reached by Pronunciation and translation apps and Different Websites, followed by Teacher or a Friend Support. Videos and Other reached the lowest frequency. This data allowed to identify what sources of information and tools students used the most in order to complement their tasks.

Graphic 17. Self-assessment WQ4

Graphic 17 displays students’ opinion on what should be modified in the WQ4. The higher peak was Nothing, which illustrates that pupils found that the WQ was consistent in terms
of task structure, learning plan and resources provision, however few of them considered that it was lack of examples, and only one did not agree with the methodology. This data gives a positive outlook of the relevance of the WQ4 as a tool that allows involving students’ needs and points of view to consolidate any language learning purpose.

![Graphic 18. Self-assessment WQ4](image)

Graphic 18 describes which resource the pupils used the most, to accomplish the task. It is evidenced that the higher frequencies were in the WQ Websites and Video example, which the WQ4 provided. This information revealed how the WebQuest is constituted as a tool that contains most of the resources that pupils may need to carry out a language learning task autonomously, without limiting their possibilities to explore other type of sources in order to support the development of the task.

After analyzing the information obtained from the questions regarding students’ opinion on the process of designing and development of WQ4, and its contribution to enhance autonomous learning, it revealed some important data that was classified within concepts as follows: **WQ as independent work enhancer**, **Awareness of planning learning**, **WQ as an innovative approach**, **WQ as technology interaction to achieve learning**, **Taking charge of learning and responsibility**, **Joining learning with Ss needs**, **Self assessment and Cooperative**
Students’ opinions were framed in these concepts which summarize how the implementation of the strategy based on WQ was understood and assimilated and its implications in autonomous language learning.

To see Ss comments on the development of the WQ4 go on the next link:

https://drive.google.com/open?id=1moKjSxW7_gAPZEemYW0v2TNHsQpRuv4S0

The following chart summarizes the students’ performance on WQ4 taking into account the rehearsal session, and the video Analysis of the final task.

<table>
<thead>
<tr>
<th>Name</th>
<th>WebQuest development</th>
<th>Coherence between Goal and outcome</th>
<th>Exploration and use of resources</th>
<th>Target achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>YerAc</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>DieAr</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully Achieved</td>
</tr>
<tr>
<td>DaniCa</td>
<td>Deficient</td>
<td>Coherent</td>
<td>Incomplete</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>LuiCay</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>fully achieved</td>
</tr>
<tr>
<td>PaoCla</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>DiaHue</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Partially achieved</td>
</tr>
<tr>
<td>JuLop</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>AndRo</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>LuMar</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>YanSo</td>
<td>Deficient</td>
<td>Inconsistent</td>
<td>Incomplete</td>
<td>Failed</td>
</tr>
<tr>
<td>RodSu</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>JhuDoVI</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>WillVi</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>Fully achieved</td>
</tr>
<tr>
<td>FabMon</td>
<td>Successful</td>
<td>Coherent</td>
<td>Effective</td>
<td>fully achieved</td>
</tr>
</tbody>
</table>

Table 8. Students’ Performance on WQ4

Go on the link to check the assessment of Ss classmates did on their performance of WQ4 that contributed to the results presented in the table below.

https://drive.google.com/open?id=11eK1iu65MFWjN6eUdLBCQMIJXpqS9R_7FohDOh1yoQ
Go on the link below to have a look at the analysis of the videos that contain the performance of the students on their final task.

https://drive.google.com/open?id=15uW82sBwcTvC0eAaC4ZFCd5x1UWT_UYSDfH5J6NVbzhK

Table 8 shows the scope of the WQ4 in terms of supporting autonomous language learning, because of a sample of 14 participants, 13 of them could carry out a task, taking charge of most of the actions in the learning process. It is also observed that they followed a plan to achieve the goal, which is evidenced in the results described in the first column of the table, where 12 students out of 14 could organize every part of the process according to the WQ4. The column four shows that the outcome was coherent with the goal that the course set up, this aspect guaranteed that the pupils obtained positive results in their final task, and the column three displays participants’ interaction with the WQ resources which was effective in terms of appropriation of the contents.

**Triangulation**

After analyzing data, it was necessary to triangulate the information, which according to Freeman (1998); it is a process that includes multiple sources of information or points of view on the phenomenon or question you are investigating. In this particular case, we have analyzed several instruments and obtained valuable data, so the aim is to determine how concepts turn into categories when they meet each other in the different instruments repeatedly, and so become meaningful and relevant in terms of responding the questions that framed this investigation.

**WebQuest as interactivity promotes learning autonomy**

The triangulation process revealed that WQ enhances autonomous language learning through the interaction with the resources it provides. Several data confirms this statement, for instance in the Self-assessment Questionnaires of WQ 3 students stated that: “Es muy interactiva
ya que contiene toda la información y el que uno aprenda o no, depende de que uno use bien los links y los estude” information that is related to what was observed along the lessons and recorded in the field notes as follows: “I noticed that students explored the WQ3 and interacted with the resources that it provided, in order to develop the task…It is relevant to highlight that learners explored many websites and analyzed them thoroughly based on their objective”

The perception of the WQ as an interactive tool to achieve language learning autonomously is also supported by the students’ artifacts of WQ3, as it was already explained in the outcomes of the intervention, most of the learning plans that learners created helped them to develop the task accomplishing the goal proposed, the example below, shows the way a student reached the goal by interacting with the WQ and its resources.

<table>
<thead>
<tr>
<th>Student2 DieAr</th>
<th>My goal Expresar sugerencias sobre un estilo de vida saludable utilizando la palabra should</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURE+E MODEL</td>
<td>HOW?</td>
</tr>
<tr>
<td>STUDY</td>
<td>Learn about use should. With the help of the web I will look for memory exercises in order to use words related to healthy lifestyle and in this way improve the pronunciation. swimming(natación) athletics (atletismo) hike (caminata) aerobics(aerobicos) bicycling (montar bicicleta) football (fútbol) good nutrition(buena alimentación) sleep well (DormirBien) drinking water(beber agua)</td>
</tr>
<tr>
<td>USE</td>
<td>I will use this method to hold a simple and basic conversation with using should .</td>
</tr>
<tr>
<td>REVIEW</td>
<td>Mosaic example: about swimming It is often said that it is the most complete sport because it involves a lot of muscle mass. It also improves cardio. The serious answer: swimming.</td>
</tr>
<tr>
<td>ENJOY</td>
<td>Initiate with games about healthy lifestyles that pioneer the health and</td>
</tr>
</tbody>
</table>
Table 9. Example of a Learning Plan of WQ3

The structure that the student used, in the example above, for designing its learning plan was provided by the WQ3, and it showed that there was an ongoing interaction with the tool, understanding every step that was required, and fulfilling the goal.

In the data analysis of the pedagogical intervention of WQ4, this concept was also highlighted by the participants. The examples below, taken from the Self-assessment questionnaire, describes the concept thus: “El video fue lo más complicado pero lo pude hacer siguiendo el ejemplo dado” “además se usaron varios recursos de mucha utilidad que sirvieron bastante en el desarrollo del video” “los videos y el ejemplo subido en la webquest me sirvió para practicar los temas y desarrollar la tarea”

In addition, the data collected from the students’ artifacts on WQ4 (advertising videos) also lead to come up with the same appreciation on the strategy applied. In the analysis the researcher found out that: The student displayed correct pronunciation of many words that were
not learnt in the classroom lessons; this attitude evidences an appropriate use of resources. It also pictures that the student expanded learning using the tools that by his own he explored.

In the statements above, the WQ did not only provide the resources, but it also gave the opportunity to explore other type of online resources that may satisfy learners’ needs, this characteristic becomes this tool in a high interactive one, that gives users a sense of freedom and autonomy since they may find on the web other sites that meet their goals or learning purposes.

The strategy of becoming participants WQ co-designers also supported what has been stated so far, as it was recorded in the field notes: “I noticed that students liked sharing the Websites and resources they used to carry out the first part of the final project, most of them showed interest in teaching and demonstrate why the resources and websites they visited should be attached to the WebQuest” As it is visible, the assertions above help to consolidate the idea of the WQ as an interactive tool to achieve autonomous language learning, idea that gives a value to this investigation contributing to the research question.

**WebQuest promotes planning English learning.**

On the other hand the WQ was also considered as awareness of planning language learning tasks, the analysis of most of the data gathered allowed to see how the strategy made students aware of the importance of designing a learning pathway in order to achieve any goal.

The comments on the self-assessment questionnaires uphold the idea of WQ as a strategy that promotes a specific structure that enables learners to acquire knowledge: “Es muy organizado porque nos dice lo que se pretende hacer y nos da los pasos para hacerlo” “Esta webquest específicamente ayudó a organizar el objetivo en secciones para poderlo alcanzar” “es muy organizado y explica el paso a paso para lograrlo, creo que bajo este método uno puede aprender varios temas no solo de inglés”.
The statements above explain the idea of the WQ as a strategy that allows pupils to structure their objectives and tasks in specific actions, organized logically and methodologically, that will lead to a better learning practice in English language learning. The students’ artifacts on WQ3 show how the use of this tool entails organization and logical procedures to achieve learning.

<table>
<thead>
<tr>
<th>RodSu</th>
</tr>
</thead>
<tbody>
<tr>
<td>My goal: Describir mi lugar de trabajo y ambiente laboral, siendo alcanzable al saber que parto de experiencias personales, esto espero lograrlo al finalizar este módulo de inglés, es decir a el 13 de diciembre de 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURE+E MODEL</th>
<th>HOW?</th>
<th>ONLINE RESOURCES / LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDY</td>
<td>Describe my work environment, and country places using what I have learned in class, describing the landscape, showing nearby places and others. using vocabulary to describe places, office elements and roles of a court describe the environment of my workplace, using adjectives and vocabulary elements</td>
<td><a href="https://quizlet.com/46449743/adjetivos-para-describir-un-lugar-adjetivos-to-describe-a-place-flash-cards/">https://quizlet.com/46449743/adjetivos-para-describir-un-lugar-adjetivos-to-describe-a-place-flash-cards/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=juQI9WkIJZI">https://www.youtube.com/watch?v=juQI9WkIJZI</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=N0K1ts3o0bs">https://www.youtube.com/watch?v=N0K1ts3o0bs</a></td>
</tr>
<tr>
<td>USE</td>
<td>Describe a Colombian Landscape</td>
<td><a href="https://drive.google.com/file/d/1YNsUWsTtCJ1bzz6nDBmJQwWnS7PZJD0V/view?usp=sharing">https://drive.google.com/file/d/1YNsUWsTtCJ1bzz6nDBmJQwWnS7PZJD0V/view?usp=sharing</a></td>
</tr>
<tr>
<td>REVIEW</td>
<td>Watch videos about descriptions of Colombia and other landscapes. That will help me to have more ideas</td>
<td><a href="https://www.youtube.com/watch?v=ZCSejndAOJE">https://www.youtube.com/watch?v=ZCSejndAOJE</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=abgS7Hv19k">https://www.youtube.com/watch?v=abgS7Hv19k</a></td>
</tr>
<tr>
<td>ENJOY</td>
<td>Look an interesting guide about the place of work to a person who perfectly masters English, explaining what it is composed of, where it is located and how to access this place</td>
<td><a href="https://www.youtube.com/watch?v=MvrioLc48pE">https://www.youtube.com/watch?v=MvrioLc48pE</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=MM7K0LtkAvs">https://www.youtube.com/watch?v=MM7K0LtkAvs</a></td>
</tr>
</tbody>
</table>
EVALUATION: describe my work landscape.

https://drive.google.com/file/d/1wmlEdOa56sFTh0pNDemuTMEFIr8ug6RV/view?usp=sharing
Table 10. Example of a Learning Plan WQ3

As it is evidenced, the structure provided by the WQ3 led to draw a pathway in which the goal was attainable, this particular example shows how the student wanted to describe his work environment an accommodation, and to do so, he planned in detail the contents he should learn, starting by learning suitable vocabulary and the structures to do it, we can also notice how he used the resources to gain control over the topics and carry out several activities to train himself and so achieve his objective. It was a task that demanded time and lots of independent work, being he the one in charge of planning and executing the plan.

According to the field notes, in the process of the development of the WQ3, it was observed that: every website and tool implemented supported what the student needed to learn to reach the goal, and the evaluation responded to the goal and what he developed along the learning plan, this coherence demonstrated the students’ awareness of learning is a matter of planning and lots of independent work framed in an autonomous attitude.

The assertions above, that were recording in the field Notes, describe how the WQ leads to think logically and methodologically about the learning process, and become pupils aware of it, shifting a teacher-centered approach to a learner-centered one, in which they have to set up their goals and design a plan that will guarantee their achievement.
**WebQuests transfers learning responsibility to learners.**

The Data analysis of the instruments revealed that that WQ promotes learners’ responsibility, as it was observed along the sessions, where participants displayed an autonomous behavior taking charge of most of the actions in the classroom. In the field notes this attitude was recorded as:

“The final task’s presentation evidenced students control over the contents, because most of the performances followed the organization that the WQ4 suggested and the comprehension of the topics was notably significant, there were few errors of syntax and grammar, it is a proof of learners interaction with the resources of WQ4 and engagement to the task, which are attitudes of a subject that is aware of the difference that their contributions make in learning”.

The performance of the students on the final task shows the scope of the WQ as a strategy to allow them to carry out English learning assignments independently, taking on a responsible attitude that fosters their autonomy in the classroom and out of it.

The teacher researcher also noticed that participants were aware of the contribution their actions may do in English language learning. They realized that it demands time, independent work and an active role in order to manage an English language content or develop a skill, they were also conscious about the necessity to keep working out of the classroom, to support and consolidate English language skills and knowledge.

“Switching a teacher-centered approach to a student-centered one broke up pupils perspectives about what learning involves, students realized that it is a process that asks for their responsibility and their independent actions in order to attain any learning objective, which was evidenced in the time they spent on planning their learning routes according to the contents.
suggested for this English level, and their attitudes of amazement when most of the learning activities depended on their responsibility and effort”.

The assertions above, are also supported by the participants’ opinions on the management of the WQ strategy, they considered the tool foster their autonomy to take charge of learning, as they explained in the Self-assessment Questionnaires: “Si contribuyó porque nos exigimos más intentando lograr el objetivo por nuestros medios, también porque tuvimos que tener más dedicación y esto aportó a ser un poco más autónomos”. Other participants stated that: “Aportó mucho a la autonomía porque a veces uno se acostumbra que le den todo parte por parte y se lo expliquen detalladamente” Which evidences students’ awareness of their responsibility for making learning possible.

The Students’ Artifacts also evidenced learners responsibility for taking charge of most of the actions that learning implies, the following example shows how they evaluate the skills and contents acquired, being themselves the ones who came up with the way they were going to assess their knowledge of the language.

Student: JhuDoVi

Goal proposed: Write at least two stories, anecdotes or short experiences using the simple past before the completion of level III of English.

EVALUATION

Evaluation: tell two anecdotes in past

https://drive.google.com/file/d/1auCVF5KrIbYqcfdlMDUuapqWE8bA7eaJ/view?usp=sharing
Student: LuMar

Goal proposed: Enlarge my vocabulary in at least 15 new words that help me for the description of place and events, doing this before 13th December.

EVALUATION

EVALUATION: Paragraph about my trip of vacations
https://drive.google.com/file/d/1p9EV5YyftvYCewVR10WoRRqbPpLCi_W5/view?usp=sharing

Table 11. Student’s Self-evaluation of Their Personal Goal
The examples above describes how participants evaluate the knowledge acquired a long their learning plan, how they could test if they did learn or did not. This action allowed identifying that learners could take on a different attitude from the one they were used to, now they are the main characters of the process, playing the most important role in the classroom.

**WQ gets students engaged to learning.**

The outstanding performance of most of the pupils in the task assigned by the WebQuests is a proof of their engagement to the language learning process, but their commitment was also observed in the data collected in the students’ artifacts (advertising videos), in which was observed that: “The students displayed great creativity in the design of the video, since they used several tools like subtitles and high tech programs for edition. These elements added a value and evidenced the learner’s willingness to approach the task successfully by his own means.”

One of the characteristics of the WQ to keep users engaged was that it joined their needs to the language learning process, as it is observed in the following example taken from the analysis of the advertising videos: “The student used her workplace in order to do the video, the aim was to invite people from different places (national and international) to go there and enjoy a relaxing environment... The student could link her work with her learning needs, which made the task assigned meaningful”.

As we can see, the WQ allowed joining pupils’ real life experiences to the learning process, this flexibility of the strategy allowed that they were willing to carry out their tasks autonomously, the students comments taken from the self-assessment questionnaire also supported that the tool encouraged motivation and got them involved in the process: “Fue un trabajo que se pudo realizar con los aportes de todos los compañeros, en donde todos dimos
nuestros puntos de vista y tratamos de hacer algo que nos gustara y tuviera relación con la clase, fue un buen trabajo”.

According to the observation done along the session, the strategy eased students were committed to participate and do the activities planned in the WebQuests. The field notes revealed that: “The students felt comfortable and encouraged doing the exercise because most of their ideas were taken into account” and also “they seemed to be really motivated and focused on the activity sharing websites and resources for enriching their knowledge and achieving the final task”.

As we can see, the fact that the participants were co-designers of the WQ4 increased their motivation, so most of them displayed willingness to participate in the design and development of the artifact, this attitude laid students in a place in which they took charge of language learning producing changes in their attitudes and great contributions in the process, as it was observed in the videos in which they empowered the language, gaining confidence and control over the language, features that they did not display at the very beginning of the course.
Chapter VI Conclusions, Pedagogical Implications, Limitations and Further Research

After having finished the development of this research study and retaking the main objective: How could WebQuest raise autonomy awareness of English language development, in a beginner college course? We can draw the following conclusions:

The pedagogical strategy provided answers to the scientific question and fulfilled the objective of the study through the students’ voices in terms of taking charge of their English learning process, through strategies such as own lesson goals setting, learning planning, and self-assessment in order to overcome difficulties of the learning process that they displayed at the beginning of the course.

The pedagogical strategy helped learners to get engaged to the English learning process through allowing them to be co-designers of WebQuests and join their needs to the lessons, evidenced in the final products of every WQ task.

The strategy helped learners to strengthen English language learning process through the development of the WQs and the ongoing interaction with the resources, which was evidenced in the marks they got at the end of the course and the product obtained from the WQ4, in which they displayed control over the contents and empowered language.

The research experience has strengthened my teaching endeavor considering that I got highly involved in the development of strategies such as goals setting, learning planning and self-assessment to foster learning autonomy, that through the process I realized that before the experience I was not autonomous enough, and it demanded my entailment in the dynamics of teacher’s autonomy to foster learner’s autonomy.
This experience is considered by the researcher only a first step as this process is wider and can reach a further scope. Students are placed in the awareness stage that according to Scharle & Szabo (2000), is the preliminary phase in order to start developing an autonomous behaviour in language learning.

Finally to wrap up, the experience of the research work allowed me to understand the WebQuest as a tool that places pupils and teacher in the same distance from learning, making an analogy between the Telemaque of Jacotot (Ranciere, 1991) and the WQ strategy, transferring teacher’s role to students and emancipating their freedom to learn by abolishing the explicative traditional method of the teaching practices, that diminished the pupils’ role as main character of the process.

**Pedagogical Implications**

This research study whose main concern was autonomous learning proposes to make changes in the curriculum of the English teaching practices at Universidad INCCA de Colombia, specifically in the CELDI (Centro Electrónico de Idiomas), considering that when the learners start the program they are not aware of the entailments of learning autonomy but they are asked to double the time spent in direct work to do certain autonomous work as independent study. I believe that teachers cannot expect the students work on independent assignments that strengthens the learning process if the learners are not aware of the entailments of learning autonomously. So in this way it is recommended to provide some awareness about learning autonomy as preparation to fulfill the requirements in the syllabus related to autonomous work.

Besides that, I could say that this proposal should keep being developed, in the other stages that haven been explored so far, such as changing attitudes and transferring roles (Scharle
& Szabo, 2000), in which more insights into these fields will contribute to English language teaching dynamics and specifically the learning autonomy.
References


Annexes

Questionnaire on learning styles

(Annex1)

Name: Yeraldin Acosta

Please read the sentences carefully and tick the ones that apply to you

a)

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>En clase, me gusta aprender a través de juegos</td>
<td>No</td>
</tr>
<tr>
<td>En clase, me gusta aprender por medio de imágenes, películas y videos</td>
<td>Si</td>
</tr>
<tr>
<td>Me gusta aprender inglés hablando con compañeros en esta lengua</td>
<td>No</td>
</tr>
<tr>
<td>Me gusta salir con los compañeros de clase y prácticar Inglés</td>
<td>No</td>
</tr>
<tr>
<td>En la casa, me gusta estudiar empleando DVDs interactivos</td>
<td>Si</td>
</tr>
<tr>
<td>En clase me gusta escuchar y emplear CDs</td>
<td>No</td>
</tr>
</tbody>
</table>

b)

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me gusta estudiar gramática</td>
<td>No</td>
</tr>
<tr>
<td>En la casa, me gusta estudiar a través de libros de Inglés</td>
<td>No</td>
</tr>
<tr>
<td>Me gusta estudiar Inglés por mis medios (solo)</td>
<td>No</td>
</tr>
<tr>
<td>Me gusta que el profesor me deje encontrar mis errores</td>
<td>Si</td>
</tr>
<tr>
<td>Me gusta que el profesor nos coloque problemas para trabajar sobre ellos</td>
<td>Si</td>
</tr>
<tr>
<td>En la casa, Me gusta aprender a través de lecturas de periódicos.</td>
<td>No</td>
</tr>
</tbody>
</table>

c)

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me gusta aprender por medio de mirar y escuchar un angloparlante o usuario de la lengua.</td>
<td>Si</td>
</tr>
<tr>
<td>Me gusta aprender a través de hablar con amigos en Inglés.</td>
<td>No</td>
</tr>
<tr>
<td>En la casa, me gusta aprender por medio de ver TV en inglés</td>
<td>Si</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Me gusta aprender usando el Inglés en las tiendas, al teléfono …</td>
<td>No</td>
</tr>
<tr>
<td>Me gusta aprender palabras en inglés a través de oírlas.</td>
<td>Si</td>
</tr>
<tr>
<td>En clase, me gusta aprender a través de conversaciones</td>
<td>Si</td>
</tr>
<tr>
<td>Me gusta que el profesor nos explique todo</td>
<td>Si</td>
</tr>
<tr>
<td>Quiero escribir todo en mi cuaderno</td>
<td>Si</td>
</tr>
<tr>
<td>Me gusta tener mi propio libro de Inglés</td>
<td>SI</td>
</tr>
<tr>
<td>En la clase de Inglés me gusta aprender leyendo</td>
<td>No</td>
</tr>
<tr>
<td>Me gusta estudiar gramática</td>
<td>No</td>
</tr>
<tr>
<td>Me gusta aprender nuevas palabras viéndolas</td>
<td>Si</td>
</tr>
</tbody>
</table>
Questionaire on responsible attitudes  
(Annex 2)

Read the sentences carefully. If you completely agree, circle 6 if you do not agree at all, circle 1

En cuanto se refiere a mi

<table>
<thead>
<tr>
<th>S&amp;R</th>
</tr>
</thead>
<tbody>
<tr>
<td>La razón por la que soy Bueno o malo en Inglés, es porque he tenido profes buenos y malos</td>
</tr>
<tr>
<td>Sé qué debería de practicar más sobre Inglés</td>
</tr>
<tr>
<td>Pongo más atención a la clase si estamos practicando algo para lo que no soy Bueno</td>
</tr>
<tr>
<td>Sólo quiero sobrevivir a la clase de inglés</td>
</tr>
<tr>
<td>A veces aprendo o leo cosas que el profesor no nos ha dejado como tarea</td>
</tr>
<tr>
<td>Hago lo mínimo que puedo para mi tarea</td>
</tr>
<tr>
<td>Es importante para mi aprender Inglés no solo por mis padres quieren o por obtener buenas calificaciones</td>
</tr>
</tbody>
</table>

En cuanto se refiere a los demás

<table>
<thead>
<tr>
<th>S&amp;R</th>
</tr>
</thead>
<tbody>
<tr>
<td>La razón por la que son Bueno o malo en Inglés, es porque han tenido profes buenos y malos</td>
</tr>
<tr>
<td>Saben qué debería de practicar más sobre Inglés</td>
</tr>
<tr>
<td>Ponen más atención a la clase si estamos practicando algo para lo que no son Buenos</td>
</tr>
<tr>
<td>Sólo quieren sobrevivir a la clase de inglés</td>
</tr>
<tr>
<td>A veces aprenden o leen cosas que el profesor no les ha dejado como tarea</td>
</tr>
</tbody>
</table>
Hacen lo mínimo que puedo para mi tarea

| Es importante para ellos aprender Inglés no solo por satisfacción de sus padres o por obtener buenas calificaciones |   |   |   |
**Questionnaire on attitudes towards learning the foreign language**

*(Annex 3)*

**Name: Diego Arteaga**

Please read the sentences carefully and finish them with the adverb that best applies to you

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adverb 1</th>
<th>Adverb 2</th>
<th>Adverb 3</th>
<th>Adverb 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disfruto aprender Inglés</td>
<td>Bastante</td>
<td>Más bien harto</td>
<td>No mucho</td>
<td>No del todo</td>
</tr>
<tr>
<td>En mi proceso de aprendizaje de Inglés espero que me vaya</td>
<td>Muy bien</td>
<td>Algo bien</td>
<td>No mal</td>
<td>pésimo</td>
</tr>
<tr>
<td>Perdemos mucho tiempo en la clase de inglés</td>
<td>Muy amenudo</td>
<td>A veces</td>
<td>Nunca</td>
<td></td>
</tr>
<tr>
<td>A termino de cinco años mi manejo de Inglés será</td>
<td>Mucho mejor</td>
<td>Un poco mejor</td>
<td>Igual</td>
<td>Peor</td>
</tr>
<tr>
<td>Me gusta las personas de mi clase de inglés</td>
<td>Bastante</td>
<td>Más bien harto</td>
<td>No mucho</td>
<td>No del todo</td>
</tr>
<tr>
<td>Me gustaría visitar o tener un amigo de un país donde hablen la lengua extranjera que estoy aprendiendo.</td>
<td>Bastante</td>
<td>Más bien harto</td>
<td>No mucho</td>
<td>No del todo</td>
</tr>
<tr>
<td>Me gustaría visitar un país de habla inglesa</td>
<td>Bastante</td>
<td>Más bien harto</td>
<td>No mucho</td>
<td>No del todo</td>
</tr>
</tbody>
</table>

Existe algo más que a usted le parezca importante sobre sus sentimientos hacia la lengua que está aprendiendo o las personas que hablan esta lengua.

*Siento que es un idioma muy importante ya que le habré a uno nuevas ofertas de empleo.*
Students’ Self-assessment
(Annex 4)

Students’ Comments on WQ4

¿Qué aspectos puede resaltar de todo el trabajo realizado con la WebQuest 4? 14 responses

Fue un trabajo que se pudo realizar con los aportes de todos los compañeros, en donde todos dimos nuestros puntos de vista y tratamos de hacer algo que nos gustara y tuviera relación con la clase, fue un buen trabajo.

La mayoría dio ideas sobre el objetivo y las páginas de internet que se pusieron en la WebQuest.

Fue bueno, mejoré en la pronunciación y aprendí a como hacer una WebQuest.

Hubo trabajo en equipo, compartimos la información y desarrollamos más la pronunciación

El hablar frente a la cámara y parecer natural fue difícil, sin embargo lo pude hacer.

Además me gusto que todos aportamos en algo para el diseño del blog

El video fue lo más complicado pero lo pude hacer siguiendo el ejemplo dado, se trabajó fuerte en cada parte para poder entender las temáticas y ponerlas en el video.

Fue un trabajo interesante ya que pude relacionar uno de mis hobbies que es viajar con el estudio del inglés. Entendí como funciona bien la webquest y cómo diseñarlas.

Se creó en común acuerdo y todos tuvimos más claridad sobre lo que se debía realizar y cómo hacerlo, además todos pudimos aportar para que fuera más fácil.

Fue muy creativo e interactuamos con el profesor y los compañeros compartiendo la información, también realizando el video mejoramos algo la pronunciación y el uso de los verbos.

Fue más claro cómo se debía realizar que las anteriores webquest y se practicó mucho la pronunciación para hacer el video.

Me pareció un muy buen trabajo, creo que todos teníamos muy claro lo que se debía desarrollar y se explicaba muy claramente el proceso para hacerlo también porque teníamos muy especificado lo que el profesor nos iba a evaluar, ya que en la parte que decía assessment estaban los parámetros.

Se trabajó en equipo y diseñamos una meta entre todos teniendo en cuenta factores como el tiempo, además se usaron varios recursos de mucha utilidad que sirvieron bastante en el desarrollo del video que era el trabajo final.
Se tuvo en cuenta la opinión de la mayoría y se organizó muy específicamente cada parte que se debía desarrollar con todo el grupo y eso facilitó mucho el trabajo. El aprendizaje de la pronunciación de palabras sobre cómo describir un lugar y los ejemplos dados para poder realizar el video de una mejor manera.

Cooperative work
Enhance independent work
WebQuest as awareness of planning learning
WebQuest as an innovative approach
WebQuest as technology interaction to achieve learning
Take charge of learning and responsibility
Join learning with Ss needs
Self assessment

¿De qué manera el trabajo realizado con las WebQuest contribuyó al desarrollo de la autonomía en el proceso de aprendizaje? 14 responses

Contribuyó bastante porque mayoría del desarrollo del trabajo se realizó en la casa, ya que en las clases no alcanzaba el tiempo, los websites compartidos fueron muy buenos y me permitieron entender los temas por mis propios medios.

Fuiamos autónomos porque usamos las páginas para entender algunos temas que no habían sido explicados o profundizados por el profesor.

Fui muy autónoma porque realicé mayoría de cosas por mi propia cuenta, los videos y el ejemplo subido en la webquest me sirvió para practicar los temas y desarrollar la tarea.

Trabajamos siempre las cosas que queríamos aprender y lo hicimos bajo nuestra exigencia y disciplina para poder lograr las metas propuestas.

Se desarrollo la autonomía con la webquest porque se aprendió a establecer las metas y pensar el paso a paso para poderla cumplir.

Contribuyó bastante porque prácticamente dependió de nosotros que se aprendieran los temas, el profe aclaro algunas dudas pero mayoría fue investigado por uno mismo.

Totalmente, aprendí muchas cosas por mis medios y creo que los video tutoriales se asemejan mucho a las explicaciones del profesor, entonces esto ayuda bastante.

Fue muy autónomo porque nuestro tiempo de clase se usó para realizar las tareas por nosotros mismos y trabajamos en el paso a paso para lograr la meta.
Son muy buen método para proponer una meta y llevar los pasos estructuradamente para alcanzarla de forma autónoma. Se puede decir que hay más responsabilidad por parte de nosotros en si se aprende o no.

Se realizó todo a través de los links por lo tanto fue muy autónomo todo.

Contribuyó en gran manera porque tuvimos la oportunidad de decidir los temas y proponer ideas nuestras, por otra parte trabajamos de manera autónoma en los pasos dados en las webquest para cumplir con los trabajos.

Si contribuyó porque nos exigimos más intentando lograr el objetivo por nuestros medios. también porque tuvimos que tener más dedicación y esto aportó a ser un poco más autónomos.

Aportó mucho a la autonomía porque a veces uno se acostumbra que le den todo parte por parte y se lo expliquen detalladamente, a través de este método, nosotros tuvimos que encargarnos de ir por los links recogiendo la información más relevante para así poder lograr la tarea que se planteó.

Me contribuyó ya que me impulsó a probar una nueva manera de aprender grabándome y evaluando lo que decía sin estar preguntando constantemente al profesor.

Cooperative work

Enhance independent work

WebQuest as awareness of planning learning

WebQuest as an innovative approach

WebQuest as technology interaction to achieve learning

Take charge of learning and responsibility

join learning with Ss needs

Self assessment
Students’ Self-assessment
(Annex 5)

Question 7 Answers

El curso no es tan tradicional, en cuanto a que uno no completa las guías y repite las palabras del profesor, sino que se enfoca más en el uso de la tecnología para aprender un idioma. Prácticamente en este curso uno mismo debe decidir qué aprender, obviamente teniendo en cuenta las temáticas sugeridas por el profe, en los otros cursos los profes ya tenían estructurado lo que iban a dictar, también me parece que una diferencia es que en este curso usamos más el laboratorio durante las clases y aprovechamos la internet, mientras que las otras clases que tuve eran en el salón, y usábamos fotocopias.

Uno tiene más interacción con la tecnología, y uno se encarga de buscar los recursos para aprender, aunque es un poco difícil encontrar los más apropiados, pero pues uno se vuelve más responsable. Siento que en este curso uno necesita más disciplina.

Eran muy monótonos porque el profesor siempre ponía las copias y uno no salía de los verbos, en cambio en este curso se apoya más en la tecnología y es más dinámico.

En este curso el profesor no está dictándonos o hablando todo el tiempo, pero sí está pendiente de que usemos apropiadamente la webquest y resuelve dudas o nos da links para aclarar las dudas, es como más personalizado.

Pues este curso me ha parecido un poco más difícil porque me ha tocado buscar la información para aprender las temáticas, y a veces no se encuentra lo que uno necesita.

En este curso nos enfocamos más en los logros que propusimos, en cambio en los otros cursos no, también se emplea la tecnología y uno puede usar páginas que le sirvan para entender los temas.

No es tan monótono, en cuanto no se usa el libro y las copias todo el tiempo, o se escucha la grabadora, sino que se puede emplear todas las páginas de internet que nos pueden ayudar a comprender los temas, además depende mucho de uno que se aprenda o no.

Me gusta la tecnología y siento que en este curso he podido usar mis habilidades y ayudar a mis compañeros explicándoles y compartiéndoles links e info que les puede servir, a diferencia de los otros cursos que solo llenábamos la guía.

Para mi es nuevo usar tanto la tecnología en las clases, sin embargo siento que las clases no se vuelven tan aburridas como las clases de Inglés anteriores, que son muy monótonas.

En este curso hay que saber manejar la tecnología muy bien, y no soy muy buena en eso, en cambio en los demás uno se enfocaba más en la pronunciación y en lo que el profe explicaba.

Este curso me ha permitido relacionar algo de lo que yo estudio y trabajo con las temáticas que se deben ver, algo que no había podido hacer en las otras clases de Inglés.
En este curso uno escogió los temas que quería desarrollar, además se pudo conocer muchas páginas que ayudan a aprender inglés y para repasar uno después de clase, diferente a los otros cursos que era solo con lo que uno copiaba.

Este curso es diferente a los otros porque lo que hemos realizado en clase ha dependido de nuestro progreso y de nuestra disciplina, ya que uno debe usar la información y páginas web para comprender los temas y poder desarrollar las tareas, en algunos casos uno debe también elegir que quiere aprender y buscar los recursos.

Categories

WebQuest as an innovative approach
WebQuest as technology interaction to achieve learning
Take charge of learning and responsibility
Join learning with Ss needs

Question 8 Answers

Pues una de las ventajas es que se puede aprender diferentes temáticas y la Webquest le ofrece a uno toda la información necesaria.

Una de las ventajas del blog es que permite que uno aprenda el tema por uno mismo usando los links y la información de las páginas, otra es que es claro y está bien estructurado.

Una de las ventajas es que contiene toda la información que uno necesita para desarrollar un tema, como en la Webquest de los objetivos smart que uno pudo mirar los tutoriales y guiarse por los links que estaban ahí, para crear el de uno.

Uno mismo se plantea lo que quiere aprender y eso hace que uno se exija más.

Pues una ventaja es que muchas veces uno entiende el tema pero se le olvida, con este blog uno puede en la casa revisar la información y recordar el tema para los quizzes o la evaluación.

Es muy organizado porque nos dice lo que se pretende hacer y nos da los pasos para hacerlo.

Uno puede usar la webquest desde la casa, para repasar los temas y esta webquest específicamente ayudó a organizar el objetivo en secciones para poderlo alcanzar.

Es muy organizada y da el paso a paso para lograr la comprensión de la temática.

Es muy interactiva ya que contiene toda la información y el que uno aprenda o no depende de que uno use bien los links y los estudie, además uno no tiene que estar detrás del profesor, otra ventaja es que uno siempre se puede evaluar y eso es bueno darse cuenta qué le falta a uno para mejorar.

Uno puede investigar los temas que se encuentran en los links, además cuenta con videos y otras ayudas como ejemplos del profesor, y es muy organizado y explica el paso a paso para lograrlo, creo que bajo este método uno puede aprender varios temas no solo de inglés.

Que uno puede practicar desde la casa con los videos que el profesor puso en las Webquest, también es organizado y da el paso a paso.

Uno trabaja en función a una meta y es exigente ya que uno es el que debe estudiar los videos y demás páginas para poder comprender las temáticas.
En este curso se facilita aprender lo que uno quiere, además contiene los pasos que uno debe seguir para aprender los temas porque está bien estructurado. No es difícil de usar es solo cuestión de práctica.

Que uno se vuelve más disciplinado y no está esperando que le den toda, sino que uno también se esfuerza por estudiar la información de las páginas para entender los temas, es muy autónomo.

Enhance independent work
WebQuest as awareness of planning learning
WebQuest as an innovative approach
WebQuest as technology interaction to achieve learning
Take charge of learning and responsibility
join learning with Ss needs
Self assessment
### Students’ Artifacts on WebQuest 2

*(Annex 6)*

**WebQuest 2 Students’ Goals**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yeraldin Acosta</td>
<td>Sostener una conversación básica acerca de la descripción de un personaje famoso utilizando pasado simple en un 50% al finalizar el 4 nivel</td>
</tr>
<tr>
<td>Diego Arteaga</td>
<td>Expresar sugerencias sobre un estilo de vida saludable utilizando la palabra should</td>
</tr>
<tr>
<td>Daniela Castañeda</td>
<td>Apply the perfect present and simple past in 70% of the syllabus for the end of the fourth level.</td>
</tr>
<tr>
<td>Luis Caycedo</td>
<td>Aprender la estructura del presente simple, realizando una adecuada escritura y pronunciación para poderme hacer entender y entender situaciones culturales en diferentes países de habla inglesa</td>
</tr>
<tr>
<td>Paola Clavijo</td>
<td>Aprender vocabulario relacionado con comida para hacer una receta de mi comida favorita, esto para antes del 12 de diciembre de 2017</td>
</tr>
<tr>
<td>Diana Huertas</td>
<td>Express experiences regarding phobias and fears at forty percent taking into account the places.</td>
</tr>
<tr>
<td>Julian López</td>
<td>Poder escribir información básica de algún sitio turístico de colombia, esto para antes de terminar el tercer nivel de Inglès.</td>
</tr>
<tr>
<td>Andrea Rocha</td>
<td>Manejar al finalizar el curso el 13 de diciembre de 2017 un 60% en redacción, lectura y pronunciación, vocabulario sobre descripción de lugares de la ciudad, mediante la práctica y dedicación de 10 minutos diarios, por medio de la lectura, escritura y pronunciación.</td>
</tr>
<tr>
<td>Luisa Fernanda Marroquín Carvajal</td>
<td>Enlarge my vocabulary in at least 15 new words that help me for the description of place and events, doing this before 13th December.</td>
</tr>
<tr>
<td>Luz Yaneth Sogamoso</td>
<td>Utilizar las horas de clase para practicar, frente a mis compañeros y profesor como enfrentar mi mayor miedo ”hablar en público”. Superarlo en un 60%.</td>
</tr>
<tr>
<td>Rodolfo Suárez</td>
<td>Describir mi lugar de trabajo y ambiente laboral, siendo alcanzable al saber que parto de experiencias personales, esto espero lograrlo al</td>
</tr>
<tr>
<td>Nombre</td>
<td>Tarea</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jhuranny Doria Vidal</td>
<td>finalizar este módulo de inglés, es decir a el 13 de diciembre de 2017</td>
</tr>
<tr>
<td>William Andrés Villamil</td>
<td>Write at least two anecdotes or short experiences about my life, using the simple past before the completion of the level III of English.</td>
</tr>
<tr>
<td>Fabio Monroy</td>
<td>Implement in 10% the quantifiers describing a common place of my house with countable and countless nouns, always identifying their appropriate use, before December 12 of this year.</td>
</tr>
<tr>
<td></td>
<td>Manejar vocabulario sobre accidentes de tránsito y poder describir en Inglés, a través de un plegable, qué acciones tomar cuando esto ocurra.</td>
</tr>
</tbody>
</table>
### Videos’ Analysis Example

(Annex 7)

William Villamil

<table>
<thead>
<tr>
<th>Allowing Autonomous Learning</th>
<th>Structured Learning</th>
<th>Resources Exploration (Creativity)</th>
<th>Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s autonomous actions are evidenced in the sense that most of the spoken language displayed in the video was not taught in the classroom sessions, but given in the WQ, also the student displayed a high grade of autonomy in the way he used the visual resources to connect his ideas. The sound, images and videos introduced the topic appropriately and caught students’ attention.</td>
<td>The student followed the criteria established in the WebQuest, also in the video it was evidenced the training and preparation that the student did by himself following the learning pathway and the study model given (SURE +E).</td>
<td>Student displayed great creativity in the design of the video, since he used several tools like subtitles and high tech programs for edition. These elements added a value and evidenced the student’s willingness to approach the task successfully by his own means.</td>
<td>The student showed appropriate use of modal verbs in terms of grammar structure (syntax) and pragmatics, because he used them according to the context given. The student displayed some trouble pronouncing some words, however he could deal with it because the message was understood, also the subtitles were a support in parts where some noise did not allow to listen to the speech. The student had a trouble with accent, because he did not put emphasis in some words, so the cadence was not well used to help the listeners to understand easily. He showed fluency because he was able to link ideas in a reasonable time, so it was easy to follow him along.</td>
</tr>
</tbody>
</table>

The student showed appropriate use of modal verbs in terms of grammar structure (syntax) and pragmatics, because he used them according to the context given. The student displayed some trouble pronouncing some words, however he could deal with it because the message was understood, also the subtitles were a support in parts where some noise did not allow to listen to the speech. The student had a trouble with accent, because he did not put emphasis in some words, so the cadence was not well used to help the listeners to understand easily. He showed fluency because he was able to link ideas in a reasonable time, so it was easy to follow him along.
**Example of students’ learning plan (WQ3)**  
*(Annex 8)*

**Yeraldin Acosta**

<table>
<thead>
<tr>
<th>SURE+E MODEL</th>
<th><strong>HOW?</strong></th>
<th><strong>ONLINE RESOURCES / LINKS</strong></th>
</tr>
</thead>
</table>
| **STUDY** | Practice Pronunciation  
Use tutorial videos  
Past simple | https://www.youtube.com/watch?v=a8t3aolwS-o  
https://www.youtube.com/watch?v=QlZXd-m6Pdw  
https://www.ef.com.co/recursos-aprender-ingles/gramatica-inglesa/simple-past/ |
| **USE** | Do sentences about a famous and practice the pronunciation. | https://drive.google.com/file/d/1OHubj450yO2hfC4lHEQXCdtyESBMaws3/view?usp=sharing |
| **ENJOY** | See a movie or documentary film about the life of a famous | https://www.youtube.com/watch?v=EJrvKub5FGk |
Talk about Stephen Hawking

https://docs.google.com/document/d/1Mq7TyKF4-PWqRU5hl3Uwbl_s_Y-hY5syKbPWl5iLQ2o/edit?usp=sharing

Hello Yeraldin how are you?

- I'm fine, thank you.

Yeraldin. Who is your favorite famous?

- I think it was Stephen Hawking.

Oh. Hawking and do what do you know about him?

- He was a smart person, he had a computer in his body and he needed oxygen all the time.

Why is your favorite famous?

- Because he was important in the science, with theories about space and the theory of everything.
Name | Jhon Jairo Acosta Linares  
--- | ---  
Class/level | Beginner I  
Unit/Theme |  
22nd September / 2016  
--- | ---  
This lesson addresses (check those that apply):  
Vocabulary Development | Interpretive Mode – Listening or Reading  
Language Structure/Grammar | Interpersonal Mode - Speaking  
Culture Concept | Presentational Mode –Writing or speaking  
--- | ---  
Functional Language Goal(s):  
• To meet each other using basic expressions related to say the name  
• To pronounce comprehensibly expressions related to say the name  
--- | ---  
Raising Awareness Goal  
• To diagnose students’ English level and autonomous attitudes towards language learning.  
• To diagnose student’s learning styles (auditory and verbal)  
--- | ---  
| Procedures | Time  
What will you do as the teacher? | Mode | How much time will you spend throughout the class, if not all at one time?  
What will students do?  
--- | ---  
Materials/ Resources/ Technology  
Be specific. What publisher produced materials will you use? What materials will you develop? What materials will you bring in from other sources?
<table>
<thead>
<tr>
<th><strong>Anticipatory Set</strong> - get students’ attention, state objectives, warm-up connected to lesson goals</th>
<th>I will ask students to tell me the name of an animal or a fruit (no matter Spanish or English) when everybody has told the class the name of the animal or fruit I will tell them to use these as last name. For example: My name is Jairo Dog, I am Jhon Banana...</th>
<th>Students will meet their classmates taking part of the activity, using the name of an animal or fruit as last name.</th>
<th><strong>Interpersonal Mode</strong></th>
<th>15 minutes</th>
<th>Game: Animal nickname <a href="http://www.eslcaf">http://www.eslcaf</a> e.com/idea/index.cgi?display:913599187-6336.txt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Providing Input</strong> - engaging learners, teaching new concepts</td>
<td>I will introduce my-self pronouncing slowly my name and allowing students to listen to the way of how to say their name. My name is ... I’m....</td>
<td>Students will repeat the phrases: My name is ... I’m.... And try to say their name using the expressions they heard from their teacher</td>
<td><strong>Interpretive Mode</strong></td>
<td>10 minutes</td>
<td></td>
</tr>
<tr>
<td><strong>Guided Participation</strong> – student output leading to meaningful interaction</td>
<td>Knowing the names of my students I will introduce a student using the phrase: This is my friend ... nice to meet you... nice to meet you too Using the expression students will make chains introducing each other</td>
<td>Students will introduce a classmate using the expression this is my friend.../ nice to meet you.../ nice to meet you too. Following their teacher example</td>
<td><strong>Presentational Mode</strong></td>
<td>15 minutes</td>
<td>Role play This is my friend, sample taken from Cutting edge elementary (student’s book)</td>
</tr>
<tr>
<td><strong>Application</strong> – appropriately scaffolded leading to independent communication</td>
<td>I will teach students the expression what’s your name? and do an activity based on Blindfolding a student who has to listen to a person asking him what’s my name? and he has to recognize his/her voice and figure out what his/her name is</td>
<td>Students will apply the expressions such as: what’s your name and what’s my name? to ask for the name of a person. They will have to start recognizing other people’s voices</td>
<td><strong>Interpretive Mode</strong></td>
<td>15 minutes</td>
<td>Game: what’s my name? Blindfolding <a href="http://www.eslcaf">http://www.eslcaf</a> e.com/idea/index.cgi?display:913599187-6336.txt</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
<td>Notes</td>
<td></td>
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</tr>
<tr>
<td>Providing Input - engaging learners, teaching new concepts</td>
<td>I will show students the university syllabus and explain how it is made up. I will also socialize the requirements of the course.</td>
<td>15 minutes</td>
<td>The University Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Participation – student output leading to meaningful interaction</td>
<td>I will apply a questionnaire which inquires on students attitudes towards English such as: *Students’ English practice in their free time *Students’ aims to learn English *Students role in learning *Students’ strategies to practice English *Students' familiarity with technology</td>
<td>15 minutes</td>
<td>Questionnaire on attitudes towards language learning</td>
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<td></td>
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<tr>
<td>Application – appropriately scaffolded leading to independent communication</td>
<td>I will generate a discussion in which I will lead students to think about the importance of shifting the role they have taken as learners (a role from a teacher centered approach) to a new one in which they are at the center and have to perform actively.</td>
<td>15 minutes</td>
<td>Questionnaire on attitudes towards language learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure / Summative Assessment – knowing that each student met the lesson goals</td>
<td>I will apply a placement test in order to identify students’ English level. I will select a student randomly and ask him/her to tell me the name of a classmate.</td>
<td>50 minutes</td>
<td>Quick Placement Test <a href="http://www.inglestotal.com/oxford-quick-placement-test-examen-de-evaluacion-de-ingles-de-oxford">http://www.inglestotal.com/oxford-quick-placement-test-examen-de-evaluacion-de-ingles-de-oxford</a></td>
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</tbody>
</table>
**Extension Activities**

| I will assign a homework in order to explore how further students go on researching homework | Students will have to look for what a WebQuest is and how it works. Also they will have to look for a webpage in which they may practice the topics reviewed in the class | 10 minutes |

*Providing Input, Guided Participation, Application – These 3 will be repeated as a cycle as often as necessary during a class. Brain research suggests that this cycle matches the attention span of the learner and would not exceed 20 minutes. A 50-minute class would have 2 such cycles. A 90-minute block class would have 4.*

**Comment on how this lesson connects to the 5C’s. How does this lesson integrate language, culture and content?**

| ACTFL 2c, 4b, 4c | *Culture Content* – Perspectives, Practices, Products: |
| --- |
| ACTFL 2c, 4b | *Connections* to other content areas: |

Students interchange information such as their names and last names, through the activities they recognize their partners’ mood and some behaviors that allow them to draw a picture of what they are like.

Students compare their attitudes with their classmates’ to communicate, and adjust their existing ones in order to communicate effectively with others in the classroom.

**Self-Reflection – Respond as appropriate.** What worked, what didn’t work in this lesson? How would you adapt this lesson, how did you adapt this lesson during the day if it was taught more than once? How did this lesson differentiate for individual learners? How did this lesson engage students in higher-order thinking? What components of the lesson allowed for self-assessment or provided opportunities for formative assessment?

Students felt motivated when performing activities that allowed them to interact each other.

Students found too difficult the placement test, most of the questions were not understandable for most of them.

Some students felt uncomfortable discussing topics related to their role as learners, they seemed not to be familiar with this type of teaching.

I tried not to be focused on those students who had a better English level, but I tried to keep everybody participating.

By thinking about their roles as learners they reflected on their attitudes towards how they acted in the English class and how much they learnt from this, they were encouraged to change some attitudes and take on responsibility in the learning process.

To discuss on how students were taught and the way they are used to learning led me to think in a teaching that shift this type of instruction to a one where the learner takes part actively and is placed at the center.
Peer-assessment and Teacher’s assessment  
(Annex10)  
UNIVERSIDAD INCCA DE COLOMBIA CENTRO ELECTRÓNICO DE IDIOMAS

Assessment to: Yeraldín Acosta

Llene la siguiente rúbrica evaluando el desempeño de la elaboración de la WQ4, del compañero o estudiante asignado, colocando una de las letras de acuerdo a su rol. 
C: Classmate  T: Teacher

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SI</th>
<th>NO</th>
<th>PARCIALMENTE</th>
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<tbody>
<tr>
<td>El trabajo evidencia que ha llevado a cabo el plan de aprendizaje que sugiere la WebQuest 4 para el afianzamiento de los contenidos.</td>
<td>C</td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>El trabajo es coherente con la tarea que la WebQuest 4 planteó cumpliendo con el objetivo</td>
<td>C</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>El trabajo evidencia que usó adecuadamente los recurso que la WebQuest 4 proveyo para llevar a cabo la tarea asignada.</td>
<td>C</td>
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<td>T</td>
</tr>
<tr>
<td>El trabajo cumple con los parámetros de evaluación que exige la WebQuest 4</td>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>

Qué recomendación le da a su compañero / estudiante para que pueda alcanzar exitosamente la tarea planteada por la WebQuest.

Classmate: Expresarse mejor ya que habla muy bajo y eso hace que no se le entienda.

Teacher: revisar los recursos de apoyo extra que ofrece la WebQuest para la práctica de los contenidos (resources), para así afianzarlos y dominarlos de una manera más amplia.