

THE PROMOTION OF SELF-REGULATED LEARNING IN ENGLISH LANGUAGE
INSTRUCTION AT COLOMBIAN UNIVERSITIES

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One of the main educational discourses in the era of globalization is lifelong learning. Self-regulated learning and learner autonomy are considered to be cornerstones of lifelong learning and are currently topics of main discussion and interest in the teaching of English to speakers of other languages in Colombia and other countries around the world. Although previous research has suggested different teaching alternatives to promote self-regulated learning (SRL) in English instruction in Colombia, what actually happens in the classroom and its impact on the development of SRL have received little attention. This study aimed to identify what Colombian university English instructors know about language teaching methods, approaches, principles, and strategies to promote SRL and to understand to what extent their teaching practices help to promote SRL. Using a survey questionnaire and in-depth interviews, this study was developed based on a mixed-methods approach to understand how the processes involved in SRL, as proposed by Zimmerman (2002), are promoted implicitly or explicitly in the university English classroom. Consistently, most university English instructors are not familiar with the construct of SRL, and their teaching practices mainly focus on teaching, evaluating, and giving feedback on language use and task completion, but not on the processes involved in SRL. Nevertheless, SRL-related aspects, such as learner motivation and the learning of strategies, are part of some instructors' teaching agendas. It is suggested, among others, that university English course programs should incorporate SRL education initiatives such as pre academic courses on SRL, as well as on how successful language

learning takes place. This is to help learners be more prepared for successful and lifelong learning, not only in the English classroom, but beyond.

Keywords: self-regulated learning, self-efficacy, self-motivation, autonomous learning, successful learning, learning strategies, English teaching in Colombia

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Chapter One: Introduction and Overview

In the era of globalization, lifelong learning has gained importance in the field of education. Within this context, autonomous and self-regulated learning (SRL) are considered critical components of lifelong learning and are currently at the forefront of discussion and research in the language teaching field. Various specialists in the discipline (e.g., Brown & Lee, 2015; Oxford, 2011; Kormos and Scizér, 2014; Niemiec, C. P & Muñoz, A, 2019), and in broader fields in education (e.g., Dörnyei, 1994; Nilson, 2013; Zimmerman, 2002), have investigated the construct of SRL in the search for pedagogical alternatives that can assist learners in being better equipped to learn and to do it at a high level.

According to Brown and Lee (2015), the promotion of SRL is relevant in language teaching. Nowadays, language instruction acknowledges the importance of guiding learners to develop awareness, autonomy, and responsibility for their learning process — autonomy defined as “the capacity to control one’s learning” (Benson, 2001, p.290, cited by Brown and Lee, 2015, p. 74). Brown and Lee claim that effective language learning is, in part, attributed to the exertion of control and effort that the learner makes to achieve his learning. This is closely related to SRL. According to Nilson (2013), when students have developed SRL, not only will they learn more effectively, but they will also be empowered with tools for lifelong learning (Nilson, 2013).

In foreign language settings, failure to attain language development is, in part, related to lack of SRL. Kormos and Scizér (2014), for instance, argue that if foreign language students do not take action outside of the classroom to study independently, assume their learning responsibilities, and employ self-regulatory learning strategies,

their language learning will be hampered from attaining a high language proficiency level. One of the reasons they claim this is that in foreign language settings students have limited opportunities to access the target language outside of the classroom and the allotted time for English instruction is reduced to only some hours per week. As a result, students are not exposed to the necessary input, output, and interaction to develop language learning.

Issues related to SRL and language instruction have been researched around the world in both ESL and EFL settings. In Colombia, for instance, some studies propose pedagogical alternatives to promote SRL in English learning such as the development of Self-Determination Theory (Niemic & Muñoz, 2019) and dialogic sessions (Rojas, 2019). Rojas (2019) suggests that English students from bachelor's degree programs in English teaching lack SRL behaviors and are not satisfied with the way language is taught. Other studies have investigated how familiar language learners and instructors are with SRL and how English teachers self-regulate as learners. These studies claim that Colombian English students are teacher-dependent and assume a passive learning attitude (Peña, 2013), that Colombia does not have systematized specific instruction to promote SRL, and that instructors might not be aware of the different ways to promote SRL (Noñera & Cano, 2020). One interesting finding from a study developed by Cuesta et al., (2017) is how contradictory English students' perception of their learning is with respect to their SRL capacities as compared to how they define SRL. In their study, students in bachelor's degree programs in English teaching stated they self-regulate their English learning. However, data also revealed that these students did not know what SRL is and what it implies, thus showing a lack of coherence with their claim.

The contributions of these studies are very important in the teaching of English as a foreign language in Colombia because they have shed light on relevant aspects to understanding and improving language teaching and learning in the country. The results of these studies have also led to additional research questions about the nature of English instruction in the country in relation to the promotion of SRL that this study aimed to answer. For example, these studies do not address how the everyday language teaching experiences relate to the promotion of SRL. Understanding what happens in the classroom can help identify possible gaps to make informed decisions on what to do next to help English students succeed as learners. This, at the same time, can contribute, in some way, to improvements in the quality of bilingual education in Colombia in the future. This is a relevant consideration taking into account two important aspects of education in the country.

On the one hand, the Colombian General Law of Education encompasses the teaching of foreign languages in the country. According to Article 2 of the *Law of Bilingualism - 1651 Law* (Presidencia de la República de Colombia, 2013), for example, the main purpose of bilingual education is to promote the ability to read, write, listen, and speak communicatively in a foreign language. In addition, it establishes the priority to learn English as a foreign language considering the different advantages that, as the language of communication across nations, it offers to citizens around the world. It supports that through English learning, citizens can access scholarships to study abroad, develop cultural openness, and have better opportunities to grow professionally, scientifically, economically, and even politically both in and outside the country. As a result of this law, public and private institutions teach English by promoting the

attainment of certain standards and competencies to meet the demands of the national government. On the other hand, the national program “Colombia Científica” established five different focuses called “Focos Reto País” which were considered fundamental for the sustainable development of the country in the medium and long term. Thus, this program considered that *Health, Food, Sustainable Energy, Society, and Bioeconomy* were the Focos Reto País to meet this purpose. Each of these Focos involves some Retos (challenges) grounded on the 17 objectives that ONU has for sustainable development, and each of the Retos has specific objectives to be achieved between 2020 and 2030. *Society*, for example, encompasses Reto *Education* in which the objective is that projects, centers, researchers, Ph.D. professionals, the use of technology for innovation, and others contribute to the quality of education and the national curriculum so that all Colombian citizens have access to optimal educational opportunities and conditions (Ministerio de Ciencia, Tecnología e Innovación [MinCiencias], 2021).

Thus, this study aimed to contribute in some way to improvements in bilingual education in Colombia by focusing on issues that concern English language instruction and language learning success. This involves understanding some of the various challenges that meeting these educational objectives and standards requires. Some of these challenges imply helping learners overcome the behavioral attitudes that hinder their learning at a high level. According to Nilson (2013), the new generation of students still needs to learn how to learn and how to do it at a proficiency level to succeed in the challenging academic world. For instance, learners lack the ability to regulate their emotions, motivations and study-related behaviors as many of them attribute the responsibility for their learning to external factors, adopt a passive attitude toward the

learning process, and are not self-disciplined. Besides, they disrupt learning with technological and social distractions and advance academically by attaining only passing grades while putting in little effort, and then they do not expect to put forth much exertion in higher education.

Consequently, relevant and quality education in Colombia will require thinking about how to address these issues to help learners meet the academic goals set for them to attain bilingualism. At the same time, understanding language teaching from the lens of the SRL construct can illuminate feasible pedagogical needs to best meet the standards and demands of Colombian bilingual education.

Studies related to SRL in English teaching and learning in Colombia have shown relevant results to better understand how certain teaching practices can promote SRL to improve language teaching and learning, they have also illustrated how SRL is perceived by learners, in-service language teachers, and teacher educators. Nevertheless, these studies do not investigate what happens in the classroom regarding the promotion of SRL. This study hypothesizes that some English language instructors might be somewhat promoting certain processes of SRL without being knowledgeable about this construct. This emerges keeping in mind the vast availability of language teaching practices and resources that are closely related to the SRL processes and that can be used by English instructors to help learners self-regulate their English learning. These include, but are not limited to language teaching approaches, strategies, and materials, as well as evaluation and feedback procedures. Thus, the present study aimed to fill in this gap with the following objectives:

General Objective

To understand how English language instruction in Colombian universities is related to the promotion of self-regulated learning.

Specific Objectives

1. To identify what Colombian university English instructors know about language teaching methods, approaches, principles, and/or strategies to promote self-regulated learning.
2. To understand to what extent Colombian university English instructors promote self-regulated learning
3. To propose pedagogical applications to promote self-regulated learning in English courses in Colombian universities.

This study also aimed to address the Colombian Reto Foco País — Sociedad —. One of the guiding themes in this Reto is Reflection for Innovation. It emphasizes that quality, inclusive, and relevant teaching processes can be fostered if there is reflection and analysis on the daily teaching practice to innovate and if that reflection and analysis are alternated with the application of theory into practice. In the attempt to contribute in some way to improvements in bilingual education in the country, the present study focused on this specific Reto Foco Pais by addressing the educational issue of the promotion of self-regulated learning in language instruction at Colombian universities.

Overview of the Thesis

The second chapter of this thesis will introduce the SRL construct. It will review the existing literature on SRL and how language instruction relates to it. The third chapter will provide an overview of the mixed-methods approach as the method used to collect data. Chapter four includes a detail description of the collected data both, followed by a deep discussion on the results in chapter five. Finally, the sixth chapter outlines the conclusions of the present study as well as some pedagogical recommendations based on the research findings.

Chapter Two: Literature Review

Self-regulated learning (SRL) is a construct that has been researched extensively over time since the late 1980s (Panadero, 2017). Different disciplines in education have studied this construct to understand how successful learning takes place, and how pedagogical practices can best promote its development (e.g., Kormos & Csiézer, 2014; Brown & Lee, 2015; Dörnyei, 1994; Pintrich, 2004; Nilson, 2013; Wolters & Benson, 2013; Xiao, 2014; Zimmerman, 2008). In language teaching, for instance, experts have acknowledged that self-regulation processes play a crucial role in language learning (McDonough, 2001; Brown & Lee, 2015; Oxford, 2011, as cited in Reed, 2012).

In the era of technology, learners are easily captivated by technological distractions and social life that inhibit them from attaining learning at a high level (Gao, 2021; Nilson, 2013). Added to this problem, learners are not often encouraged to exert control over their learning (Zimmerman, 2002), thus being denied the opportunity to explore, develop, and deploy their abilities for lifelong learning. However, Zimmerman suggests that SRL is teachable and can greatly help learners, including language learners (Brown & Lee, 2015), succeed in their academic processes.

This chapter will specifically focus on these aspects. Through a review of literature on SRL and language teaching, this chapter will delve into what SRL is, what it implies, how English language teaching is related to SRL, how the use of technology in the classroom affects the development of SRL, and the previous studies that have been carried out about SRL in English as a foreign language (EFL) teaching in Colombia.

Metacognition and Self-Regulated Learning

Metacognition and SRL are usually considered confusing constructs as to which of them encompasses the other. However, it has been suggested that metacognition involves certain processes relevant to exerting regulation in one's learning, and thus SRL is a broader construct than metacognition (Nilson, 2013; Oppong, et al., 2019; Steffens, 2006; Wolters & Benson, 2013; Zimmerman, 2002).

Initially, metacognition was defined as the thinking about our cognition, especially related to problem-solving in three different stages (Flavell, 1976, as cited in Oppong et al., 2019). According to Oppong, et al. (2019), those stages involve the monitoring of one's thinking, the evaluation of how a solution to a problem takes place, and the modifications or revisions of what has been done to attain the solution. However, the planning stage was progressively added over time as the first phase of metacognition.

While metacognition is the self-control over our processes of cognition (Nilson, 2013), SRL is, in part, the use and management of certain cognitive and metacognitive strategies targeted to achieve academic development (Nilson, 2013; Wolters & Benson, 2013). Likewise, Zimmerman (2002) argues that metacognition takes place when a person is conscious and knowledgeable about their thinking while SRL is not a cognitive ability or a skill of academic development. Rather, it is "a self-directed process by which learners transform their mental abilities into academic skills" (p. 65). He also claims that self-regulated learners see learning as an activity in which they engage proactively rather than expecting that it happens to them as a result of instruction. Thus, these learners focus and work on different factors that affect their learning by self-generating their own thoughts, emotions, and attitudes towards the attainment of their learning goals, as well as

by making proactive intentional efforts to succeed in the achievement of those goals. Alternatively, these efforts are informed by their awareness of their learning strengths and limitations, what they want to achieve (goals/tasks), and how they want to achieve it (task-related strategies).

This is similar to what Wood and Bandura (1989) call perceived self-efficacy, which they define as one of the self-regulatory mechanisms that rule the self-regulation of motivation and performance. According to Wood and Bandura, perceived self-efficacy goes beyond the awareness of skills needed to perform a task successfully. In addition to this, it has to do with the resilience and consistency to use those skills and mobilize motivation, resources, and plans of action under certain difficulties to attain the expected goals. In this regard, the eagerness of self-regulated learners to continue exerting themselves to learn better increases due to their growing sense of self-efficacy, self-satisfaction, and motivation (Wolters & Benson, 2013).

Moreover, not only do self-regulated learners control their cognition, feelings, motivations, and behaviors, but also their learning environment to attain learning (Nilson, 2013; Pintrich, 2004). Two key concepts defined by Nilson in this regard are behaviors and the environment. *Behaviors*, on the one hand, imply self-discipline, the management of time, effort, and even the seeking of help from either an instructor or from another source whenever it is needed to secure learning (Karabenick & Dembo, 2011, as cited in Nilson, 2013). *Environment*, on the other hand, involves the external aspects that affect the development of a learning task including technologies, feelings through the senses (temperature, sounds, physical position), and even the type of task (single task or multitask).

Thus, learners do not possess or lack self-regulation of learning as a personal attribute. Rather, SRL entails that each learning activity is developed as a result of the personal selection and adapted usage of the following self-regulatory processes without which learning can be affected negatively (Zimmerman, 2002):

(a) setting specific proximal goals for oneself, (b) adopting powerful strategies for attaining the goals, (c) monitoring one's performance selectively for signs of progress, (d) restructuring one's physical and social context to make it compatible with one's goals, (e) managing one's time use efficiently, (f) self-evaluating one's methods, (g) attributing causation to results, and (h) adapting future methods (p. 66)

In conclusion, the metacognitive and SRL theories differ in many ways (Oppong et al., 2019) though metacognition is related to SRL to a certain extent (Wolters & Benson, 2013). On the one hand, metacognition is exclusively related to cognitive processes and problem-solving that generally occur in isolation and at a broad domain level, that is, regardless of the subject matter. Furthermore, it primarily focuses on what the learner must do, rather than why something must be done and/or how the process may be affected, which SRL does involve. However, SRL goes beyond that, incorporating emotional and motivational factors, and is classified as domain-specific in terms of the subject matter (Oppong et al., 2019). On the other hand, however, cognition and metacognition are considered to be core processes for a self-regulated learner if these are targeted to a specific learning task, which, as a result, helps learners attain positive academic improvements, development, and achievement (Wolters & Benson, 2013; Zhang, 2010).

Self-Regulated Learning Strategies

The nature of SRL suggests that it takes place before, during, and after a learning session. The presence of SRL implies the development of specific study-related strategies to achieve the expected learning. These have been stated in terms of processes such as the ones proposed by Zimmerman (2002) as mentioned in the previous section of this chapter. Similarly, Zumbrunn (2011) cites some processes necessary to develop SRL such as goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help-seeking, and self-evaluation. She also claims that in order to develop SRL, learners need explicit training on these processes.

Goal Setting

Goal setting involves learners thinking about their motivations for learning, as well as considering “the what and the reason” to start acting intentionally in favor of their learning (Boekaerts & Corno, 2005). Some examples of learning goals can be the attainment of high scores or a deep understanding of a topic which can be achieved in the long and short term (Zumbrunn, 2011). However, SRL is also related to the setting of specific proximal goals for learning which are defined as short-term goals that can help students monitor learning progress in an easy way (Zimmerman, 2004 as cited in Zumbrunn, 2011). In the beginning stages of learning, students might need to be assigned goals for their learning activities, however, the instructor can also train them in goal-setting strategies at the same time. Once they develop some expertise in doing this on their own, it is expected that they commit more to their own goals, their abilities for self-regulation improve, and their sense of self-efficacy increases as a result of their performance (Schunk, 2001). Schunk (2001) suggests that the more specific and less

vague the goals are, the faster they will be achieved, and the more interested students will be in meeting them.

Planning

Planning refers to the emphasis on striving toward goal achievement (Boekaerts & Corno, 2005) and requires students to depict their goals mentally and manage strategies to attain them (Eilam & Aharon, 2003). Planning and goal setting complement each other. Inclusive, goal setting is the first of the three stages in which planning takes place. This is followed by the adoption of strategies for goal achievement and the establishment of the amount of time and resources required to make goal achievement possible (Schunk, 2001, cited in Zumbrunn, 2005). In short, planning is thinking of one's own set of steps to transform goals into an action plan (Eilam & Aharon, 2003).

Self-Motivation

Self-motivation or intrinsic motivation is a key factor in high learning performance and success, as well as in greater learning engagement (Brown & Lee, 2015). It takes place when there is an absence of external rewards or stimulus to learning and is a sign of learning autonomy (Zimmerman, 2004. cited in Zumbrunn, 2005). But, how can learners develop intrinsic motivation for learning? Research (i.e., Lam et al., 2019) has shown that autonomy-supportive instruction can help students be more self-motivated. Lam et al, (2004) suggest that a variety of other teaching practices can also lead to its promotion and to a higher likelihood of success in learning activities. Those teaching practices include “presenting challenging work to students, integrating real-life significance to their learning activities, stimulating their curiosity in the learning tasks,

acknowledging their efforts or improvement, and providing them with useful feedback” (Lam et. al., 2019 p. 567).

Attention Control

Attention control is a human faculty of avoiding distractors to bring the focus on the performance of a specific task (Liu et al., 2009 cited in Deepa et al., 2022). Kokoç (2021) posits the positive impact of attention control on reducing diversion from learning and enhancing academic performance. Also, meditation has been proposed as a useful strategy to help learners counter aspects that interfere with learning (Deepa et al., 2022). Other strategies that instructors can use to lead learners to attention control include giving them short frequent breaks while doing a task, doing some type of physical activity during a short break, subdividing a task into smaller tasks, helping them understand their best time of the day to concentrate more, and raising awareness on time passing (Sippl, n.d.).

Flexible Use of Learning Strategies

Self-regulated learning has been closely related to the use of learning strategies (Zhang, 2010). When receiving instruction on different ways of learning, students become less teacher-dependent and more self-determined to work on their own (Sills et al., 2009). Zumbrunn (2001) suggests that learners can deploy independence and determination to use learning strategies as they develop confidence in their use. To assist students in working independently, instructors can help learners identify their preferred learning style (Kumaravadivelu, 2001), as well as model how to use specific learning strategies that may be new to them and provide appropriate scaffolding to guide them in finding their own way of learning (Zumbrunn, 2001).

Self-Monitoring

Self-monitoring is a strategy used to compare the expected learning outcomes with what has been done to achieve them (Fabriz et al., 2014). It is also defined as the process of observing behaviors to evaluate how they affect academic performance (Schunk, 1997). According to Schunk (1997), when self-monitoring addresses the aspects that influence those behaviors, those learning conditions can be changed or altered to enhance performance such as the learning environment. Schunk also claims that for self-monitoring to be effective, learners must self-record their observations. Without going through these processes, learners may not be fully able to self-monitor their learning progress (Zimmerman, 2004, as cited in Zumbrunn, 2001). Instructors can teach students to self-monitor and self-record their learning by encouraging them to keep track of the time, the strategies, and the number of attempts used on the development of a specific task. This way they will be able to modify their learning practice accordingly if needed (Zumbrunn, 2001).

Help-Seeking

According to Newman (2002), after self-monitoring learning, students can realize about possible difficulties that they cannot overcome on their own and will try to look for help, thus deploying self-determination, resilience, and autonomy. However, he also suggests that some students may simply give up a task, keep being passive in their learning, or try to succeed with no positive outcomes. Newman argues that help-seeking has a positive effect on learners and their learning outcomes because it “can avert possible failure, maintain engagement, lead to task success, and increase the likelihood of long-term mastery and autonomous learning” (p. 132). When asking a question to an

outsider, usually the instructor or a classmate, a self-regulated learner normally restricts the inquire what is strictly necessary, that is to say, they do not ask for the solution of a problem nor ask questions frequently, but queries about the specific gap in learning that is causing difficulties (Puustinen, 1998). Based on Nelson-Lee Gall (1985 cited in Alevan et al. 2003)'s model of the help-seeking process, learners need to first be aware that help is needed, second, decide to look for help, third, identify possible helpers, fourth, use strategies to obtain support, and then know how to react after the effort of looking for help. According to Newman, instructors can provide the necessary conditions for learners to feel confident enough to reach out for help from a classmate or from the teacher himself by being kind and attentive to questions, as well as by reducing embarrassing or stressful situations. The author also argues that cooperative learning leads students to know their peers better and even practice help-seeking, questioning, and how to respond when being asked for help with their partners.

Self-Evaluation

Self-evaluation is a type of formative assessment (Olina & Sullivan, 2004) that leads students to appraise their development in the learning activity and identify their difficulties (Ozogul & Sullivan, 2009). Ozul & Sullivan (2009) contend that students' self-regulated learning skills and achievement enhance when their performance is monitored through formal self-evaluation. Instructors can help students to do this by guiding them to target this process towards the learning goals and strategies used to achieve them. This will prompt students to adapt them according to the learning outcomes (Zimmerman, 2004 cited in Zumbrunn, 2001).

All these processes imply that learners need instructional guidance in the classroom to attain SRL and academic success. In Schraw's (1998, cited in Nilson, 2013) model of SRL, these processes are summed up in three stages, planning, monitoring and evaluation. Each stage consists of a regulatory checklist, and instructors can encourage students to answer the questions in each of the stages to guide their learning (see Table 1).

In summary, SRL involves going through a range of processes that impact the organization, development, evaluation, reflection, and decision making about learning. While learners may not be aware of what learning entails (Zimmerman, 2002), instructors can provide them with the necessary guidance to understand the implications of high learning performance and the implementation of SRL strategies to achieve it.

Table 1: Three-Stage Model for Self-Regulated Learning

Planning Questions	Monitoring Questions	Evaluation Questions
What kind of a task is this?	Am I sure I know what I am doing?	How well did I achieve my goal?
How much time and how many resources will be necessary?	Does my approach to the task make sense?	How well did I master what I set out to learn?
What do I already know about the topic?	How well are my strategies working?	How well did I avoid sources of interference and stay on task?
What additional information, if any, will I need?	Am I making good progress toward my goal?	What approach or strategy worked well?
What strategies should I use?	What changes in approach or strategies should I make, if any?	What didn't work?
What strengths can I bring to the task?	What material is the most important?	What do I need to do differently when taking on a similar task?
How can I compensate for the weaknesses?	What material am I having trouble understanding?	What were the most important points I learned?
What might interfere with my completing the task, and how can I prevent this interference?	What material am I having trouble recalling?	What am I still having trouble understanding?
What is my goal and how will I know I have reached it?	How does what I am learning relate to what I already know?	What do I need to review?
	How does it relate to my experience or my future?	What questions do I have that should be answered by an expert?
	How is my thinking of the topic changing?	How does what I learned relate to other things I have been learning or have experienced?
		How has my thinking on the topic changed?

Note. Adapted from *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* (p. 9), Nilson, 2013.

Self-Regulated Learning and Language Teaching

Zimmerman (2002) argues that, nowadays, teaching students to self-regulate their learning is particularly important considering that, regrettably, they lack these essential abilities for lifelong learning. Until very recently, SRL was considered to be non-existent in language teaching (McDonough, 2001). Nowadays, however, the language curricula acknowledge the relevance of promoting SRL in the language classroom (Kormos & Csizér, 2014; Brown & Lee, 2015; Oxford, 2011, as cited in Reed, 2012; Xiao, 2014).

Effective second language pedagogy is undergirded by fostering learners' autonomy, an attribute that is considered to engrain self-regulation of learning (Benson, 2007, as cited in Brown & Lee, 2015; Kumaravadivelu, 2001; McCombs & Lauer, 1997, as cited in Pierce & Kalman, 2003; Kormos & Csizér, 2014). One definition of autonomous language learning refers to "learning practices involving learners' control over aspects of their learning" (Benson, 2013, p. 840). Brown & Lee (2015) suggest that when promoting autonomy in language learning, students are not only encouraged to set their own learning goals, become aware of the available strategic options, engage in problem-solving, initiate language use, and put into practice what they have learned with other students, but also use the language outside of the classroom. This requires that learners assume their learning responsibilities "as they develop a battery of strategies for intake, organization, compensation, output, uptake, and social interaction" (p. 74). All of these are closely related to the processes of SRL, especially considering that, in autonomous language learning, sociability, self-initiative, and the ability to create learning opportunities are as vital as, if not more important than, organizing, monitoring, and evaluating language acquisition in an out-of-school situation (Benson, 2013).

These attributes are directly affected by the language teaching practices developed in the classroom because the objective of teaching is aimed to create ideal conditions so that the expected learning is achieved (Kumaravadivelu, 2001). For instance, in a foreign language setting, language students experience high anxiety levels which affect the attainment of language development (Krashen, 1981). Because of their frustration, anxious language learners exhibit avoidance of class participation both individually and in groups, skip language class, postpone homework, procrastinate, and can even drop off school (Horwitz et al., 1986). Horwitz et al. (1986) suggest that language teachers can counter this by teaching students strategies of how to learn the language effectively and by creating a less stressful learning environment. The authors claim that not only does this reduce the level of anxiety but also creates optimal conditions for successful learning to take place.

Another way the language teacher can help learners reduce anxiety and create this optimal learning environment is by promoting learners' involvement in the learning process. Kumaravadivelu suggests that this approach enables students to explore and develop their own learning strategies, while allowing instructors to create a conducive environment that maximizes learning opportunities for students to continue their learning journey. He suggests that when learners' voice is acknowledged and the language teacher builds on what they say, the teacher is also recognizing the learning opportunities that emerge from the students' discourse, opportunities that benefit all the participants of the class. This sends students the message that "their voice counts and they, too, are partners in the joint production of classroom discourse" (p. 49) which guides learners to feel more comfortable and confident in the classroom.

Indeed, with the macro strategy of maximizing learning opportunities coined by Kumaravadivelu empowers learners to think metacognitively. This strategy involves a range of question types posed by the teacher, such as choice questions (questions of agreement/disagreement or yes/no questions), product questions (questions about facts), and process questions (opinion questions), this also involves meta-process questions. The latter type of questions prompts learners to reflect on the reasoning behind their thinking and language use, as well as the methods used to arrive at answers, which promotes self-regulated learning.

On the other hand, in contrast to the traditional language teaching methods where learners mainly reacted to instruction to achieve learning passively, current language teaching approaches, principles, and strategies are learner-centered and value learners as active agents in the attainment of their learning (Brown & Lee, 2015; Kumaravadivelu, 2001; Xiao, 2014). In the initial stages of learning such as in elementary and secondary school, learner-centered teaching practices like these acknowledge the learners' needs, strengths, and beliefs, promote the development of higher order thinking, and welcome students' points of view and thoughts. In more advanced education processes such as in higher education, these practices expect learners to assume SRL behaviors (McCombs & Lauer, 1997, as cited in Pierce & Kalman, 2003).

Another example of how language teaching relates to the promotion of SRL is the development of agency, a language teaching principle that involves a range of other learner-centered language teaching principles. Agency is considered to be the starting point of motivation, self-regulation, sense of self-efficacy, identity, and self-determination to attain learning goals in a sociocultural context (Brown & Lee, 2015;

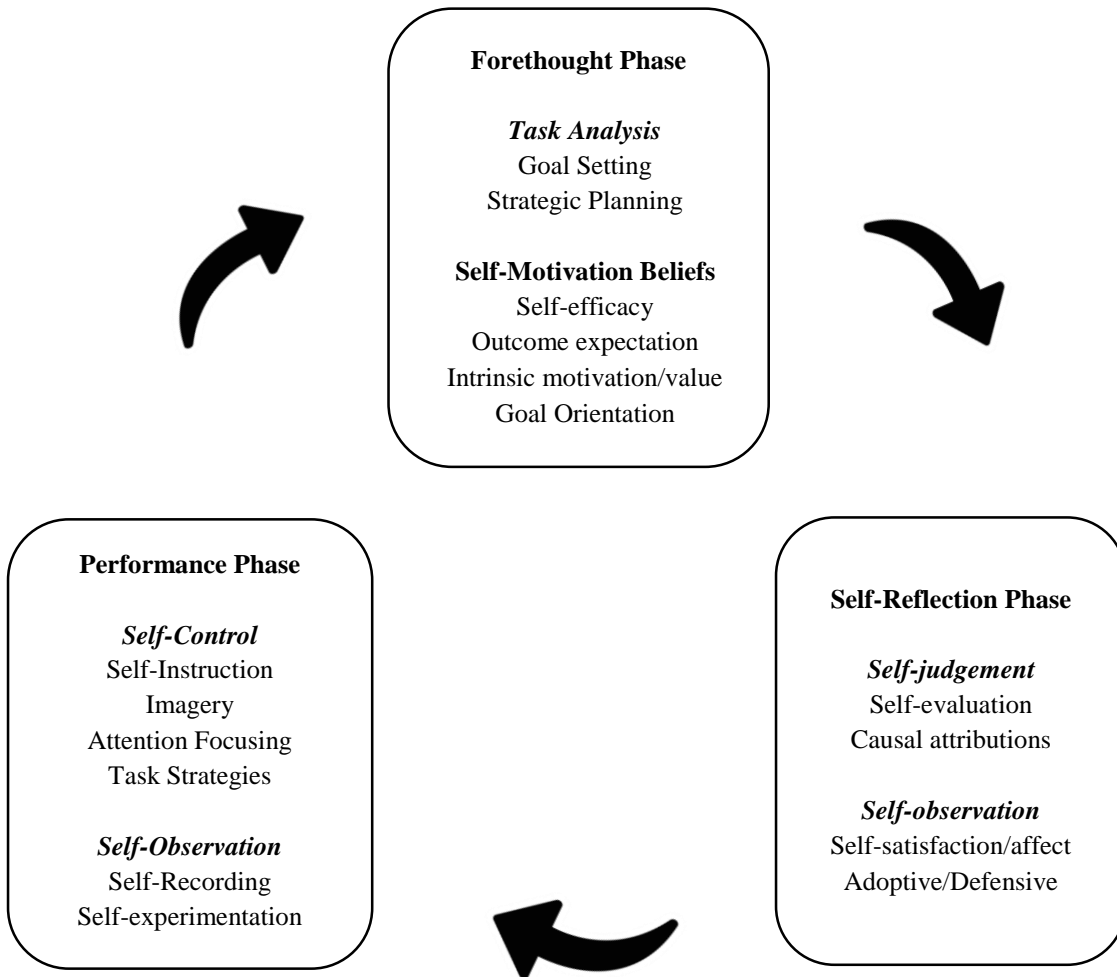
Xiao, 2014; Zimmerman, 2008), and is said to be “the heart of language learning” (Brown & Lee, 2015, p. 84). Xiao claims that agency is the learners’ capacity to learn proactively and independently instead of being told about what to do by the language instructor. In this regard, Brown and Lee claim that the scaffolding and mediation pedagogical strategies used by the language teacher are fundamental factors for agency to be fully assumed by learners.

In addition, successful language learners develop a series of strategies to learn better (Kumaravadivelu, 2001; Oxford, 2011, as cited in Reed, 2012; Zhang, 2010). In fact, one of the main processes involved in SRL is the adoption of strategies to attain the learning goals as shown in Figure 1. This idea is also supported by Zhang (2010) who argues that learning strategies are strongly associated with SRL. Nonetheless, when learners come to the language classroom, they come with their own perception of how learning and teaching should take place based on their previous learning experiences (Kumaravadivelu, 2001). In a similar manner to Zimmerman (2002) who states that “self-regulatory processes are teachable and can lead to increases in students’ motivation and achievement” (Schunk & Zimmerman, 1998, as cited in Zimmerman, 2002 . p. 69), Kumaravadivelu claims that learners should be taught that learning is not a reactive but a proactive process where they deploy autonomous skills, and that “learners’ ability to take charge of their own learning can be made possible only if they are trained to identify and use appropriate strategies” (p. 137). He suggests that learners need to identify the strategies that can best help them achieve effective learning, as well as the ones that align the best with who they are. He adds that “it is, of course, natural for learners to expect

their teachers to train them how to use learning strategies; hence, teachers have to be ready to play a major role in learner training” (p. 138).

These learner-centered pedagogies can be developed at different moments of class including teaching, evaluation, and feedback that engage learners in active learning and critical thinking such as peer review, self-evaluation, or group and individual work.

Figure 1: Phases and Sub Processes of Self-Regulation



Note. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 1-64). Academic Press.

Motivation, Self-Regulated Learning, and Language Teaching

Motivation is one of the cornerstones of SRL and academic success (Banyard et al., 2006). Accordingly, in language learning, motivation is considered to be one of the key factors that influence the attainment of language development (Dörnyei, 1994).

Motivation in language learning is dynamic (Gardner & MacIntyre, 1993, as cited in Dörnyei, 1994) and, as such, Norton (1995) names it language investment due to it is affected by various personal, social and affective factors. In other words, Norton suggests that language investment is undermined by different aspects including learners' identity, how they relate to the world, and the power relationships that they establish with other L2 speakers, and thus, sometimes individuals might feel more or less eager to use the language.

In a foreign language setting, however, Dörnyei claims that learners can develop different types of motivation from which he emphasizes two broad kinds of it: intrinsic (e.g., personal achievement) and extrinsic (e.g., grades) motivation.

The structure and process of SRL involve three cyclical phases in which motivation is included as one of the starting points: the forethought phase, the performance phase, and the self-reflection phase (see Figure 1). The forethought phase takes place prior to any learning efforts being made and is constituted by two primary phases of forethought: task analysis and self-motivation.

As illustrated in Figure 1, task analysis implies the setting of learning goals and strategies. Self-motivation, on the other hand, is the result of learners' perceived self-efficacy about their potential to attain learning and the expected learning outcomes (Wood and Bandura, 1989). Self-motivation can be related to intrinsic motivation based on Dörnyei's framework of motivation. According to Deci and Ryan (1985, as cited in

Dörnyei, 1994), this type of motivation can be promoted under optimal learning conditions that encourage learners to be more self-determined (i.e., autonomous) and challenge them adequately for their motivation to grow and for their self-rewards to take place. Dörnyei states that when the learner is self-determined, external motivation can lead to increases in their intrinsic motivation and that the latter can be classified into four levels of a continuum of self-determined and controlled motivation: external regulation, introjected regulation, identified regulation, and integrated regulation. These levels go from the least level to the highest level of locus of initiation. Thus, according to Dörnyei, the language teacher's role, the materials, the planning of the course, and how it is developed play a crucial role in the promotion of learners' intrinsic motivation, and, as a result, in encouraging learners to learn in a self-regulated manner. This implies that these learners are more likely to go through the other phases of SRL with success, that is to say, the performance and the self-reflection phases, where they deploy a series of techniques to learn better, as well as self-monitor, evaluate, and reflect on their learning. Indeed, Zimmerman (2008) argues that “clearly, students’ use of high-self-regulatory processes can enhance their motivation to continue additional cycles of learning” (p. 179).

As noted, self-regulated learners are characterized by their intrinsic learning interests. However, students’ motivation needs guided encouragement, especially when their external motivation outweighs their intrinsic motivation. Self-regulatory processes such as planning, self-monitoring, evaluating, and reflecting can greatly help them improve their intrinsic learning motivation because when they are able to track and notice their learning progress, they attain growing levels of self-satisfaction and self-efficacy,

which, alternatively, is directly related to learning success (Banyard et al., 2006; Dörnyei, 1994).

The Role of Technology in Self-Regulated Learning and Language Teaching

With the rapid change of technological advancements such as multimedia, the internet, and mobile applications, language instructors worldwide have adapted their teaching practice to the incorporation of technologies in the language classroom (Phillips, 1998). Nevertheless, this has also implied facing the many challenges that affect learning negatively, as its use can also distract learners from their academic responsibilities (Gao, 2021) or from developing language learning per se (Levy, 2009; Phillips, 1998).

In language teaching, technology has been used to not only create materials, evaluate learning, do research, and connect people with other cultures, but also to teach language skills and help students develop autonomous learning (Ene & Connor, 2014; Benson, 2013). Likewise, Herrington & Kervin (2007, as cited in Gao, 2021) claim that efforts have been made to exploit social media, applications, and other types of technologies in the language classroom to not only teach content explicitly but also to guide learners to analyze and synthesize new information on their own as well as to enhance their motivation. In addition, the use of technology has been implemented in language instruction to provide learners with the opportunity to access more authentic materials and to interact with native second language speakers in real cultural contexts (Phillips, (1998). This has required language teachers to learn particular abilities so that they can be at the forefront of these tools in EFL and ESL instruction and give learners the wide variety of benefits that these offer to education (Bal & Sanvas, 2021; Ene & Connor, 2014; Philips, 1998; Zhao Dan, 2018).

Nonetheless, research has shown that the use of technology in second language education is a controversial topic as its use can affect learning both positively and negatively. According to Zhao Dan (2018), for example, the implementation of modern educational technology in English instruction enhances the standards of education since it increases the use of pedagogical resources of high quality, improves equality in English education opportunities, equips English instructors to address the implications of globalization, and enhances the interest of students towards English learning. However, Gao (2021) suggests that its use can make learners less aware of autonomous learning, self-management, and planning, thus affecting the development of SRL. Furthermore, the author claims that technology distracts learners from their studies due to a large amount of non-study-related information available online to which learners are easily captivated. According to Phillips (1998), while the use of technology in language learning can enhance students' motivation, this motivation can occur without positive signs of learning progress due to there being a lot of available technologies to teach that are not related to the principles of language development and are inappropriate to attain language learning.

But, self-regulated learners are not isolated from technology to achieve their learning goals. Instead, these learners make informed decisions on how to manage its use to attain learning (Nilson, 2013), and the language instructor plays a crucial role in guiding learners to think critically, and to develop academically with success (Kumaravadivelu, 2001).

However, according to the literature, there is still a gap in the use of technology in language instruction to help learners be successful language learners. On the one hand, Levy (2009) claims that, in a modular approach, course developers need to define more

explicitly the course objectives and how the use of technology in the course can help meet those learning goals rather than simply describing how language will be used. On the other hand, curriculums need to be research-grounded and should consolidate solid learning outcomes assessment (Phillips, 1998). According to Phillips (1998), once language instruction has articulated what it is expected from learners to learn and how progress is going to be evaluated, “only then can one determine how, where, and when technology can facilitate any part of the process” (p. 25).

Undoubtedly, technology is a tool that plays a relevant role in today’s language education. Its impact on language learning and SRL depends on the focus that it is given in the different facets of language teaching, and its optimal use can be attained if teaching is “well-grounded pedagogically” (Ene & Connor, 2014. p. 112).

Self-Regulation in EFL Learning in Colombia

Across foreign language settings, researchers from a range of countries have investigated issues related to SRL in language learning and teaching (i.e. McDonough, 2001). In Colombia, for example, studies related to SRL in English learning have suggested alternatives on how to foster SRL in the English classroom, how English instructors self-regulate as learners, how familiar learners and instructors are with what SRL is, and to what extent certain populations of English learners self-regulate in their language learning process.

Niemiec & Muñoz (2019), for example, developed a pilot study based on the Self-Determination Theory (SDT) in Medellín and some of its surrounding areas. The SDT is an organismic approach that has been used in education and that supports that human beings can become self-determined when their innate psychological needs for

competence, connection, and autonomy are achieved (Reeve, 2009, as cited in Niemiec & Muñoz, 2019). The researchers trained seven English instructors in an autonomy-supportive approach during the span of three weeks. They hypothesized that English instructors in economically disadvantaged countries like Colombia could promote the process of internalization — a process of actively coming to accept the importance of a significant behavior that isn't necessarily pleasing or enjoyable (Ryan, 1993, as cited in Niemiec, C. P & Muñoz, A., 2019) — by learning what the needs support principles involve. From this pilot study the researchers concluded that, compared to the control group, students of language teachers who received the training reported to have experienced a higher level of autonomy support, as well as a higher level of autonomous self-regulation when studying English. These experiences of need satisfaction helped the researchers mediate statistically the relationship between autonomous self-regulation for English studies and well-being in English class.

On the other hand, Peña (2013) suggests that, in Colombia, “motivation and autonomy are still desired characteristics of the EFL environment” (p. 77) due to the teacher-centered instruction that dominates language teaching in the country. Not only the English teacher is considered to be the only source of knowledge, but also “someone who makes learning happen” (p. 78), the owner of control, and the entity of authority. Thus, learners have a teacher-dependent attitude that affects their independence, self-determination, and autonomy in the classroom and beyond it. The researcher also argues that Colombian learners think that motivation should be promoted by the teacher as if it was something only external to them and that English teachers think that student self-regulatory learning strategies should occur only outside of the classroom, that is to say, in

the development of homework and/or in their independent study. Peña thus claims that if the goal is to have English learners who are autonomous and English teachers who are aware of the implications of self-regulation in language learning and teaching, both entities “must redefine their views about their roles both inside and outside the classroom” (p. 78).

Noñera & Cano (2020), on the other hand, wrote a literature review about a range of studies related to SRL in Colombia and around the world. One of the most interesting findings in this study is that the notion of the so-called learning strategies is questionable and that they should all better be called under the construct of self-regulation taken from the field of educational psychology (Dörnyei, 2005, as cited in Noñera & Cano, 2020). Concerning the Colombian setting, they state that despite the importance that has been attributed to SRL, there is a lack of systematized, specific, and formalized instruction in educational programs to promote SRL processes. The authors hypothesize that this might be due to the fact that many language instructors are limited to only following and teaching a textbook, might not have professional development opportunities where they share and learn about new knowledge and experiences, or might not be aware of the wide range of strategies available to promote SRL, and, if they are, they might not know how to use them in instruction (Su, 2018, as cited in Noguera & Cano, 2020).

Rojas (2019), alternatively, proved that teaching English to students in a Bachelor's in English program through dialogic sessions could promote the development of SRL in language learners. In her research, the author found out that English students who were preparing to become English teachers in a university in Colombia lacked control, learning purposes, planning for language learning, determination to study on

their own, were teacher-dependent, and lacked satisfaction about how language is taught. These findings echoed the results in Cuesta, et al. (2017)'s study in which teacher educators in pre-service language teacher programs argued that their students lacked SRL as they deployed teacher-dependent behaviors.

Cuesta et. al. (2017)'s study, specifically, hypothesized a possible mismatch between the teaching of SRL in language teacher training programs and how it was actually put into practice in the field. After collecting data in two separate studies from language teacher educators (20) across five different regions in Colombia and 138 undergraduate students in modern language programs in twelve universities in the country respectively, the researchers found that teacher educators were mostly negative regarding the promotion of SRL in Colombian language teacher education programs. However, about half of the student teachers 46% (65) reported that these programs do foster SRL. Nonetheless, the authors caution on two important aspects of these findings. First, they suggest that the teacher educator sample population in their first study was not very representative to generalize data, and, second, that there should not be "too much weight [placed] on the simple agreement that Colombian language teacher training programs foster the development of SRL" (p. 102) because data revealed an apparent lack of certainty on the part of student teachers about what the implications of SRL are and how its promotion looks like in the classroom. The authors also suggest a relevant remark on the importance of promoting SRL in language teacher education programs because if once graduated educators lack SRL, it is feasible that they will not be able to foster its development with their own students in the future.

Research Gap: Future Directions

The literature review shows different ways in which the field of second language teaching is related to the promotion of SRL and the important role SRL plays in successful language learning. It also describe the current situation of English teaching and learning in Colombia in regard to how SRL can be promoted and how it is understood by both English instructors and learners as well as by pre-service teachers and teacher-educators. Nevertheless, it does not address how the English teaching practice that normally occurs in the classroom relates to the promotion of SRL.

For example, SRL involves self-motivation (Zimmerman, 2002) which is driven by students' sense of self-efficacy (Wood and Bandura, 1989). Learners' perceived efficacy, alternatively, leads to increases in their motivation (Nilson, 2013; Wolters & Benson, 2013). According to Dörnyei (1994), the teaching resources, teachers' development, and course planning and implementation play a key role in students' intrinsic motivation. In English as a foreign language setting in Colombia, research on SRL says that motivation is still seen as a desired characteristic of the English learner (Peña, 2013), but it does not show how the teaching practice affects learners' motivation to guide students to learn in a self-regulated learning manner. Learners can develop intrinsic motivation if it is promoted under ideal conditions that challenge students' self-determination (Deci and Ryan, 1985, as cited in Dörnyei, 1994). Thus, understanding what happens in the language classroom can illuminate informed decisions on what needs to be done so that instructors know how to best help language learners increase their motivation and thus start the process of SRL.

Similarly, Rojas (2019)'s study revealed that in Colombia, English students in pre-service English teaching programs lack learning control, objectives for language learning, planning strategies, self-determination, and independence which are important characteristics of a self-regulated learner (Zimmerman, 2002). In language instruction, these are ingrained in the principle of agency which, at the same time, involves not only self-regulation of learning, but also motivation, sense of self-efficacy, identity, and self-determination (Brown & Lee, 2015; Xiao, 2014). When students develop their agency, they take action over their learning (Xiao, 2014), and the role teachers play in the language classroom along with the strategies used to teach the language are essential for learners to assume their agency (Brown & Lee, 2015). In spite of agency being one of the core principles in language instruction, studies on SRL and language teaching and learning in Colombia have not led to an understanding of how it is being targeted in the classroom and what needs to improve so that learners fully assume their agency and, therefore, meet some of the conditions necessary to learn in a self-regulated manner.

Also, Cuesta et al. (2017) found that while pre-service English teachers in Colombia claim to be self-regulated learners, they also demonstrated a lack of understanding of the implications of SRL. The authors suggest that the lack of these essential abilities for lifelong learning will lead teachers to the incapacity to promote them once teaching takes place, a reason for which the authors suggest the importance of explicitly teaching what SRL involves in teacher education programs. Despite the relevance of this claim, it is also important to note that language teaching itself involves the use of a variety of principles, approaches, methods, and strategies that can potentially lead learners to be self-regulated in their English learning processes. Thus, while it is

possible that many in-service English teachers might not be aware of the implications of SRL, they might somehow be promoting some of the processes involved in it without being totally aware of it.

This study was motivated on the need to understand what happens in the classroom in regard to the promotion of SRL based on the language teaching practices that instructors use in their lessons. The purpose of the present study is to: (1) identify what university English teachers know about language teaching approaches, principles, methods, and/or strategies that promote self-regulated learning; (2) understand the extent to which university English teachers promote self-regulated learning; and (3) propose pedagogical applications that promote self-regulated learning in English courses in Colombian universities. In order to meet these objectives, the present study aimed to answer the following research questions:

1. What do university English teachers in Colombia know about language teaching approaches, principles, methods, and/or strategies that promote self-regulated learning?
2. To what extent do university English teachers promote self-regulated learning?

Chapter Three: The Promotion of Self-Regulated Learning Mixed Methods and Analysis

This study is grounded in the pragmatism philosophy as it adopts the mixed-methods approach. The goals of employing this research approach are to understand how the English teaching practice that takes place in Colombian universities promotes self-regulated learning (SRL). At the same time, it aimed to identify what English language teachers at Colombian universities know about language teaching methods, approaches, principles and/or strategies that help to promote SRL. Based on the collected data, it is aimed to propose some pedagogical applications to promote SRL in language teaching at a university level in Colombia.

This chapter will describe the research design including the type of study and philosophy, the research strategy, the time horizon, and the sampling strategy. It will also define the data collection method and data analysis methods and techniques. Finally, it will outline the methodological limitations and how these have been mitigated.

Research Design

This study, conceptualized within the pragmatism paradigm, integrates both inductive and deductive approaches. This integration of approaches, called abduction, provided the conditions necessary for the researcher to explain the research problem in depth (Riazi, 2016).

According to Hernández et al. (2014), pragmatism can be applied to any field of knowledge, it is targeted to the contingencies and values of the problem under study, and it is against the view of incompatibility of the quantitative and qualitative paradigms. In addition, pragmatism refutes that the quantitative or qualitative dichotomy choice

prevails over the context. Indeed, Hernandez claims that these are considered to make part of a quantitative-qualitative continuum in which extreme sides are relative to the nature of the study and where results do not come from the particular side (qualitative) or from the general side (quantitative). Rather, it involves “ontological realism” (Hernandez, n.d., p. 4), which means that both strands depend on the research context (Riazi, 2016).

One of the goals of adopting mixed methods was to understand, through the use of an interview, a shared experience of several university English language instructors across Colombia in a phenomenological way regarding whether SRL is promoted in their daily language teaching and how. Another goal of using mixed methods was to use a survey to gather data that could be statistically described. The data collected was about their knowledge on how the nature of language teaching can support the promotion of SRL, as well as the frequency of the use of specific language teaching practices to help students become self-regulated learners.

This mixed-methods approach was also used to triangulate data as well as to develop and complement data collection. According to Greene et al., 1989 (as cited in Nimehchisalem, 2018, p. 31), mixed methods are used for different purposes among which the most common ones are to corroborate and converge data collected in different ways (triangulation); to take advantage of the exploration of data and of the confirmation of it through qualitative and quantitative methods respectively (complementarity); and to inform the data collected from one method through the results of another (development). Moreover, according to Hashemi & Babaii (2013), findings from the two sides help to understand the problem under study in a deeper way and “together, contribute to the nature of inquiry in social and educational research” (p. 829). Inclusively, the authors

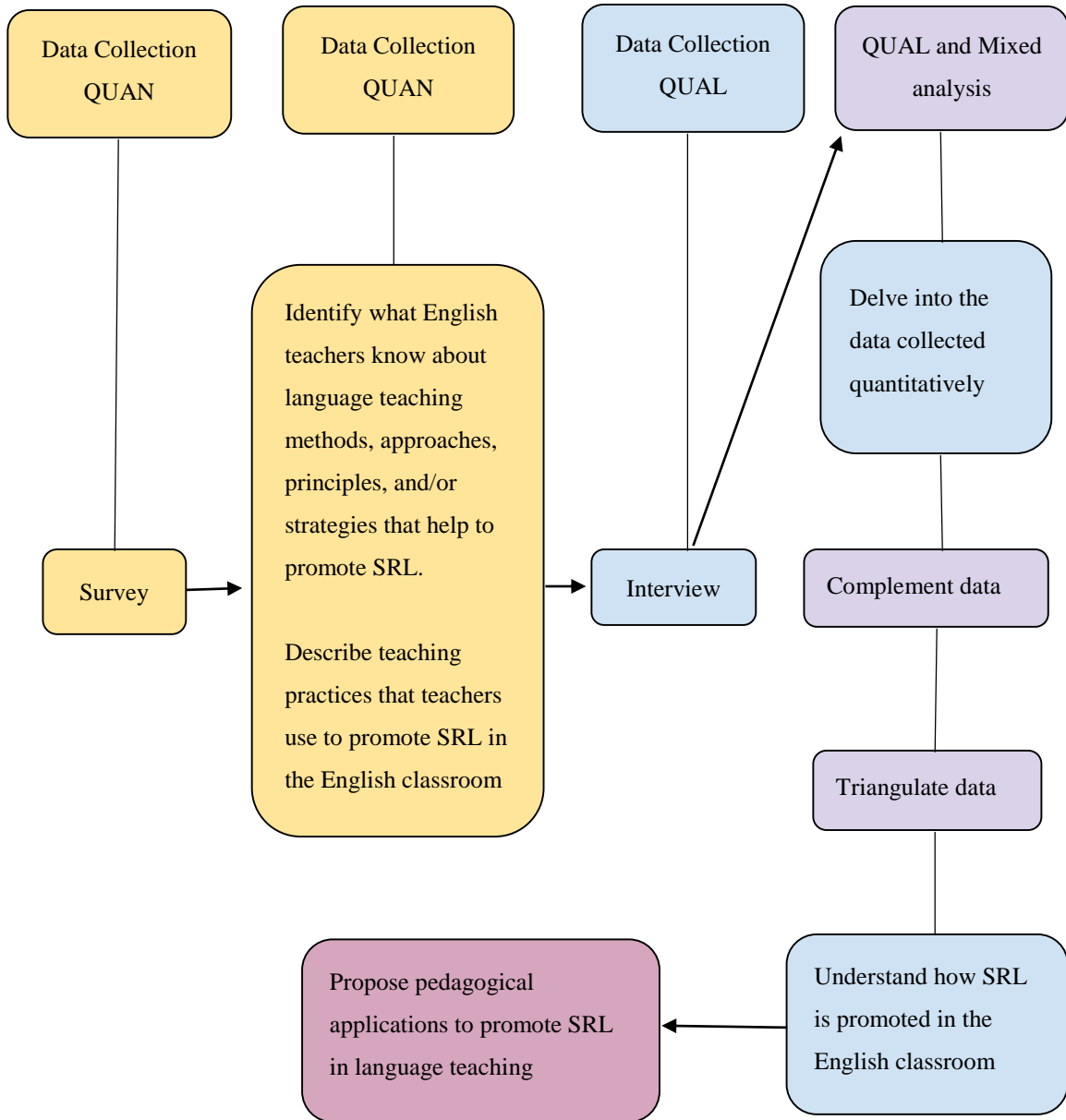
state that the absence of data from one strand can lead to many questions being partially or even fully unanswered.

This was a sequential and cross-sectional study. The quantitative and qualitative methods were used parallel. This means that the two strands have the same value throughout the research development (QUAN + QUAL). Figure 2 illustrates the details of the research design for this study.

This study aimed to collect data based on the everyday teaching situations that the participants normally experience in their classroom as English instructors, as well as on their knowledge or lack thereof regarding the relationship between second or foreign language teaching and SRL. The mixed methods approach could greatly benefit the development of this study because, on the qualitative strand, as suggested by Yilmaz (2013), data can be collected in non-controlled settings from “people, cases, phenomena, social situations and processes” (p. 312) based on a naturalistic, emergent, and interpretive approach. Yilmaz argues that data collected qualitatively evidence the meaning that participants attribute to their life experiences in a descriptive way while, alternatively, theory can be built based on it. On the other hand, the quantitative strand gives the study an important level of objectivity by guiding the design of the research instruments based on theory. It allows the researcher to collect statistical data (Henning, 1986) on a problem that has been partially explored or totally unexplored (Cascante, 2011). Adopting the mixed methods approach in a study like this means that it “recognizes the existence and importance of the natural or physical world as well as the emergent social and psychological world that includes language, culture, human institutions, and subjective thoughts” (Johnson & Onwuegbuzie, 2004. p. 18). It also

means that it “places high regard for the reality of and influence of the inner world of human experience in action” (Johnson & Onwuegbuzie, 2004. p. 18).

Figure 2 : Research Design



Note. Adapted from *Ampliación y Fundamentación de los Métodos Mixtos* (p. 13) by Hernandez (n.d) in Mc Graw Hill Education (Ed).

Data Collection Method

This was an exploratory, non-experimental study in which data were collected sequentially in a cross-sectional way as illustrated in Figure 2. Data were first collected quantitatively using a survey. Subsequently, additional data were collected qualitatively by interviewing participants. This was done with the following purposes: first, the survey was used to collect data on a phenomenon that has been partially explored, to collect data that can be statistically measured, and to inform the questions to be asked in the interview. On the other hand, the interview was designed to extract deeper understanding of the data collected in the survey. This will allow for the corroboration and confirmation of data based on the results from both data collection instruments.

The questions in both data collection instruments were based on general and specific teaching practices that take place at different moments in a language lesson or aspects that affect learning such as teaching, evaluation, feedback, the instructor's role, and how they relate to the processes of SRL suggested by Zimmerman (2002) described in Chapter 2 (see p. 10). For example, question four in the survey requires participants to choose the best practices describing their way they assess language learning. The answer choices selected by participants will show to what extent their evaluation techniques lead students to implement some SRL strategies. Another example is question six in the interview. It asks how instructors help students attribute causality to their learning successes and failures. It is an open-ended question that complements the information gathered through question four in the survey for a better understanding of how students are involved in evaluating their learning. Survey question nine, in addition, is very

specific on Zimmerman's SRL process framework where participants rate the frequency within which they promote the processes of SRL that he suggests.

Data for this study was collected from higher educational institutions in Colombia. Initially, 26 universities were selected randomly ranging from public and private universities in different regions in Colombia. This was done considering that the teaching of English in Colombia is grounded on Law 115 of 1994 (General Law of Education), which demands that Colombian students learn to read, understand, and communicate in at least one foreign language. Most Colombian educational institutions have adopted the teaching of English as a foreign language to comply with the requirements of this law (Colombian Ministry of Education - MEN, 2022). After the selection of universities, the directors of the English language departments or language centers at each university were contacted by email about the desire to conduct the present study with their English teacher population. Subsequently, the directors of the English programs who approved the development of the study, all of them from public universities, received and then forwarded the survey to the English instructors in their departments. The survey included an informed consent text to let potential participants know about the purposes of the study, as well as some ethical issues such as the benefits and risks of participating, a voluntary participation notice, and the freedom to quit the study at any point if desired. At the end of the survey, subjects could choose to participate in the second stage of data collection through an online interview. Finally, the English teachers who accepted to be interviewed were contacted by phone, and an online meeting was arranged individually to interview participants.

Context and Participants

Colombia is a country located in Latin America and has implemented bilingual programs since 2004. Colombian national bilingual plans have been designed with the purpose of establishing educational standards and monitoring language instruction in the country. These educational policies have aimed to increasingly involve Colombian citizens in the competitiveness of the globalized world (MEN, 2014b as cited in Gómez, 2017). Thus, different universities in Colombia offer language teaching programs that adhere to the demands of the national government to help meet the goal of bilingual education in the country (Ministry of National Education, 2011). This, alternatively, guide pre-service language instructors prepare with the necessary skills to become highly qualified language instructors.

The design of the curriculum in these programs is targeted to helping student teachers to not only be efficiently prepared to teach the language, but also to understand the context and educational phenomena in which language instruction takes place (Collante & Oviedo, 2012). With respect to the emphasis that language teaching programs in English teaching in the country make on SRL as part of their curriculum, Fandiño (2013) suggests that instruction has started to pay more attention to guiding students become lifelong learners who develop critical thinking and acknowledge the relevance of reflection in their performance as teachers. The author claims that this also leads their learning to continue to happen in everyday situations with their future learners, colleagues, and tutors. From this, it can be inferred that student teachers in the country are increasingly exposed to aspects related to SRL indirectly, that is to say, their exposure

to it occurs mainly in their learning process itself rather than in a program core course about SRL, its implications, and how it can be promoted in the language classroom.

Comparing course designs of a variety of programs in language teaching education in the country (i.e., Universidad Santo Tomás, Corporación Universitaria Minuto de Dios, Universidad la gran Colombiana), and from the personal experience of the researcher after graduating from a licensure program in English and French in Colombia, these degrees generally include but are not limited to training related to the target language, training about how to teach the target language, educational foundations, research within the field of second language instruction and education, professional ethics, and educational legislation and policies. Thus, their curricula mainly include courses such as second language acquisition and learning, language teaching methods, phonetics, morphosyntax, materials design, testing and evaluation, lesson planning, educational psychology, pedagogical practice, the use of technology in language instruction, epistemology, and others — These do not apply to all the programs in the country nor they are all constrained to only these courses —. Yet SRL is evidently not taught as a core course in these types of academic programs, however, learning about language teaching pedagogies to efficiently and successfully teach the target language might somehow expose student teachers to some available resources and teaching strategies to help language learners succeed in their learning process. For example, in programs where the emphasis is on the latest approaches, principles and strategies in language instruction, and feedback and evaluation, student teachers will be somehow exposed implicitly to methodologies that involve some processes related to SRL such as motivation for learning, strategic learning, active learning engagement, or meaningful

feedback. This is taking into account that the post method era in language instruction is more learner-centered (Brown & Lee, 2015). The close relationship existent between some trends in language instruction and SRL also suggests that learning about certain language teaching pedagogies leads student teachers to understand, indirectly, relevant aspects of a self-regulated learner such as that language learning is an active process where learners play a major role in its achievement and where they have to deploy abilities for planning, powerful learning strategies, self-initiative, self-determination, sense of self-efficacy and self-motivation to succeed in the learning process as suggested in chapter 2.

On the other hand, a total of 46 university English instructors participated in the present study, out of which 46 answered the survey and 10 were interviewed. All the participants teach English as a foreign language to students who are enrolled in a university academic program including BA degrees in English teaching. The instructors' educational levels ranged from bachelor's degree (17), master's degree (33), and doctoral degree (6). In total, out of the 46 participants, 54.3% (25) were male and 47.8% (22) were female.

It is important to note that while data was collected, the researcher was located and developing the study in Indianapolis, Indiana, United States while completing an MA in TESOL at Indiana University Purdue University at Indianapolis. However, the researcher is from Colombia and is familiar with the educational context in the country. Her experience as a student a licensure program in English and French in Colombia along with her teaching participation both in public and private educational institutions at different levels has familiarized her to the national policies for bilingual education and

how the context affects language development and instruction in the country. Therefore, these experiences guided the investigator to conduct the present study considering a real perspective of how language teaching takes place in Colombia, leading her to have a deep understanding of the phenomena under study and an objective interpretation of data.

Survey

The type of survey designed to collect data in this study is defined as a survey questionnaire. The survey was designed in Qualtrics which is a web-based survey software that allows collecting, storing, and reporting results (Indiana University, 2022). All participants took the online survey in Spanish. It involved nine closed questions with multiple choice answers (7), yes-no answers (1), and likert-type rating scales (1). Some of the closed questions required the participants to elaborate on their answer choice (see the English version of the survey in Appendix A). According to Casas et al. (2003), surveys in research are valuable data collection techniques because they can be developed in a massive way. This was one of the reasons to choose this data collection technique considering that data was aimed to be collected from language instructors located in different regions in Colombia. Surveys are also utilized with a probabilistic sample population (Hernández, 2014), another reason why this data collection technique was suitable to develop this study considering that the sample population for this research was selected randomly from various universities across the country.

Interview

Interviews are interactive meetings where the interviewee is asked some questions related to a phenomenon under study. These can be classified as structured or semi-structured, as well as open interviews (Hernandez, 2014) and deep interviews (Cadena –

Iñiguez et al., 2017). The present study collected data using a deep interview which involved a set of eight open questions (see Appendix B). According to Cadena – Iñiguez et al. (2017), a deep interview is useful for clarification and elaboration of particular information. This means that as participants answered the interview, the researcher formulated additional questions when necessary to target the collection of data toward answering the research questions more in-depth.

According to Yilmaz (2017), interviews allow participants to give information in their own words about their life experiences, perceptions, and issues in their natural environment. In this sense, the open questions were chosen as an interview strategy with the main objective of giving participants the freedom to talk about how they teach English and how it relates to the promotion of SRL, as well as share their knowledge of language teaching methods, approaches, principles, and/or strategies that can help to promote SRL. Questions were informed by the questions in the survey. This implies that the questions were formulated based on the processes of SRL proposed by Zimmerman (2002) as illustrated in Figure 1 (see Chapter 2) as well as on important language teaching procedures relevant to its promotion. Participants were contacted by phone to arrange an online zoom meeting to be interviewed individually. This took place after all participants had answered the survey. The zoom meetings were recorded and transcribed. Data gathered through both data collection instruments were encrypted for ethical issues.

Data Analysis Methods

According to Hernandez (2014), data analysis in a sequential study produces a typology. This involves that data is categorized depending on the data collection instrument designs. Additionally, Onwuegbuzie & Tedlies (2003 as cited in Johnson &

Onwuegbuzie, 2004), argue that the mixed-methods analysis consists of seven different stages of conceptualization: reducing, displaying, transforming (optional), correlating, consolidating, comparing, and integrating data.

Consequently, the thematic data analysis of this study included the following steps: first, both quantitative and qualitative data reduction involved descriptive statistics and exploratory thematic analysis respectively which resulted in the second stage wherein data was displayed and consolidated into two separate main themes as follows: (1) teachers' knowledge of language teaching methods, approaches, principles, and/or strategies that help to promote SRL; and (2) teaching practices that promote SRL. Each theme involved subthemes based on the processes of SRL as proposed by Zimmerman (2002) (see Chapter 2, p. 10). Data collected quantitatively was illustrated in charts and graphs and was then described (data transformation). Data collected qualitatively was described after the quantitative findings. In the discussion chapter, data collected through the two strands, quantitative and qualitative, were correlated with each other as well as with theoretical foundations about SRL and previous research developed in Colombia about the topic under investigation.

Chapter Four: Results

This chapter involves a detailed report of the data collected through the survey and the interview. The results of this study were discussed for the research questions that were answered in this project: (1) What do English instructors know about language teaching methods, approaches, principles, and or strategies that help to promote SRL? and (2) To what extent do English teachers at Colombian universities promote SRL?

Review of Key Findings

Of 26 public and private universities contacted across Colombia, 14 public universities accepted to cooperate with this research by helping to contact their English language instructors for the purposes of this study. Of these universities, 8 took part in the study (see Table 2). A total of 46 university English language instructors answered the survey; of those, 58.6% (27) agreed to be interviewed. Ultimately, only 21.7% (10) scheduled an online interview.

Table 2: Participating Institutions and Total Respondents

Name of the university	Total of respondents
Universidad de Pamplona	3
Universidad del Valle	11
Universidad del Tolima	2
Universidad de la Guajira	17
Universidad Popular del Cesar	7
Universidad de Caldas	3
Universidad Nacional de Colombia	1
Universidad de Francisco de Paula Santander Ocaña	2
Total	46

Results: Survey

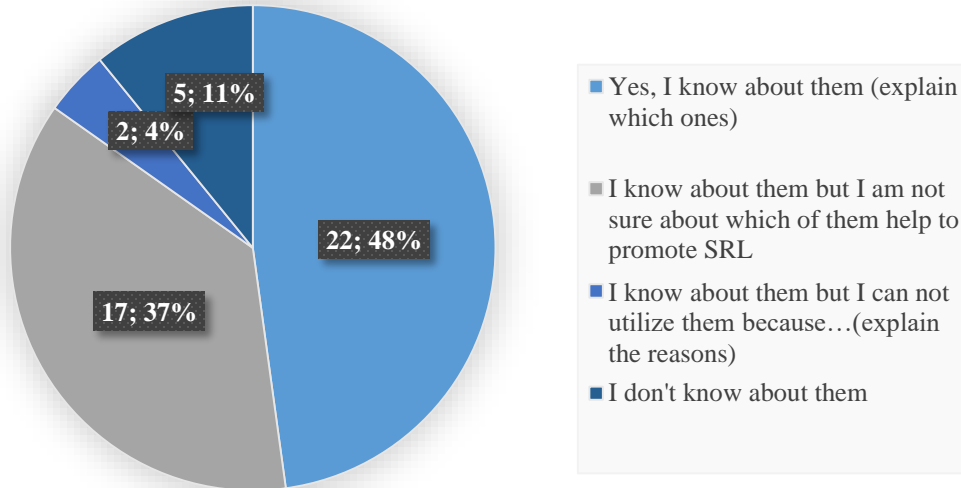
Research question #1: What do university English teachers in Colombia know about language teaching methods, principles, approaches and/or strategies that help to promote SRL?

Initial findings through the survey suggest around half of participants claim that they know about language teaching pedagogies to promote SRL, and provided some examples of methods and approaches to explain their points of view. However, about half of the participants said that they ignore how to promote SRL in language teaching.

First, participants were asked if knew about methods, approaches, principles, and/or strategies in the language teaching field that can help to promote SRL. To facilitate the understanding of this question, participants were provided with a brief definition of SRL as follows: according to Zimmerman (2002), self-regulated learning is defined as the ability to exercise self-control over our learning. Self-regulated learners work proactively and do not wait for learning to simply happen as a result of the teaching process. In addition, they are highly self-motivated to learn, are autonomous, and manage and self-generate their own thoughts, emotions, and attitudes toward achieving their learning goals in order to be successful learners.

Out of the 46 instructors who answered this question, 48 % (22) answered affirmatively, 37% (17) claimed to know about language teaching methods, approaches, principles, and/or strategies but did not know which of them could help to promote SRL, 11% (5) said they did not know about them, and 4.3% (2) said they knew about them but could not use them in the classroom (see Figure 3).

Figure 3: Teacher's Opinions about their Knowledge of Language Teaching Methods, Approaches, Principles and/or Strategies that Help to Promote SRL



Second, the instructors who answered affirmatively were required to explain their answers. The predominant responses included the project-based approach 36.3% (8), the task-based approach 22.7% (5), the communicative approach 18.1% (4), and the audio-lingual method 13.6% (3). The remaining responses (10%) included e-learning, CLIL, emancipatory approaches or critical pedagogies, learning by doing, active learning, the use of micro-learning in linguistic simulation, English without frontiers, cake, Duolingo, storytelling, and the flipped class. These last responses involved only 1 participant per answer. Also, 1 of the respondents explained that “the promotion of self-regulation can take place within practically any language teaching method” (see Table 3).

**Table 3: Language Teaching Pedagogies Instructors Think can Help to Promote
SRL**

Language Teaching methods, Approaches, Principles and/or Strategies that Instructors Think Can Help to Promote SRL	Respondents
Project-based approach	36.3% (8)
Task-based instruction	22% (5)
Communicative approach	18.1% (4)
Audiolingual method	13.6% (3)
E-learning	2.1% (1)
CLIL	2.1% (1)
Emancipatory approaches or critical pedagogies	2.1% (1)
Learning by doing	2.1% (1)
Active learning	2.1% (1)
Micro-learning linguistic simulation	2.1% (1)
Flip class	2.1% (1)
English without frontiers	2.1% (1)
Cake	2.1% (1)
Duolingo	2.1% (1)
Storytelling	2.1% (1)
I believe that the promotion of self-regulation can take place within practically any language teaching method	2.1% (1)

Note: Some instructors provided more than one example of language teaching ways they think help to promote SRL.

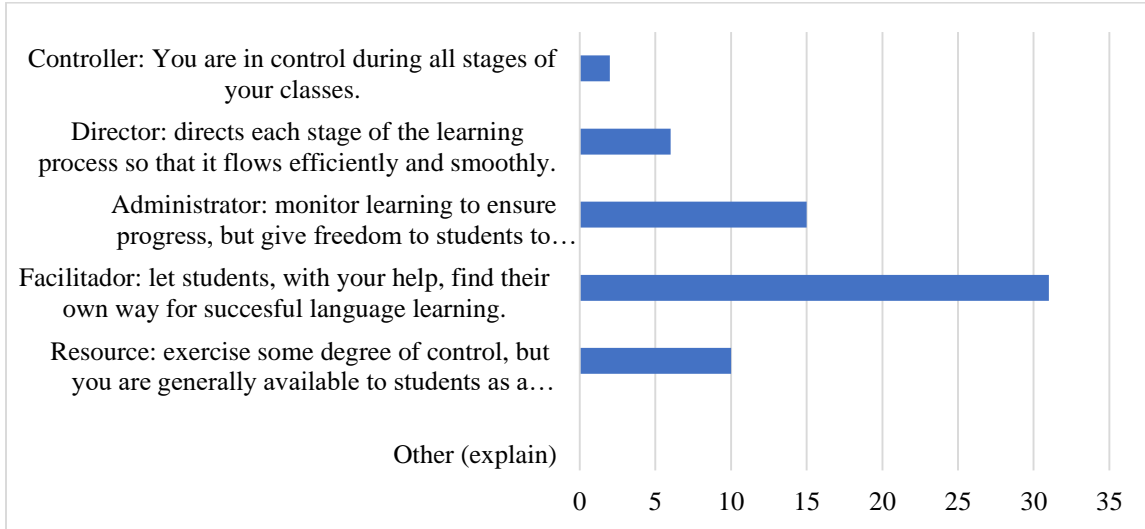
Also, the instructors who claimed to know about teaching methodologies to promote SRL but could not use them in the classroom explained it was due to external factors, such as depending on “the strategies of the institution” and that “many times class time and lack of importance that the curriculum gives to the teaching of English

prevents students from giving the same approach/emphasis that the instructor give[s] to these methods”.

Research question #2: How do Colombian university English instructors promote SRL?

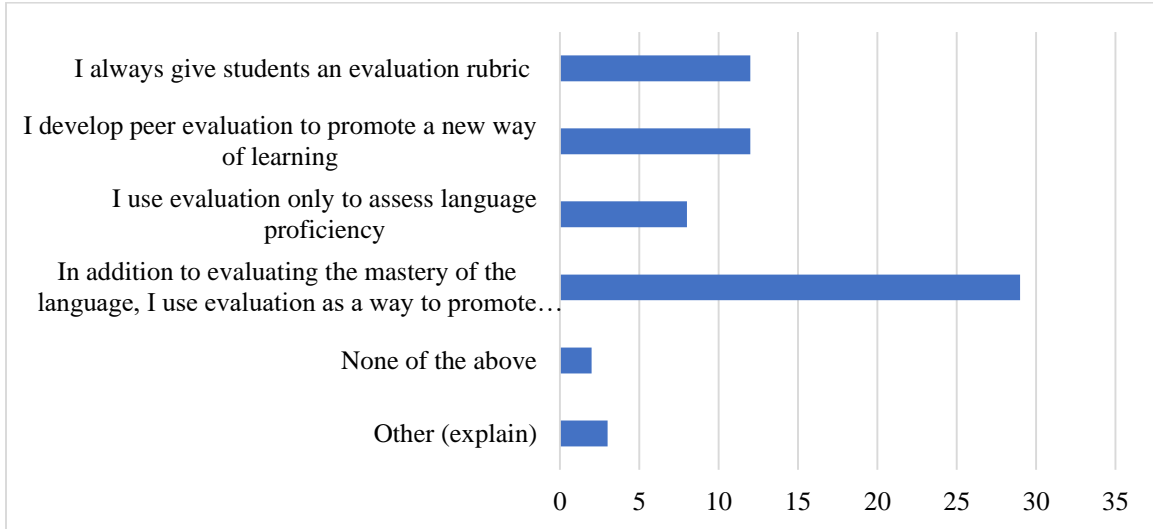
In order to understand whether the participants’ teaching procedures implicitly or explicitly involve the promotion of SRL in the normal development of their classes, instructors were asked about the role they play, how motivation and self-efficacy are promoted, how assessment and feedback take place, how technology is used regarding the development of SRL, and how students are guided to attribute causality to their learning outcomes. Data suggests that the participating English teachers incorporate a variety of instructional practices that affect the development of SRL both positively or negatively. In terms of the teaching role, for example, instructors were asked to rate up to two top roles they play in their English teaching. Out of the 46 respondents to this question, 67% (31) reported that they are facilitators, 32.6% (15) controllers, 21.7% (10) a resource, 13.65% (6) administrators, and 4.3% (2) directors (see Figure 4).

Figure 4: Teachers' Role in the University English Classroom



In regard to assessment procedures, the participants marked the assessment practices they normally keep in mind. According to the 29 respondents to this question, the participants' evaluation practices, whether formal or informal, focused not only on assessing language proficiency, but also on promoting students' self-assessment of their study methods. Also, 17.3% (8) of instructors reported that they only focus on assessing language proficiency, 26% (12) said that they always give students an evaluation rubric, 26% (12) allow students to do peer assessment to promote another way of learning, and 6.5% (3) said to develop other procedures (see Figure 5). Those procedures are described as follows: "I include the evaluation of independent learning", "reading comprehension", and "generally I use a mixture of self, co-, and hetero-evaluation(mine) in both formative and summative assessment, this last one with a rubric".

Figure 5: Evaluation Practices Developed in University English Instruction

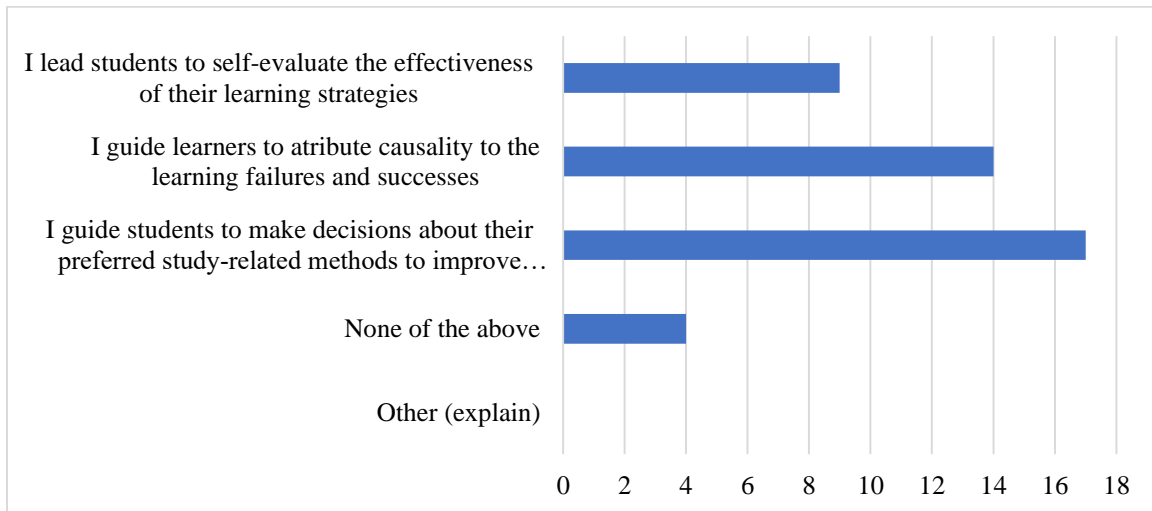


Note: Instructors were suggested to select up to two answer choices.

Concerning post-evaluation teaching strategies, the participants were asked about the activities that they normally develop after giving feedback. Out of the 44 instructors who answered this question, 31.8% (14) said that they guide their students to attribute causality to their learning successes and errors, 20.4% (9) said that they guide their students to self-assess the effectiveness of their study-related strategies, 38.6% (17) said that they lead their students to make their own decisions about their study methods to enhance their learning in the future, and 9% (4) did not choose any of the previous options (see Figure 6).

Figure 6: Post-Assessment Teaching Practices Developed by University English

Teachers



Moreover, the participants were asked about the way they promote motivation for language learning considering that motivation is defined as a key factor in the cyclical process of SRL (Zimmerman, 2002), academic success (Banyard et al., 2006), and language learning (Dörnyei, 1994, see Chapter 2). Participants were asked to rank the two most frequent practices in their language teaching including the following options: a) I make comments on the learning strengths of my students; b) I take into account the learning needs of my students; c) I keep in mind the cultural background of my students; d) I help my students determine a goal to learn English if they do not have one yet; e) grades are a reward that motivates them; and f) another. The answers of the 44 respondents to this question are illustrated in Table 5.

The four participants who chose the answer option “other” explained the way they do it as follows: “through musical projects, speaking, etc.”; “versatility in activities”;

“comment[ing] on what [students] need to improve and suggest[ing] ways to do it (feedback and feed-forward)”; and “gamification”.

Table 4: Frequent Practices in Which English Learning Motivation is Promoted at Colombian Universities

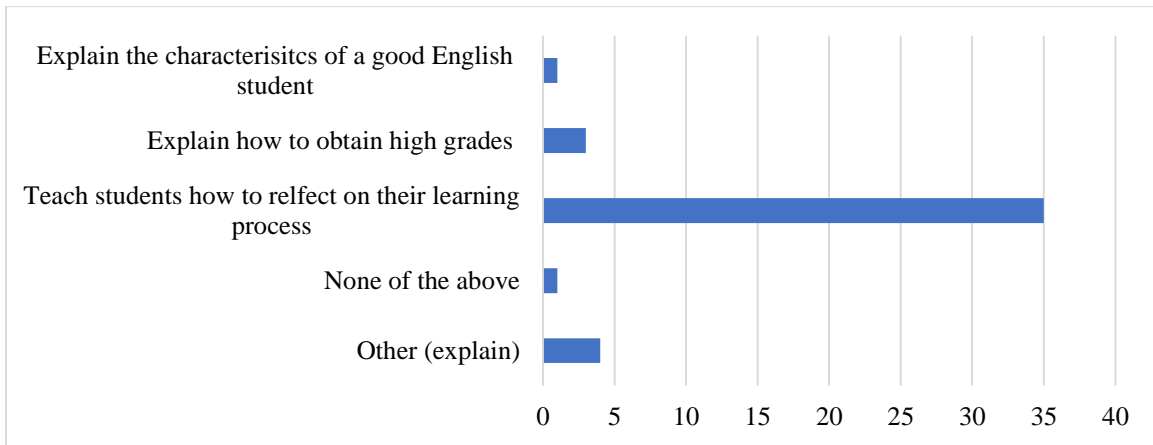
Ways to promote motivation	Number of Responses	Percentage of responses
I make positive comments about the strengths of my students	24	54.5%
I take into account students’ learning needs	22	50%
I keep in mind students’ cultural background	9	20.4%
I help students to set a learning target if they do not have one	14	31.8%
Grades are a reward that motivates them	4	9%
Other (Explain)	4	9%

Note: the participants ranked the two most frequent teaching practices that they use to promote motivation.

Moreover, data shows that instructors emphasize different aspects at the beginning of their English course that are related to the promotion of SRL. For example, out of the 44 instructors who answered this survey question, 6.8% (3) said they explain students how to achieve high grades, 79% (35) said they teach their students how to reflect on their learning process, and 2.2% (1) said that they explain the characteristics of a good student of English. Four of the participants (9%) selected the answer option “another” (see Figure 7). These 4 participants were required to explain their answer and they described the following explanations: “I make students aware of the importance of learning English”; “I explain students about learning strategies to get better results”; “I propose various strategies for independent learning”; and “I make emphasis on the

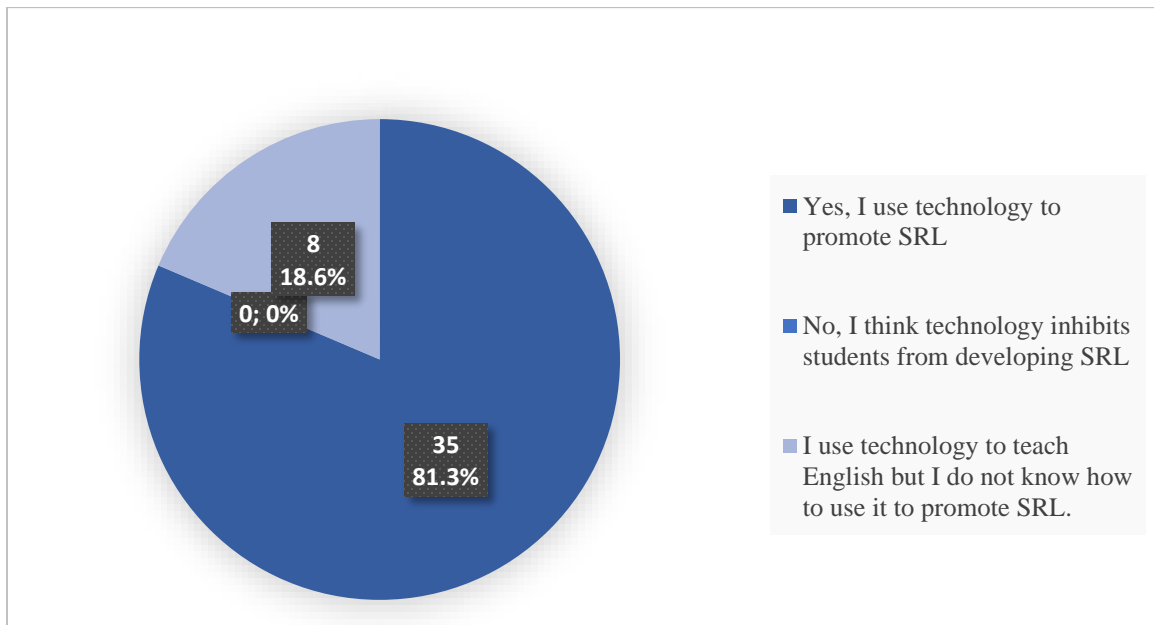
revision of the syllabus for the course and on the expectations specified in it. I also emphasize the learning objectives and discuss them with my students, and then I make modifications based on our agreements. At the end of the course, we evaluate whether these were achieved or not.”

Figure 7: Aspects Emphasized at the Beginning of English Courses at University to Promote SRL



In addition, data shows that out of the 43 respondents to survey question 8, 81.3% (35) said that they make use of technology in English teaching to promote SRL, and 18.6% (8) said that they use it in the classroom but do not know it can be used to promote SRL in English learning (see Figure 8).

Figure 8: Use of Technology and the Promotion of SRL in the University English Classroom



The instructors who reported that they promote SRL with the use of technology in English teaching explained they mainly use the following technology to teach: Virtual meeting rooms such as Google Meet, Teams, Jisti Meet, and Google Classroom; websites such as YouTube and Social Media; evaluation online platforms like Kahoot, Wheel Decide, and Quizlet; online English courses; computer software programs like Microsoft Excel; devices including video beams, mobile phones, and computers; online teaching software programs or applications like Flipped classroom, Moodle LMS, Quizzis, Edmodo m-learning, the university virtual campus, content platforms, and blogs; file sharing platforms like Google Drive; automatized rubrics in Excel; and online applications such as Duolingo and Clarity.

Finally, the participants reported the frequency within which they promote the following processes involved in SRL: setting specific proximal learning goals for

themselves, adopting strategies that are directly related to language learning, adopting powerful strategies that are indirectly related to language learning but that facilitate its development (metacognition, affective, social, time management), monitoring learning for signs of progress, self-evaluating study methods, self-reflecting on the learning performance (attributing causation to results), and making future plans for learning based on the learning outcomes (adapting future methods). This question was asked taking into account the processes involved in SRL as proposed by Zimmerman, 2001 (see Chapter 2). As the answer choices to this last survey question suggest, the processes involved in the answer options were slightly adapted. This was done keeping in mind data that the researcher thought important to be gathered related to language learning and SRL. For example, the answer choice about the adoption of powerful learning strategies which is the second process involved in SRL was divided into two different options: the first one is exclusively related to language learning strategies, and the second is related to general learning strategies. Answers from the 42 respondents to this question are displayed in Table 6.

Table 5: Frequency within which SRL Processes are Promoted in English Teaching in Colombian Universities

Answer options	Always	Most of the time	Often	Sometimes	Never
Set specific proximal goals for themselves	12% 5/42	29% 12/42	40% 17/42	10% 4/42	0% 0/42
Set strategies that are directly related to language learning to attain the learning goals	17% 7/42	45% 19/42	33% 14/42	5% 2/42	0% 0/42
Plan strategies that are indirectly related to language learning but that facilitate its development (Metacognition, affective, social, time management...) for attaining the learning goals	5% 2/42	29% 12/42	52% 22/42	7% 3/42	0% 0/42
Monitor their learning process for signs of progress	10% 4/42	40% 17/42	26% 11/42	26% 11/42	0% 0/42
Self-evaluate their learning process	19% 8/42	26% 11/42	24% 10/42	21% 9/42	0% 0/42
Self-reflect on their learning performance (attribute causation to results)	24% 10/42	24% 10/42	31% 13/42	19% 8/42	0% 0/42
Make future learning plans based on the learning outcomes (adapting future methods)	12% 5/42	31% 13/42	24% 10/42	26% 11/42	0% 0/42
Total	42	42	42	42	42

Results: Interviews

This section summarizes the answers provided by the participants to the open-ended questions of the interview. In total, after contacting the 27 instructors who agreed to participate in the interview, only 37% (10) of them arranged an online meeting to take part in this second stage of data collection. The interview addressed the research

questions of the present study and aimed to develop and complement the data collected in the survey.

Research question #1: What do university English teachers in Colombia know about language teaching methods, principles, approaches and/or strategies that help to promote SRL?

SRL as Defined by University English Instructors. The first interview question addressed the participants' knowledge about SRL to better understand how they relate language teaching to its promotion. In general, most of the participants gave a rough definition of what a self-regulated learner does and most of them said that they ignore the processes involved in SRL. The instructors' definitions of this construct can be classified into the following themes:

SRL as a Proactive and Independent Learning Process. Half of the participants (5) described SRL in terms of the ability to develop the learning process proactively and independently. Such views are typified in the following excerpts:

It refers to the guidelines and strategies to carry out the learning process, how to manage the dynamics of learning, the steps I myself plan to measure my progress and my difficulties regarding the knowledge that I must achieve in the assignment. (Participant 3)

It means that I myself control what I want to learn and it is no one else but me who takes ownership and control of everything, including where, when, how, and how much time I will dedicate to my learning. (Participant 6)

Undoubtedly, these participants' responses are related to what SRL is; nevertheless, SRL goes beyond what they said, as defined in the literature review. For

example, none of the definitions mentions the monitoring and evaluation processes, wherein learners measure not only their learning progress but also how well their learning actions were carried out, which are crucial steps that an SRL learner goes through (Zumbrunn, 2011).

SRL as Strategies to Manage Learning. Two of the participants, representing 20% of the sample, described SRL as a set of strategies that enable students to manage and internalize new knowledge, as illustrated in the following excerpt:

It is the ability of learners to manage their own learning through different tools and strategies, obviously with the facilitation of an instructor so that there is meaningful learning. They manage their learning by adapting to new strategies and using the ones that best suit their learning style. (Participant 4)

Again, this perspective on SRL is still broad, although SRL is related to the use of strategies (Zhang, 2010). Similar to the response of participant 4, other instructors agreed that the instructor does not play a major role in determining which strategies to use, but rather the student is the principal actor in defining their learning approach.

It is important to note that only 20% (20) of the participants demonstrated unfamiliarity with the concept of SRL, as their responses were unrelated to it or included comments about course content organization, or specifically stating a lack of knowledge about it

Processes Involved in SRL. When asked about the processes involved in SRL, 90% (9) of the instructors reported having no knowledge of these processes, while only 10% (1) of the participants provided examples. It is worth noting that this lack of familiarity with the processes of SRL is consistent with their definitions of the construct,

which were limited in scope and did not reflect the full range of processes involved in SRL as discussed in the literature (Zumbrunn, 2011)

The steps involved in self-regulated learning are the planning of activities, the reflection of what they [learners] are doing, being capable to self-assess their process, being a critical student who is not afraid of making mistakes but who learns and improves from their mistakes. (Participant 7)

As compared to the literature review (Chapter 2), this response demonstrates the instructor's knowledge of SRL and mentions relevant processes involved in it, such as planning, monitoring learning, reflection, and decision-making to improve performance. ***University English Teachers View of the Language Teaching Methods, Approaches, and Strategies that Help to Promote SRL.***

After exploring the participants' knowledge of SRL, instructors were asked about the language teaching methods, approaches, principles, and strategies they use or know of, and how they believe those can promote SRL. The responses varied widely. 40% (4) instructors reported using the communicative language teaching approach, 30% (3) reported being eclectic and basing their teaching on a variety of approaches, and another 30% (3) reported using other teaching methods, such as the project-based approach (10%), constructivism (10%), and planning and organization (10%). The participants' answers can be categorized in terms of factors they associate between their teaching pedagogy and the promotion of SRL.

Learning Independence. In general, 80% (8) of instructors associated their teaching with the promotion of SRL by providing students with the necessary input to work independently and produce output. Among them, 75% (3) of instructors who used

the communicative language teaching approach agreed that it made learners less dependent on the teacher. Similar responses were given by instructors who reported using eclectic approaches, planning and organization, or a project-based approach, with all responses sharing similar thoughts. The following are two excerpts from instructors who reported using the communicative language teaching approach:

I make them participate and interact with each other. I think that is the best strategy, I give them a good language background and with that they make decisions to develop the activity and find the way to achieve it. (Participant 9)

In my class, students have to work independently, so they have to self-regulate their learning. I give them a task in our virtual campus with explanations, specific requirements and time and they have to do it (Participant 1)

The previous excerpts suggest that instructors assume they can promote SRL with the communicative language teaching approach, project-based approach, constructivism, and eclecticism by giving learners some tools necessary for them to be less teacher dependent.

Learner Control. Another associated factor between SRL and instructors' teaching practice was learning control. The following excerpt from participant 10 shows the instructor relates the communicative language teaching approach to learning management:

We use the book called “interchange”, it focuses on the communicative approach and it promotes autonomy. For example, the exercise of writing on a specific topic such as writing a letter to an employer, the student has to create the paragraph and send it through the online platform. The student will have to

determine a space of time and place to work on this activity, this helps students be self-regulated learners. (Participant 10)

A similar answer were given by the participants who said to use the project-based approach as illustrated in the following extract:

Learning by projects challenges the student to get out of his comfort zone. That is to say, not everything that the student receives from the teacher is enough and not everything can be limited by the time of the class. The student is capable of achieving that task and saying this is the way it can be done. (Participant 7)

These extracts suggest the instructors think the communicative language teaching approach and the project-based approach lead learners to decide on the way they want to address the learning target autonomously. Based on their responses, it is evident that the class instruction is only a part of their learning, and the students must take responsibility for the rest of the learning process without the instructor's direct involvement.

Lastly, other instructors connected their teaching approach with SRL in regards to more general aspects of learning. For example, participant 3 claimed that learners are aware when there is a teaching plan, and if that is the case, they will assume that there is a path they have to follow, which will aid them in self-regulating their learning. Furthermore, participant 8 suggested that constructivism helps learners build their knowledge independently. However, these views do not specify how the teaching practice impacts students' role in achieving SRL.

Research question #2: How do Colombian university English instructors promote SRL?

Teacher's Role

The participants were asked to describe their role in the classroom to better understand how it impacts students' learning process and their development of self-regulated learning (SRL). The instructors' responses fell into three categories: administrator, facilitator, and director.

Administrator. Four out of ten participants identified themselves as administrators responsible for different aspects of the class. Their roles involve managing materials to be used, time management, student participation, assigning activities, homework, and evaluation. The following excerpts illustrate their responses:

In general, I try to manage the class time and make sure that the materials we use are aimed at a goal. I manage the class to help everyone and avoid that some students do not speak or do not participate. (Participant 2)

I don't like to have students make presentations to explain a topic. Rather, I explain and from there I guide the student to develop the activities. Also, I decide how, when, and what to evaluate. In my class, the teacher is the guide, the leader of the classroom, I also support part of the traditional school. (Participant 9)

These excerpts reveal that the instructors see themselves as administrators who aim to ensure that learning occurs as expected, thereby controlling every aspect of the learning process.

Administrator and Facilitator. One fifth of the participants (2) reported that they play both the roles of administrators and facilitators, stating that they give some

importance to students' active role in their learning. The following is an example of one of the participants' responses:

The instructor is in charge of designing, planning, organizing, developing, and evaluating everything that happens in the classroom. However, students do their tasks by their own means such as identifying vocabulary, prefixes, suffixes, they do the task on their own, and show its achievement. (Participant 5)

The eclectic teacher role, as described by Participant 5, illustrates that exerting some degree of control over the learning process is a way to prepare the learning conditions to guide students to continue their learning independently. However, it also demonstrates that students are limited to performing solely academic activities and are not involved in monitoring or evaluating their learning process and progress. It is important to note that this participant's perspective suggests that the instructor's teaching style is influenced by students' attitude towards learning.

A characteristic of the Colombian student is that they are dependent students, they are still on that path to propose. There are no students [in my class] that propose ways of learning or evaluating. Here, the teacher does everything for them, he says that we are going to do a quiz, and that we are going to work in groups, so he and organizes groups according to the student's profile. (Participant 5)

Guide and facilitator. On the other hand, one of the participants (10%) claimed that they play the roles as both guide and facilitator as shown in the following excerpt:

Basically, my role is a guide and facilitator, it is not a determiner, and even the evaluation rubrics are negotiated. It has an impact because it allows students to know themselves and recognize themselves as fundamental actors in the learning

process. That is, the central focus of students is to seek their role in the process and through these tools and these strategies students achieve, to a certain extent, that they take ownership of issues that have to do with their learning. (Participant 4)

The participant's description of what he does in the classroom showed he manages certain aspects of language teaching and learning, but also gives students some independence in making decisions on their learning process which, alternatively, helps them assume their agency.

Facilitator. In addition, one fifth of the participants (2) said that they are facilitators, that they observe and help students when they ask for help, and encourage them to find their learning. The following is an example of one of the participant's answers:

I am a facilitator, I answer their questions when they do not understand something, but sometimes I encourage them to find an answer on their own. Even, when sometimes they fail in doing so, I help them notice that they are still wrong and encourage them to keep trying. (Participant 9)

Based on this response, this role enables the instructor to help learners monitor their learning, find ways to overcome the learning difficulties, and achieve the learning goals.

Director. Finally, all the interviews (1) stated that they are directors in the classroom claiming issues related to students' lack of initiative to learn:

I have to say what to do, where we are going, I have to guide everything, what we are going to do. Obviously, they can participate whenever they want, but that

doesn't happen in a high percentage. The students just do strictly what the teacher says and another 40 percent go ahead and go further. (Participant 10)

This answer shows that his role is assumed as a result of his perception of his students' attitude towards learning. Similar to participant 5, the instructor expects learners to engage actively in their English class, but, because this is not the case, this impacts his way of teaching.

The Promotion of Students' Sense of Self-Efficacy

On the other hand, the participants were asked whether they develop specific instructional strategies to promote students' sense of self-efficacy. To this, 40% (4) of the respondents said they do not address this aspect in their classroom. While half of these participants did not give any additional information about their answers, the other half elaborated on their responses giving some additional details. Their answers could be categorized in the following themes:

Raising Awareness on the Importance of Learning English. Some instructors reported to guide students become self-efficient by helping them become aware of the relevance of English learning for their future development. The answers given by the 20% (2) of the participants who made this claim are typified in the following excerpt:

I do not have a specific strategy for this, but I can tell them about the importance of learning this language. I tell them it's very important to learn the language whether they like it or not, this is my way of making them fall in love with the subject, perhaps saying "hey, maybe it's not that easy, but you have to realize that outside when you're a professional, English would end up being an important tool in the business world". (Participant 3)

The previous excerpt indicates that, in fact, the sense of self-efficacy is not promoted by the instructor even when she tries to encourage students to understand the relevant role of English mastery for their future professional lives. While this encouragement may somehow impact students' perception of the importance of English learning, this does not lead them to be aware of their capacities to learn the language. Also, it came to the researcher's attention some additional information Participant 3 provided: "Students sometimes complain that they would like to know how to learn but that they can't, and one is like I can't do more for him, especially because the person is sincere" (Participant 3).

It is difficult to tell the extent to which other university language instructors have the same point of view as participant 3, however, it is questionable that the instructor believes that there is nothing else to do for a student who has failed but still expects the instructor to teach them how to learn (SRL). SRL is, in fact, opposed to this view because it is about helping learners discover ways to succeed academically through strategies that enhance their self-efficacy, motivation, and performance (Wood & Bandura, 1989). Therefore, even in cases where resources seem exhausted, there is always a way to assist learners in developing a better perception of what they can achieve and how far they can go. As suggested by Kumaravadivelu (2001), instructors must be equipped to train students in learning strategies that can help them succeed in second language development (see Chapter 2).

Helping Students to Identify Their Strengths and Weaknesses. According to the participants' responses, two-fifths of them (2) reported guiding learners to develop their sense of self-efficacy by helping them identify their strengths and weaknesses through

self-assessment or general formative assessment. The following excerpt is an example of one of the participants' answers:

I think the first thing is to help them be aware of their strengths and weaknesses. When they are given the opportunity to self-evaluate their learning and discover how this can help them improve and be successful learners, they stop thinking that they have to be the best, but that they have abilities, that they can make mistakes and that they can improve. (Participant 7)

Clearly, Participant 7's response to this question illustrates that when a learner recognizes their capabilities, their mindset shifts to a positive learning attitude, and they begin to see ways to overcome their learning barriers. This is directly related to what self-efficacy entails (see Wood & Bandura, 1989).

Giving Deep Explanations. Similarly, two out of ten participants (2) reported helping students develop a higher sense of self-efficacy by ensuring that lesson topics are explained in-depth. The following is an example of the responses given by participants:

I do this [I promote students' self-efficacy] because in the class I give students clear guidelines. If I write a sentence, I ask students to analyze and answer why they think it is right or wrong, why they think it is written that way and so they develop critical thinking. Then, I explain the topic very well and explain the reasons why some sentences are okay and why not. (Participant 1)

This excerpt suggests that the promotion of self-efficacy comes after the student realizes that they can navigate a learning task by following the instructor's guidance, which is possible when the teacher uses scaffolding teaching strategies.

Being Responsive to Students' Learning Styles. Only one participant attributed the promotion of students' self-efficacy to adapting the teaching practice to students' preferred way of learning. The following excerpt shows Participant 2's response:

I usually suggest students three or four options to do a task, and although these are controlled spaces, students do not refuse, I propose and they have options to choose from, that helps them feel self-effective. (Participant 2).

Participant 2 response shows that allowing students to choose the way they prefer to develop a task makes them feel confident because they feel they can do well in that way. Therefore, from this data, it is possible to say that if language instruction is responsive to students' learning styles, even in controlled spaces where students are offered some learning options, the learners feel better in doing their activities because they know what works best for them to achieve a good performance. From there, students can make important decisions on how to learn.

Self-Assessment

In addition, the participants were asked to describe how the assessment process normally takes place. Contrary to what the findings in the survey show, data collected through the interview show that assessment does not focus on helping students evaluate their study methods. Instead, it concentrates more on language use and task accomplishment.

Assessment as a Tool to Evaluate Language Use and Task Completion. Based on the participants' descriptions, 100% (10) of them focus their evaluations, whether formal or informal, on the language form, function, or use of it contextually, and they do it in a variety of ways depending on the type of course they teach. Also, 30% (3) of the

participants said if students are required to do a project or task, students are expected to show proof of the accomplishment of the task or project as required by the instructor.

Assessment Based on Clear Instructions and Grading Rubrics. When the participants were asked about the specifications, recommendations, or advice they give to students when developing assessment activities whether in summative or formative way, 100% (10) of them said they give students clear instructions so that students understand the activities. Their answers are typified in the following excerpts:

“Instructions are given at the beginning of the activities, clarifications are made, the students start to work, the work is monitored by the instructor and feedback is given”. (Participant 4)

“I explain, I give the instructions, sometimes I explain again because some students do not understand”. (Participant 6)

Similar to this, the other participants explained that their students do not start to work until they are given clear explanations about what the learning activities involve. Inclusively, 20% (2) of them said they give students a grading rubric:

“In any activity that has a grade, I give the specifications in written form, how they [students] should do it, for how long, what they should demonstrate, and at the end I indicate the assessment criteria”. (Participant 2)

Evaluation as a Process Led by the Instructor. With the aim of gathering more in-depth information, instructors were asked if they did different kinds of evaluations such as peer review, self-assessment, or if they used additional strategies to evaluate students’ performance, and help them monitor their learning for signs of progress. Half of

the participants (5) said they lead the assessment process all the time and do not usually involve students in other types of evaluations such as in peer and self-assessment.

Self-Assessment and Peer-Assessment. Some participants said they sometimes include peer reviews giving clear directions to help students do it in the correct way. Answers like this were provided by 20% (2) of the participants. Also, 30% (3) of the instructors said to use other strategies in their evaluation procedures that fall into the category of helping learners monitor their learning progress such as through self-assessment and muck tests:

What I do is a self-assessment activity in the week of midterms. In the self-assessment I ask students how prepared they are to give a presentation on a scale of 4 or 5 and why. From there one can help them with materials to improve that. I like to do that so they can see how they are doing. I like how they don't measure knowledge but how prepared they are and if they have or have the ability.

(Participant 3)

Here, the self-evaluation process is carried out to evaluate aspects beyond learning. In other words, the instructor develops self-evaluation to help learners monitor their learning process and reflect on how much they have studied for their exam.

On the other hand, the following excerpt shows that self-assessment is used with a different purpose compared to the previous one:

“I have them do a couple of mock exercises where the student reflects perhaps on some involuntary errors in his writing exercise”. (Participant 5)

Based on this response, the purpose of using self-assessment is to help the learner notice areas for improvement in their language use based on their performance. This can also be classified as part of the monitoring of the learning process.

Feedback

The participants were asked to describe how feedback is normally given. Based on their answers, it was found that the way instructors give feedback varies. Some instructors correct students' work directly, while others leave comments for students to reflect on and correct on their own. In addition, many instructors take into account students' affective filter when giving feedback

Correcting Students' Work. A significant number of participants reported that they show students what their mistakes are and what the correct use of language should be as shown in the following extract. The following is an excerpt that typifies the answers of the 70% (7) of the participants who responded in this way:

“In both formal and informal assessment, I tell students why something is correct and why not, then I explain the topic again”. (Participant 8)

Clearly, this type of feedback gives students insight into not only their mistakes but also what should have been done to succeed in their task, which can make learning more passive.

Making General Comments on Students' Work. About one-third of the participants (3) said that they make more general comments on students' work, indicating that something needs to be improved without necessarily correcting their use of language or task/project accomplishment. Here are some examples of participants' answers:

“If it is a written work, I write comments, questions such as “this is too general, it is illegible, try to say this in a better way”. (Participant 2)

“I circle their errors and write down comments saying that what is in the circled is not written in the correct way”. (Participant 3)

In contrast to the previously mentioned feedback, this type of feedback only provides insights into existing areas of improvement. It is up to the learners to question themselves about the reasons for their learning failures and to consider how they can improve, given that no further information is given by the instructor.

The Affective Filter and Feedback. The fifth part of the instructors (2) indicated that they keep students’ affective filter in mind when giving feedback. For example, Participant 1 responded by saying, “I start with the positive aspects, I meet with them individually, and tell them what aspects they should improve.” This approach acknowledges students’ successes and creates a positive impact on their perception of their capabilities. Once this has taken place, the instructor informs students about their areas of improvement, so that students’ view of their work and development is not completely negative.

The following is another example of the participants’ response to this question: Comments are made in written form, we have an agenda for office hours to receive students, the student is invited to attend to a meeting to clarify any concerns, and students attend regularly. It is done this way because of the emotional filter, they do not like to have their mistakes recognized in front of others (Participant 4)

In this case, the instructor cares about students' learning styles and prefers to meet with students in person to discuss why they did not get all their points rather than exposing them to the rest of the class, thus avoiding them feeling bad and promoting students' confidence about learning.

Attribution of Causality

Additionally, instructors were asked to describe how they help students attribute causality to their learning successes and failures. Their answers are categorized in two different themes as follows.

Based on Accuracy and Task Completion. All participants (10) said they help students see their errors and assertiveness based on language use or task accomplishment. This means that the focus of evaluation and feedback is accuracy of how students use language in their activities as well as that these are developed as specified by the instructor.

Based on Students Learning Acts. Contrary to what was stated in the survey, only 20% (2) of the instructors said they guide learners to reflect on their attitude towards learning and how it affects their performance. It is important to note that in doing so, they help students attribute causality to their failures and not to their successes, as shown in the following extracts:

I make them reflect because you can tell they are procrastinating a lot from their attitude in class. Unintentionally, one might train them without so much autonomy. I give them some guidance, but there should be a program to train our students to be autonomous and self-regulated. A good way that I have found to

make them reflect is to ask them what bothers them and what worries them.

(Participant 7)

Here, the instructor identifies a negative aspect of students' learning process - procrastination - and seeks to address it through reflection. By asking students about their concerns and worries, the instructor helps them identify the emotional factors that may be hindering their learning.

Another similar response was given by Participant 9, who suggests that students often struggle with time management:

After saying why they did wrong, they are students who have many problems, they leave class for work, they are too busy students, they go from work to class, one tries to make them aware of the importance of dedicating time to their study. (Participant 9)

In both cases, the participants were asked how these reflections affected students' performance. Both agreed that this type of reflection has positive implications for students' learning process, but it does not apply to everyone:

“Some students show changes in their learning outcomes, but not all”. (Participant 7);

“Some students change. When they have already graduated, they say that they have put into practice many suggestions even in other subjects, but not all of them change”. (Participant 9)

These responses suggest that although an important population of students show learning progress, reflection is sometimes not enough to help learners improve their learning performance and attitude. However, learning improvement can be a result of

other factors that affect students' learning behaviors. It would be interesting to understand the extent to which these reflections impact students' attitudes towards learning and what other factors motivate or inhibit changes in learning behaviors.

The Use of Technology and SRL

Finally, instructors were asked about their use of technology to teach English and how it could help their students be self-regulated learners. In general, all participants use some kind of technology to teach English as they suggested in the survey. Their answers ranged from technological resources that can be administered by the instructor such as speakers, projectors, PowerPoint presentations, to more interactive resources such as mobile phones, tablets, virtual campuses, web pages, apps like Duolingo, online games, videos, and forums. The participants' answers to how learners' ability to self-regulate their learning could be promoted by how technology is used in language instruction referred to helping learners be less teacher-dependent, developing new learning strategies, and promoting their motivation. Other answers supported that the use of technology had negative implications on the students' SRL development.

Learner Autonomy. Some instructors related their use of technology with the promotion of SRL in terms of impacting autonomous learning. This is the case of the 30% (3) of English teachers who said they have students work in their university virtual campus. They explained that the virtual campus helps learners be more autonomous, keep track of their progress on their own, and be aware of the time limit to finish assignments. The following excerpt is an example of this kind of answer:

“Technology [the virtual campus] forces self-regulated learning because students have the opportunity to not only see the materials once and over again, but also to develop autonomy and decide when they want to access their materials”. (Participant 7)

This participant’s response implies that a virtual campus gives learners freedom to manage their time and resources to do the assigned activities, two key processes involved in SRL (Zimmerman, 2002).

Adoption Strategic Learning. Almost half of the participants (4) related their use of technology with promoting SRL in terms of guiding learners to adopt new learning strategies as described in the following extract:

“In some way, students appropriate the use of these technologies, that is, they continue to use them always”. (Participant 9)

Participant 9’s response suggests that once students are exposed to the use of technology in language learning, they adopt its use as a way to learn. This implies that students find technology efficient and useful in their learning process.

The following is another example of the participants’ responses that suggests that learners adopt technology as a strategy to learn:

I ask students to explain to others how to use certain technologies to learn so they can apply them not only in learning English but in other aspects of their lives.

(Participant 6)

This answer implies that the way the instructor manages the class with technology use gives learners the opportunity to share with others their experiences with it as a way to facilitate the development of new learning strategies.

Promotion of Motivation. Additionally, twenty percent of instructors (2) linked the promotion of SRL with the use of technology in language teaching with the role it plays in raising students' motivation to learn as illustrated in the following excerpt:

“Technology gives the possibility of verifying pronunciation such as with the use of the translator, so technologies are very motivating resources. I have 5.1 technology, so students can even say something, record, and verify”. (Participant 10)

Participant 10's response shows that because technologies such as the use of a translator allows students to take actions over their learning, this becomes attractive to students as it is a non-traditional way of learning.

The Use of Technology is not a Factor to Develop SRL. Not all the participants' opinions were positive in regards of how technology can help to develop SRL although in the survey, even when this was an answer choice, none of the participants chose this option. Thus, 20% (2) of participants argued that the use of technology in the classroom might not determine students' capacity to exert SRL. The following is an example of the participants' opinions:

Technology as such does not promote self-regulation, self-regulation is promoted by the objectives of the activity as proposed by the instructor. If I assign an activity on the internet and the student doesn't do it, then that technology doesn't help them, technology is just a tool. It mostly depends on the planning by the instructor and the willingness of the student to submit to self-management.

(Participant 10)

Clearly, participant 10 suggests that students cannot attain SRL on their own simply by using technology in English learning and that the instructor has to be prepared

to arouse in students the interest of carrying out their learning process in a self-regulated manner.

In summary, despite data collected through the interview contradicts some of the findings collected through the survey, the findings from both data collection instruments show that most of the participants lack knowledge of the processes involved in SRL and how they can help learners achieve SRL through their language teaching practice. In addition, even though some instructors help learners monitor their learning, their evaluation strategies focus only on how language is used and how well a learning activity is completed. Similarly, formal and informal assessment procedures only take into account those two same aspects. However, when some of the participants assign activities, they use grading rubrics and provide learners with clear instructions so that students have a clear idea of the expected outcomes.

Chapter Five: Discussion

This sequential study was conducted to investigate how university English instructors in Colombia implement language teaching practices that foster self-regulated learning. The study analyzed the responses of 46 participants to survey and interview questions in order to address the following research questions:

1. What do Colombian university English instructors know about language teaching methods, approaches, principles, and/or strategies that help promote self-regulated learning?
2. To what extent do Colombian university English instructors promote self-regulated learning?

Knowledge of University English Teachers about Language Teaching Methods, Approaches, Principles, and/or Strategies that Help Promote SRL

To start with, the literature review shows that there is a range of possibilities to promote certain processes engrained in SRL from the language teaching field. In the survey, almost 50% (22) of instructors admitted to knowing about those language teaching pedagogies and enlisted some of the ones they think help to promote SRL. Most of these instructors agreed that some of the post-method era approaches such as the project-based approach, task-based approach, and communicative approach can help to promote SRL in the way they define it. This can be attributed to the fact that the post-method era is more learner-centered and promotes active learning engagement (Brown & Lee, 2015; Kumaravadivelu, 2001; Xiao, 2014). These approaches require language students to participate proactively in their learning and make use of strategies to complete a task or project and/or to learn and make use of the language through meaningful activities that students perform independently and contextually (Prabhu, 1980 as cited in

Sánchez, 2004; Stoller, 2006 as cited in Mikulec & Miller, 2011). Data collected in the interview shows that participants know about these theoretical foundations as they correlated these approaches to the promotion of SRL claiming that with these, they can help learners work autonomously and strategically by giving them certain learning responsibilities to work on their own.

Nevertheless, data from the interview also shows that most of teachers' perspectives on what SRL is, although related to it, are still too broad. For example, they relate SRL with only one of the characteristics of a self-regulated learner and with one of the processes involved in it such as active learning involvement and strategic learning. In fact, when instructors were asked about the processes of SRL, they denied being knowledgeable about them. This means that instructors are aware that the language teaching field can contribute to guiding English learners to become actively involved in their learning and deploy strategies to learn better which are two key factors to help learners be self-regulated in their learning (Zimmerman, 2002; Nilson, 2013; Zumbrunn, 2011; Zhang, 2010), yet their views on how these approaches can contribute to promoting SRL limit to only those aspects and not to all the processes engrained in SRL. One important finding from the survey was that almost 50% (23) of participants do not know what SRL is and what it involves, so, even though they said to know about language teaching pedagogies, they could not relate how SRL can be promoted from their field of education.

Promoting SRL is a complex process and knowing what language teaching pedagogies support its promotion implies a critical view of all the processes that it encompasses as well as a deep understanding of the vast availability of ways to teach a

foreign language. While Noguera & Cano (2020)'s claim that language instructors in Colombia might ignore how to promote SRL can be somehow confirmed with this data, a significant number of instructors exhibit some initial ideas of what and how some language teaching approaches and methodologies can guide English students develop some aspects related to SRL such as learning strategies and motivation.

To What Extent do English Teachers in Colombian Universities Promote SRL?

In order to answer this research question, the following discussion was grounded on the eight self-regulatory processes proposed by Zimmerman (2002) as described in Chapter 2.

Setting Specific Proximal Goals for Oneself

Setting proximal learning goals is the initial stage of SRL when students think about the objectives to perform a learning task. In the participants' classrooms, data shows that instructors do not explicitly help students set proximal learning goals when they assign activities to their students. However, their students can somehow identify what precisely their learning activities involve based on the instructions they are given.

Firstly, even though instructors said that they help students set specific proximal goals for themselves (see Table 5), additional data countered this position. When instructors were asked about how assessment normally takes place, both in the survey and in the interview, instructors said that they give clear instructions about what outcomes are expected in their tasks when they assess their students, and a few of them said to provide learners with a grading rubric when it comes to formal assessment. Nevertheless, in the interview, when instructors were asked to explain what normally happens after they explain their assessment activities, all of them said that students are expected to start

doing their learning tasks. Therefore, the procedures they mentioned do not involve guiding learners to set proximal goals for their learning activities exclusively.

In language teaching, one of the characteristics of assessment is that it is targeted to an objective which is generally implicit (Purpura, 2016). Making sure that students have understood the activity to be assessed and giving them a grading rubric does not necessarily mean that students will unfold this as proximal learning objectives. Promoting SRL is, in part, about helping the student be more self-determined and independent. In the beginning stages when students are being introduced to learning in a self-regulated manner, they should be assigned specific proximal learning objectives explicitly. At the same time, they should be trained in goal setting for them to do it on their own in the future (Zumbrunn, 2011). This way, students can adopt a more active attitude toward learning and be more self-determined and independent.

Undoubtedly, this starting process of SRL is not taking place in the university English classroom, but it is important to acknowledge that, as Nilson (2013) states, one of the ways of promoting SRL is by giving clear instructions and using grading rubrics as “sometimes students procrastinate starting a task because they do not understand the instructions and performance expectations” (p. 85). In language teaching, clear instruction-giving and grading rubrics facilitate an understanding of the expected learning outcomes (Andrade, 2005; Sowel, 2017). According to Sowel, 2017), giving clear instructions defines “how well students are able to carry out activities, and, as a result, how well they learn” (pp. 10-11). It is important to note that in this sense, if we talk about SRL, clear instructions refer to helping students understand what is expected as a final learning outcome for a specific activity rather than telling the student the way they should

achieve it. This, considering that SRL promotes students' autonomy on how they would like to achieve their learning (Zhang, 2010; Zumbunn, 2001). Therefore, even though the participants' teaching practice adheres to some suggested pedagogies that help to promote SRL, they are leaving aside the starting point of SRL from which the learner starts to think about the direction they will take to learn, and the way they will do it. This, at the same time, affects how students feel about learning English because when learners have a plan to achieve their learning, they are more likely to increase their learning investment as the learning outcomes tend to be more positive which improves their sense of self-efficacy and motivation (Schrunk, 2001).

Adopting Powerful Strategies for Attaining Learning Goals and Managing One's Time Use Efficiently

The adoption of learning strategies that are compatible with learning goals encompasses the efficient management of time and learning techniques that make it possible to achieve the goals (Schunk, 2001). Data provided by the participants suggest that some instructors promote awareness of appropriate time use for learning and that they help students to set strategies to learning better. However, data shows that this does not happen to help students set a plan for performing a learning activity and achieve its objectives. This affects the process of learning the language in a self-regulated manner negatively, as this makes learners start a learning activity from scratch improvising ways to do it. Often, this might result on students not attaining the expected outcomes (Kormos and Scizér, 2014; Zhang, 2010), giving up in the process, cheating, and or procrastinating (Nilson, 2013).

To start with, in the survey, it was possible to notice that participants guide learners to set not only language learning strategies to attain their learning goals, but also other types of strategies that help students learn the language such as the metacognitive, affective, and social ones. However, their assessment routine, as described by the instructors in the interview, somehow contradicted their answers in the survey.

On the one hand, the survey shows that 83% and 88% of the instructors respectively said that they guide their students to establish language learning-related strategies and strategies that are indirectly related to language development (metacognitive, affective, social, etc...). Data also shows that they do this at least sometimes and only a small percentage of teachers do this always (see Table 5). As evidenced, "always" was the least frequent response, and among these less frequent responses, the metacognitive, affective, and social strategies were the least chosen ones. In the interview, however, it can be seen that instructors do not incorporate this technique as a planning stage before students start to do their assignments. As previously mentioned, the participants said that once they make sure they have given students clear instructions for their activities whether it is for formative or summative purposes, they expect students to start working on their assignment, but they never mentioned dedicating a specific moment of the class or to develop a particular way of teaching to give learners the opportunity to reflect on the strategies they will adopt to develop their learning activities.

Goal setting and the planning of strategies are complementary to each other. Taking into account that goal setting is the first stage in which planning takes place (Schunk, 2001, cited in Zumbrunn, 2005), if instructors do not guide learners on goal

setting for their learning, then there is no likelihood that students are guided to set powerful strategies to meet those goals.

Also, although it might not be the case for all the instructors, it was possible to note that some of them implicitly expect their students to assume responsibility and control over their time and learning, without previous guidance on how to do it. Even when students have been taught about learning strategies, there is no certainty that students know which one to use when it comes to doing their activities on their own. In question seven of the survey, for example, some participants stated that teaching strategies is one of the aspects they emphasize the most at the beginning of their English courses, but without leading students to reflect on what strategies they would prefer to use to develop their activities, there is no probability that they will establish a plan to do so in a successful manner.

Thus, teaching students learning strategies guides them to make decisions about their preferred way to learn based on their strengths, weaknesses, and previous learning experience, exercise control over their learning, and be more independent. However, even when successful language learners use a wide range of strategies to learn, the instructor's guidance is key in helping them do so (Kumaravadivelu, 2001) which, in SRL, this must happen prior any learning activity starts to be carried out (Zimmerman, 2002) so that learners achieve academic development with success (Wolters & Benson, 2013).

Monitoring One's Performance Selectively for Signs of Progress

Data collected from both the survey and the interview show that some instructors guide students to monitor their learning progress through three different strategies though

the monitoring of students' learning progress is limited to only language use and does not involve the reasons why progress has been or has not been achieved.

Data from the survey and interview show contradictory views on helping students monitor their learning. While the survey mostly shows that the participants provide students with some guidance to monitor their learning, in the interview a small percentage of instructors suggested that their teaching involves such process based on their description of their normal teaching practice. Without the necessary pedagogical support to think critically on the learning process, students will struggle, or, inclusively, might not be able to identify points of improvement about the process to make informed decisions to achieve the expected learning (Zumbrunn, 2001). While some students may reach far in achieving learning progress without monitoring their learning, some others might simply fail in the process, which will affect their sense or self-satisfaction, perceived efficacy, and motivation (Wolters & Benson, 2013). As a result, students' attitude towards English learning will be impacted negatively.

Data from survey question four also shows that almost a third part of instructors (12) reported that they use peer-assessment as a different way to promote a new form of learning though the instructors who participated in the interview were emphatic about avoiding this type of assessment.

Regarding the use of self-assessment and peer assessment as instructional strategies, it can be said that the instructors who use them help learners monitor their learning process through these teaching practices considering that, as alternate non-traditional assessment procedures (Brown & Hudson, 1998), they engage students in active and critical thinking about their learning. For example, citing a number of different

authors (Herman et al. 1992; Huertas-Macías, 1995; Archbacher, 1995), Brown & Hudson (1998) claim that these types of assessment characterize for:

Involving problem solving and higher order thinking; focus[ing] on processes as well as product, provid[ing] information about both the strengths and weaknesses of students, ensur[ing] that people, not machines, do the scoring using human judgement; and call[ing] upon teachers to perform new instructional and assessment roles (pp. 653-654).

Thus, using these assessment procedures in the university English classroom has some positive connotations about the promotion of SRL. For example, self-assessment and peer assessment lead to a higher learning engagement, autonomy, and investment because it allows students to participate at first hand on their assessment process, this involvement leads them to understand the implications of autonomous language learning, and, as a result of their engagement and higher autonomy, learners develop more learning motivation (Brown & Hudson, 1998). Nevertheless, considering that the participants who were interviewed signaled that they were in opposition to these assessment procedures, they are denying their students explore all the benefits that navigating these learner-centered approaches offer them.

On the other hand, when instructors use mock tests, they give students the possibility to have a real-life experience of what the actual test would be like, see what their progress is, and determine how ready they are for the test (Cambridge, 2022). This adds to the promotion of SRL because mock tests clearly guide students to make use of metacognitive strategies to evaluate student learning.

Notwithstanding, there is an aspect of monitoring learning that remains unaddressed with these instructors' assessment procedures: the lack of assessment about the causes behind students' learning progress or lack thereof. SRL goes beyond monitoring how much learning has been achieved, it also has to do with the aspects that affect that progress including the environment, the use of the selected strategies, time management, and others (Schunk, 1997). When instructors help students monitor their learning progress using mock tests, self-assessment, and peer-assessment, they focus on evaluating learning progress and having students reflect on how prepared they are for the real test, quiz, or presentation. However, these procedures do not guide learners to evaluate their study methods, the strategies they adopted to meet their objectives, and other factors that impact their learning. Also, considering that the first two SRL processes, goal setting and the planning of strategies, are not fully addressed by the instructors, learners would struggle monitoring these aspects because without following these first processes of SRL, learners will not be totally able to self-monitor their learning (Zimmerman, 2004 cited in Zumbrunn, 2001).

Restructuring One's Physical and Social Context to Make it Compatible With One's Goals

Modifying the social and physical conditions to secure learning makes part of the monitoring of one's learning (Schunk, 1997). Considering the data discussed above, instructors do not guide students strategically to think about modifying their learning environment to make it appropriate to achieve their learning goals.

According to Schunk (1997), monitoring one's learning allows students to modify the conditions that are interfering with their learning achievement. In Schraw (1998)'s

model of SRL (cited in Nilson, 2013) (see Table 1), learners can ask, among other things, if their approach to their tasks makes sense or whether they should modify it based on their progress. Undoubtedly, this process can take place through any other form of reflection. Nonetheless, the previously discussed data suggest that this reflection does not take place in the instructors' English classroom. First, students are not guided to set proximal learning goals, second, their instructors do not lead them to set powerful strategies to achieve their goals, and third, students do not reflect on how their adopted strategies, time management, and other aspects affect their progress towards their learning goals. In the best case, students themselves might reflect about these things on their own in response to their learning outcomes, but, again, they are cast adrift with no major support to do it if it actually happens.

Inclusively, it was possible to identify that because certain types of strategies are not targeted in the English classroom, this type of reflection is not very likely to take place when there is no specific instructional guidance. Data from survey question nine, as discussed before, suggest that the least promoted learning strategies are those that are indirectly related to language skill learning but that promote their development such the metacognitive, social, and affective ones. This impacts students' thinking about how their learning environment and behaviors affect their learning and, therefore, about how these can be adapted to achieve it. For example, social strategies lead learners to think about whether other people should be involved in their learning and how, and metacognitive strategies help students to focus, organize, plan, and assess their learning to exert control over it (Oxford, 1989). In the participants' classroom, with no major chances to learn these strategies with the help of the instructor, students will have trouble reflecting on

how their physical and social context should be restructured to learn better. Yet, this type of reflection can also take place when feedback is provided, but data show that the way feedback is given does not address this SRL process either as it is discussed in the following sections.

Self-Evaluating One's Methods

Engaging learners in the self-evaluation of their study methods implies using formative assessment procedures (Olina & Sullivan, 2004) that guide them to reflect on the strategies used to achieve their learning goals (Zimmerman, 2004 cited in Zumbrunn, 2001). However, similar to what instructors do when guiding students to monitor their learning, the assessment procedures they use focus exclusively on language use and the accomplishment of the assessment activities, leaving aside the evaluation of learners' approach to achieve learning.

First and foremost, data collected in the interview contradicts what instructors reported in the survey about helping students evaluate their study methods. On the one hand, while more than 63.4 % (29) of instructors reported that they use assessment to guide learners to evaluate their study approach and just 17.3% (8) of them said that they focus only on language use (see Figure 7), the interview shows that, in fact, the totality of respondents target assessment, whether formal or informal, to evaluate only the accomplishment of the assigned activities, and the way language is used, but not to guide a reflection on students' study methods and how those affected learning. On the other hand, while it is possible that this reflection takes place while or after feedback is provided, the interview shows that 100% of instructors give feedback regarding language use and that once it is given, instructors move on to the next topics.

Thus, without implying any negative aspects related to the way assessment and feedback is developed by the participants, engaging students in evaluating their study methods is a process that is clearly not taking place in their teaching practices. According to Purpura (2016), the objective in all kinds of L2 assessment is to “elicit L2 performance from an individual under certain conditions so that performance consistencies can be interpreted and used to produce records such as scores, verbal descriptions, or mental notes” (p. 191). Purpura goes on to say that “interpretations from these records are then used as evidence for making decisions” (p. 191). The promotion of SRL implies that these decisions are oriented towards keeping or improving performance through the identification of the effectiveness of students’ study methods, and of the adaptation of them to improve learning in the future if needed (Hadwin et al., 2022). While teachers might be evaluating students in an "assessment of learning" and "assessment for learning" mode considering that they mentioned both formative and summative assessments as practices they develop in their classrooms, using these teaching practices to focus only on language mastery restricts these procedures from obtaining “tacit knowledge”, knowledge that is not commonly communicated in the classroom and that can be obtained via formative assessment through “discussion, reflection, and experience” (Voogt & Kasurien, 2005, cited in Clark, 2012. p. 209). Therefore, without chances to have this mediated communication of “hidden” thoughts and circumstances, the assessment and feedback practices developed by the participants do not lead to a reflection of whether their students’ study approach was effective or not compared to their learning outcomes, and how this can be modified to lead them succeed academically. If this took place, the “assessment for learning” procedures would be more likely to happen in a deeper level.

Attributing Causation to Results

One of the ways of identifying the causes of one's learning success or failure is when feedback is provided. Feedback can take place in different ways and at different moments of learning (Butler & Winne, 1995). Data shows that the feedback participants give generally takes place once students have completed an activity and it focuses mostly on language use and how the activity relates to the instructions or the evaluation rubrics if one has been given. Data also shows that once feedback is provided, only a small number of instructors lead some reflections on aspects that affect learning.

First, data gathered in survey question five shows that nearly one third of instructors (14) reported that they guide their students to attribute causality to their learning successes and errors. Then, in the interview, instructors were asked about the way they help their students attribute this causality. The answers to this question show that all instructors focus on showing students their assertiveness and failures regarding language use, as well as the completion or lack of completion of their activities. This has positive and negative implications in the process of second language learning because this gives students insights on what aspects of language use they need to improve, but, at the same time, they do not receive any guidance on identifying not only the reasons why they did not do well, but, equally important, the alternative approach they should ground their learning on in the future to attain that improvement.

Nevertheless, data from the interview also show that only 20% (2) of the interviewees lead reflections about some aspects that affect students' performance in their learning activities: "I give recommendations. I make them [students] reflect because you can tell, from their attitude in class, that they are procrastinating a lot". (Participant 7)

As can be seen, this sample response shows that instructors, beyond acknowledging that there are factors involved in the students' learning performance in their English course, they explicitly bring up the topic to generate reflection on these aspects and how they have interfered with students' learning progress. Here, data show that instructors, although in a small number, address the so-called tacit knowledge that involves aspects that students generally do not talk about in class (Voogt & Kasurien, 2005, cited in Clark, 2012. p. 209) and that might be affecting their learning. Engaging students in these types of discussions show that the assessment and feedback procedures serve a larger purpose than only addressing content knowledge and the mastery of abilities, but, equally important, students' strategies and the contextual learning situations to help them reflect on how to overcome their learning barriers.

There is, however, one aspect that draws attention in these reflections: they do not help English students think about the causes of their successes and their strengths regarding their performance. Even though the acknowledgment that there are aspects that affect learning negatively is crucial to make relevant decisions to improve learning in the future (Department of Education and Training, n.d.), the appraisal of students' learning skills to succeed in the performance of a task plays a key role in developing SRL skills. High learning performance increases students' sense of self-efficacy (Schunk, 2001), and this, at the same time, will lead them to improve their motivation to continue working hard for their goals (Wolters & Benson, 2013). Considering that instructors often focus on the negative outcomes of students' learning, it is important to acknowledge the reasons for students' successes as well. While causal factors for poor outcomes are important to consider, understanding the reasons behind student achievement is a key factor in

completing the puzzle of the factors affecting learning outcomes. It is important to explicitly acknowledge the merit of progress and to reflect on it in order to help students understand how they can apply their experiences to future learning endeavors.

Additionally, sharing these experiences with others can help them learn from the students' testimonials

Adapting Future Methods

Reflecting on the causes of students' learning failure can be an effective tool for instructors to adapt teaching methods and improve student outcomes. However, in the English classroom, this decision-making process is not commonly promoted, as only a small number of instructors lead reflections on factors beyond language use and task completion. This lack of reflection suggests a missed opportunity to identify and address the root causes of students' struggles with learning, and to develop more effective teaching methods that address a broader range of issues. By encouraging instructors to broaden their reflections beyond language use and task completion, English classrooms can become more effective in supporting students' learning and success.

Reflecting on the factors that influence learning outcomes can be seen as a form of self-assessment because it requires students to examine their own learning behaviors and study-related conditions. According to Andrade (2016), self-evaluation informs students about changes that need to be done both in the learning process and product to improve performance, "if there is no opportunity for adjustment and correction, self-assessment is almost pointless" (p. 2). In the present study, some participants who encouraged their students to reflect on time management and other factors reported seeing improvements in student performance. However, in the case of the rest of the

participants, even though, in the survey, about 40% (17) of instructors reported that they lead their students to make their own decisions about their study methods to enhance their learning in the future, and that they do it at least sometimes, data from the interview countered their position because, as suggested by the participants, instructors generally move on to a new topic once evaluation and feedback have taken place. Thus, because most instructors do not provide learners with the opportunity to think critically about what interferes with their learning, it is possible to infer that students might not consider that there are ways to overcome their low performance and that it is not a result of a lack of ability to learn the language, but a lack of knowledge on how to learn successfully. In this regard, the researcher finds it appropriate to cite an extract from one of the interviewees because even instructors may have this type of assumption:

“Students sometimes complain that they would like to know how to learn but that they can’t, and one is like I can’t do more for him, especially because the person is sincere” (Participant 3).

Is it accurate to claim that language instructors cannot do more to help their learners succeed? From the SRL perspective, there is always something to do, but it is the instructor's responsibility to create the conditions for students to engage in SRL processes (Nilson, 2013; Boekaerts & Corno, 2005). Also, from the field of language instruction, there are ways to lead students to be successful language learners if instructors are prepared to train them in strategic learning (Kumaravadivelu, 2001).

The Teacher's Role

The teacher's role is, of course, a process not involved in SRL. Nonetheless, the researcher considers it relevant to examine the ways in which teacher behaviors and attitudes may influence the promotion of SRL in the classroom.

The literature review suggests that self-regulated learners are proactive and do not expect learning to happen simply as a result of instruction (i.e., Zimmerman, 2022; Kumaravadivelu, 2001; Xiao, 2014). This means that the role the teacher plays is crucial in helping students assume their agency to succeed in their performance as learners. In the survey, the participants suggested that they play different roles and that the most predominant role they play is that of a facilitator (see Figure 6), facilitator defined as the instructor who lets students, with his help, find their way to succeed in their learning (Brown & Lee, 2015). However, interview data suggest that the participants' roles in the classroom tend to fall towards the opposite end of the continuum. Only four of the interviewees reported taking on the role of facilitator, and two of those individuals had dual roles as administrators. The instructors who identified as facilitators described using teaching techniques that promote student agency and SRL, such as withholding answers to questions and encouraging students to seek out solutions on their own.

On the other hand, data from the interviews show that less than half of the participants (4) reported being facilitators, while the majority (60% or 6 participants) identified themselves as administrators or directors. These instructors described their role as being in charge of controlling every moment of the class while providing opportunities for students to practice using the language. This discrepancy between the participants' roles and the promotion of SRL in language instruction is not uncommon in Colombia,

where English students tend to be teacher-dependent and passive learners (Peña, 2013). Without redefining their roles in language instruction, it is unlikely that instructors can change learners' attitudes toward learning.

However, some participants (such as Participant 4) acknowledged the importance of adopting a learner-centered approach to facilitate SRL in their classrooms. Additionally, external factors such as limited English class hours per week (Participant 19) and the lack of importance given to English teaching in the curriculum (Participant 22) were reported as potential barriers to promoting SRL in the university English classroom, in line with the lack of systematized instruction to promote SRL in Colombian educational institutions (Noñera & Cano, 2020).

Motivation and Self-Efficacy

Additional data shows that some participants promote other aspects that a self-regulated learner needs such as motivation and a high sense of self-efficacy. In the survey, for example, participants indicated that they help learners develop motivation in different ways such as by making comments on learners' strengths, using strategies that incorporate learners' needs and that keep in mind their cultural background, and helping them find a motive for learning the language if they do not have one (see Table 5). Even, some instructors explained other ways they use to improve learners' motivation such as using varied activities, musical projects, speaking sessions, suggesting students' ways to improve their mastery of language, and gamification. In addition to it, some instructors said that they help students develop a sense of self-efficacy by suggesting strategies to learn so that they feel more confident about their learning process, thus helping them to think that they are capable of learning. Also, they claimed that when students are

evaluated, they become aware of not only their negative learning outcomes, but also their learning progress which makes them feel they have the ability to learn and use the language.

It can be observed that although the participants do not fully promote all the processes that SRL involves, they use teaching practices that support the development of aspects related to SRL in learners. SRL refers to the processes through which learners actively manage and monitor their own learning. Some of the teaching practices used by the participants can contribute to the development of some aspects related to these processes. For example, practices that encourage learners to find answers on their own can support the development of self-efficacy, while practices that provide opportunities for learners to use the language in a meaningful way can support the development of language proficiency which enhances their learning investment. By supporting the development of these aspects, learners are more likely to experience progress and success in their learning, which can lead to increased motivation and higher learning performance.

Chapter Six: Conclusions and Recommendations

Conclusions

The key findings in this thesis confirm that there is a lack of standardized instruction to promote SRL in English teaching in Colombia as suggested by Noñera & Cano (2020), particularly at a university level. While some instructors promote certain aspects related to SRL to some extent based on their perspective of how language teaching can best be carried out, they do not address SRL as a key factor that can potentially lead university students of English to succeed in language learning. It has been suggested that university English students do not self-regulate their learning (Cuesta et al., 2017). However, due to the absence of standardization of teaching practices that can help them to self-regulate their learning in university English programs, instructors may be unaware that leading language students to develop SRL is, in fact, a learning need. As such, instructors should help students fill this gap if the goal is to lead them to succeed in achieving the English language competences suggested by the Ministry of Education to attain the long-awaited goal of bilingualism.

This does not mean that a focus on the promotion of SRL in the English programs will solve all the problems around learning this language in the country. However, it can contribute to mitigating the low learning outcomes achieved by students and hopefully help to overcome, to some degree, Colombia's position as one of the countries with the lowest level of English in the world (Education First, 2022, as cited in Ibañez, 2022).

In addition, it was possible to identify that the participants are not familiar with what SRL is and how they can promote it from the language teaching field. Cuesta et al. (2017)'s studies show similar findings from students in licensure programs in English

instruction in Colombia where not only could they not define SRL, but also in-service English instructors who are enrolled in a graduate program do not self-regulate their learning. The present study supports their claim to some extent that if English instructors do not know how to self-regulate their learning, it will be difficult for them to teach SRL to their students. However, this study suggests that if language instructors in Colombia are well prepared on the latest language teaching approaches, principles, and strategies, they can help students develop SRL strategies and navigate the processes involved in it. This is keeping in mind the relationship that current pedagogies in language instruction have with SRL as suggested in the literature review.

Furthermore, the study shows that instructors tend to focus heavily on providing clear instructions to explain the expected learning outcomes. This suggests that they assume that learners will perform their tasks well if they understand what they are supposed to do, without necessarily helping them understand how to do it. Therefore, even when the participants promote the development of some language learning strategies, they do not guide learners in identifying which of those strategies students need to use to complete their assigned activities and achieve good performance. This goes somehow against the development of autonomous learning because as pointed out by Kumaravadivelu (2001), learners' ability to work autonomously can take place only if they are taught to recognize and use the best possible strategies to attain their learning and to select them based on their individual learning preferences and styles.

At the same time, the teaching practices employed by the participants indicate a greater emphasis on teaching students strategies that are directly related to language learning rather than those that are indirectly related to it but that facilitate its

development. These include but are not limited to metacognitive, social, and emotional strategies. This focus on direct strategies alone can negatively impact the learning process and students' attitudes toward it. Learners who establish a strong learning plan with clear objectives and strategies that incorporate learning conditions, as well as the social and environmental context are more likely to succeed than those who do not. This is because this type of learning planning involves critical processes of SRL that can negatively impact learning outcomes if not addressed (Zimmerman, 2002).

Finally, the assessment and feedback process as carried out by the instructors are mainly focused on language use and task completion. SRL goes beyond subject-related mastery of content, but, at the same time, the processes that learners should go through to attain that mastery. Thus, university English instructors should consider that if the aim is to help students develop language skills to attain a high competence in the English language, there is a need to reconsider that evaluation and feedback should not only be targeted to find out how much students know or how well a learning activity has been done. They should also focus on enabling students monitor their learning approach, self-assess their study methods, and study-related conditions that drove them to perform in a certain way. In this way, students will be better prepared to reflect on how those processes can be modified to improve their performance if the outcomes are not as expected.

Recommendations

In language teaching, research supports the relevance of strategic learning (Oxford, 1989) and learner training (Kumaravadivelu, 2001). Advocates of SRL claim that students need instructional support to become self-regulated learners (Perry et al,

2006; Zimmerman, 2002). Considering the findings in the present study, the following recommendations are made to promote SRL in university English courses in Colombia to suggest ways of going beyond the focus on the mastery of the content and competences presented in the classroom, but also on promoting awareness that learning is the result of their active participation and critical thinking of a process that involves strategies to succeed in learning.

First, university English teachers need to redefine their roles in the classroom. In the post-method era, language instruction has put more emphasis on the importance of being learner-centered to help students be active participants in their learning (Xiao, 2014). Therefore, if instructors continue to control most of the moments in the learning process, they are inhibiting learners from proactive participation in their English language studies.

On the other hand, this study shows that SRL has been associated with successful learning. However, considering that Colombian university English students do not self-regulate as learners (Cuesta, 2017), that students of all ages in the world lack the abilities and expertise to exert control over their learning (Perry et al, 2006), and that they need to learn how to do it at a fairly good level (Nilson, 2013), Colombian English students need to become aware about the implications of successful language learning before they go to the classroom for the first time. Therefore, it would be ideal that universities in the country offer English students an orientation or a pre-academic program about SRL and English learning strategies. This can help them go more prepared to face the challenges of being a successful English student in their language courses.

In addition, there are different ways instructors can help learners go through self-regulatory processes. For instance, teachers can promote the use of a student journal. A student journal in language teaching can be used to keep track of and reflect on learning progress and strategy use. This leads students to keep a record of their learning plan, learning strategies, and learning style, which can help them become more aware of their learning process and make necessary adjustments to their approach. (Cox, 2022).

Regarding monitoring the learning process, in addition to mock tests and self-evaluations that some instructors said to use, another useful strategy is a student's portfolio. The portfolio documents students' performance progress and it is a means for critical self-analysis (Padilla, et al. 1996). Nevertheless, regardless of the type of monitoring and self-evaluation teaching strategy instructors use, it is advisable that these self-evaluation processes be accompanied by critical self-reflections on both the learning process and the product. This can help learners informed decisions in the future to improve their learning based on their performance (Andrade, 2016).

Also, keeping in mind that SRL is a goal-oriented process (Hadwin et al., 2022), instructors should first help learners meditate on their personal objectives for their learning activities. Initially, students may not know how to set their proximal learning goals, therefore the teacher should do it for them, however, the instructor can also train them on how to do it at the same time (Schunk, 2001). Additional examples of how to lead learners to this reflection are given in table Table 1, but of course, instructors can be creative in guiding this relevant moment of learning based on their teaching philosophy.

Moreover, it is essential that feedback be constructive and informative, focusing on how learners can improve their strategies and study approach for future learning,

rather than solely on the correctness of the output. This approach to assessment and feedback can create a supportive learning environment that promotes learners' sense of self-efficacy, autonomy, and engagement (Black and Wiliam, 1998; Nicol and Macfarlane-Dick, 2006). Second, it is crucial to use multiple assessment and feedback methods that cater to the diversity of learning styles and preferences of the students, to ensure that all learners can benefit from the feedback and the self-evaluation process. For example, when students monitor and evaluate their learning, incorporating reflection questions after students perform an activity facilitates self-evaluation of students' approach to learning. For example, instructors can assign students a specific amount of class time or assign students homework for them to answer questions such as “how prepared they were”, “how effective their study methods proved to be”, (Nilson, 2013), or what grade they think they would get based on their performance, the time they spent to study, and how the student prepared for a specific activity (Barkley, 2009, as cited in Nilson, 2013). This can be done both individually and in groups so that students learn from the strategies that their peers use, and also give feedback to each other based on their experiences.

In addition, even though motivation is one of the aspects that instructors focus on in English teaching, it is recommended that some instructors reconsider their approach to motivate students. This is because although this study does not intend to generalize any of the collected data, the promotion of motivation should not be restricted to simply telling students that learning English is important because it opens doors for new opportunities, as claimed by Participant 3. From the researcher's experience as a Colombian English student and instructor, this statement is commonly made by English

teachers, but not all language students in Colombia find English learning relevant or enjoyable. As the data suggests, Colombian English instructors strive to increase their students' motivation, and it is essential that this motivation is directed towards finding a purpose for learning the language, whether it be for future career, cultural, or scientific aspirations, or simply for enjoyment, personal satisfaction, and achievement, these last two ones linked to the impact of SRL on students (Zimmerman, 2002; Wolters & Benson, 2013).

Last but not least, even though participants with doctoral degrees showed a deeper understanding of how language instruction relates to SRL, it is recommended that Colombian university English instructors receive some training on how to promote SRL and other instructional strategies that can help learners develop the soft skills that enable students to navigate their academic processes with their own intentional efforts. This is because a significant number of participants reported not being familiar with the construct, which evidently affects the English learning process of their students, as discussed throughout the present study. Some universities in Colombia have communities of practice where English instructors meet regularly to discuss topics of interest within the field, as reported by some participants. It would be ideal for more universities to organize such meetings frequently so that instructors have the opportunity to discuss this topic and find new ways to promote SRL in the university English classroom effectively.

Limitations

Colombia is a country that has gone through many difficult socio-political situations in the past years that affected the development of the study in an indirect way. These situations have involved long (more than one month) and short (two or three days)

academic stoppages in most educational institutions in the country due to social protests against the government. Normally, once these stoppages are over, each educational institution makes decisions on how to recover the missing hours of classes due to the protests. By the time the researcher of this study started to collect data, some of the universities were on official break while others were giving regular academic classes as a result of the adaptations after the protests. This means that a lot of the program directors that were initially contacted asked the researcher to wait until their instructors started to work again to collect data. Similarly, by the time the interview was developed, many English teachers were on vacation which made it difficult to persuade them to participate in the data collection procedures.

In order to mitigate these limitations, the researcher was flexible and sent participants frequent friendly reminders about taking the survey and interview. Unfortunately, even though most of the participants that took the survey agreed to be interviewed, most of them ended up not taking part in this second stage of data collection and only 10 of them arranged an online meeting for the interview to take place. With this small number of participants, this study cannot generalize the findings, although it is expected that they make some contribution to the language teaching field in the country.

Future Research Directions

After conducting the present study, several new questions have arisen based on the obtained results. It is deemed essential for future research to explore the relationship between language instruction and SRL in greater detail, particularly to determine the most appropriate language teaching approaches, strategies, and materials that can support the objective of fostering SRL in language instruction. Additionally, more research is

needed to identify the types of language teaching assessment and feedback that can best enhance the development of SRL. Furthermore, it is recommended that further studies be conducted to understand the external factors that impact English students' lack of SRL in the Colombian context, as well as potential measures to address these issues and facilitate successful English language learning.

Appendices

Appendix A

Survey

(English Translation)

Dear English teacher,

You are being invited to participate in a research study on the promotion of Self-Regulated Learning (SRL) in English teaching in Colombian universities. You were selected as a possible participant because you currently teach English to faculty students at a university in Colombia. This study aims to identify what university English teachers know about language teaching methods, principles, approaches, and/or strategies that help to promote SRL, understand how the English language teaching practices of university teachers in the country help promote SRL, and propose pedagogical applications that promote SRL in English courses at Colombian universities.

The survey consists of 9 questions and may take you between 5 and 7 minutes to answer. The survey will be available until May 06, 2022. Participation in this study is voluntary. You can participate in the study only if you are over 18 years of age. Your supervisors, your students, affiliated staff, and other faculty members will not know whether or not you choose to participate. Your participation in this study will have no impact on your job performance and/or your employment contract status. If you agree to participate in the study, you will be asked to do the following: answer an anonymous survey about how your teaching practice as an English teacher promotes SRL behaviors/processes and what knowledge you have about language teaching methods, approaches, principles, and/or strategies that help to promote SRL.

Your participation in this study is extremely valuable to understand how the teaching of the English language in Colombian universities supports the development of SRL and what gaps exist in pedagogical practices in relation to its promotion in the university English language classroom. This will potentially lead to future research in language education in the country to fill those potential gaps and/or to help meet this type of learning need and thus guide Colombian learners of English to learn how to learn and to do it at a high proficiency level.

Thank you in advance for your contribution to this study!

[Please click on the arrow to access the survey.](#)

Identification and socio-demographic questions:

University where you work:

Age:

Genre:

Level of Education:

Years of working experience:

In what year did you graduate from your last academic program?

Definition of self-regulated learning

Self-regulated learning is defined as the ability to exercise control over our learning. Self-regulated learners work proactively and do not wait for learning to simply happen as a result of the teaching process. In addition, they are highly motivated students to learn, they are autonomous, and they manage and self-generate their own thoughts, emotions, and attitudes towards the achievement of their learning goals which leads them to academic success (Zimmerman, 2002).

Questions

1. Do you know of any language teaching method (e.g. the audio-lingual method), approach (e.g. project-based approach), principle (e.g. agency, identity), and/or strategy (e.g. facilitation of negotiated interaction) that helps promote self-regulation of learning?

- Yes
 - Which ones? _____
- I know about them, but I can't use them because...
 - Indicate reasons _____
- I do not know about them

2. Your role as a teacher in your English course is best described as:

Select up to two top answers based on your teaching practice

- Controller: You are in control during all stages of your classes.
- Director: directs each stage of the learning process so that the process flows efficiently and smoothly.
- Administrator: Although you take care of learning progress towards meeting the course goals by constantly monitoring the learning process, you give freedom to your students to develop particular areas of their experience.
- Facilitator: allow your students, with your help, to find their own path to successful language learning.

- Resource: You exercise some kind of control, but in general you are mostly available as a counselor and adviser when your students seek your help.
 - Other
 - Explain _____
3. Which of the following best describes your assessment practices (formal or informal) in teaching English?
(Prioritize up to two responses based on the frequency of these practices in your teaching)
- I always give my students an assessment rubric
 - I use the assessment exclusively to test language proficiency
 - In addition to examining language proficiency, I use assessment procedures to promote self-assessment of students' study method
 - I do peer assessment to promote another way for learning
 - None of the above
 - Other
 - Explain _____
4. Which of the following activities do you do most often after giving feedback?
(Select only one answer)
- Guide your students to self-assess the effectiveness of the study strategies they used
 - Guide your students to attribute causality to learning successes and errors
 - Guide your students to make their own decisions about their study methods to enhance their future learning
 - None of the above
 - Other
 - Explain _____
5. How do you promote motivation in your English learners?
(Prioritize up to two responses based on the frequency of these practices in your teaching)
- I make positive comments about the strengths of students

- I take into account the learning needs of my students
- I take into account the cultural background of my students
- I help my students to determine a goal to learn English if they do not already have it
- Grades are a reward that motivates them
- None of the above
- Other
 - Explain _____

6. Which of the following aspects that help promote self-regulated learning do you emphasize most at the beginning of your English course(s)?
(Select one answer)

- I explain the characteristics of a good student of English
- I explain how to achieve high scores
- Teach your students how to reflect on their learning process
- None of the above
- Other
 - Explain _____

7. Do you use technology (e.g. applications, programs, devices) to promote self-regulated learning processes in English teaching?

- Yes, I use technology to promote self-regulated learning processes
 - (Explain which ones) _____
- No, I think technology inhibits students from developing self-regulated learning behaviors
- I do use it, but I don't know how to use technology to promote self-regulated learning.

8. How often do you help your students in the following learning processes?

	Never	Hardly ever	Sometimes	Frequently	Most of the time	Always
Set specific proximal goals for themselves						
Set strategies directly related to language learning						
Set strategies indirectly related to language learning but that favor its development (i.e., metacognitive, affective, social)						
Develop their own study plan						
Monitor their own study process						
Self-evaluate their study processes						
Self-reflect about their English learning performance						
Make future learning plans based on their outcomes						

9. Are you willing to participate in a brief interview in the next stage of data collection in this study?

- Yes
 - Please write your phone number to contact you _____
- No

Appendix B

Interview

(English translation)

1. How do you define the process of SRL?
2. How do the methods, principles, strategies, and/or approaches that you know and/or use in your teaching practice help to promote SRL?
 - In what ways do you help your students be self-regulated learners?
 - What activities, materials, and/or strategies do you use to promote SRL?
3. Do you develop any specific strategy to promote students' perceived self-efficacy? If so, how do you do that?
4. How does evaluation (formal and informal) normally take place in your classes?
5. How do you normally give feedback to your students?
6. How do you help your students attribute causality to their learning successes and failures?
7. If you use technology to teach English, how the way you use technology promotes or does not promote self-regulated learning?
8. In what ways do you think your teaching practice affects the promotion of SRL negatively?

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