

ANEXOS

ANEXO 1: CUESTIONARIO A 8 PROFESORES

AUTONOMY IS PROMOTED TO:

- Discover learning styles and strategies in language learning (sometimes)
- Establish goals at long, medium and short periods of time (sometimes)
- Involve learners in topics they would like to learn (sometimes)
- Provide tasks to learners that promote independent learning (sometimes) e.g work-guides, study plans...
- Promote the use of English outside the classroom (using ICT tools but orientation is not provided)

SELF REGULATION

- Provides orientation to learners by means of the use of resources
- Helps to identify type of learners: Low risk, high risk, dependent, independent and disoriented learners
- Promotes critical thinkers by means of complex homeworks
- Makes clusters to promote cooperative work
- Advocate independent work
- Analyze strenghts and weaknesses

TUTORING

- Only 50% of teachers offer tutoring sessions
- Learners who have attended tutoring sessions have improved in the speaking ability
- Teachers mentioned that learners who have attended feel more confident
- Both learners and teachers claim for space and time.

HOW DO YOU FEEL ATTENDING TUTORIAL SESSIONS? N=18 STUDENTS

Feel that Improve	4
Feel well	2
The teacher is friendly	1
Not availability of tutoring sessions	2
It's rewarding	3
Attendance is previous to an exam	1
Provides confidence	2
Feels shy and afraid in class	1
Clarifies doubts	1
There's no need of it	1

ANEXO 1A: CUESTIONARIO A 18 ESTUDIANTES

AUTONOMY IN LANGUAGE LEARNING

Few learners share opinions about the topics given class with their classmates in English

Few learners use English outside the classroom

Students ask for explanations about the topics given in class.

What have you liked the most in class? (Answers to the open question).

The lessons given by the native assistants

The teacher commitment

To learn by oneself and share that experience

The activities developed with my teacher

The feedback provided with my teacher and partners

Acquire new knowledge

To fulfill my assessment

To develop the class by units

To use the language

To use interdisciplinary

To review the topics

To be aware of my limitations

To use books and grammar books

To develop a pedagogical project

To attend the English club

What have you liked the least in class?

Not to see our learning progress

Not to have individual attendance

Not to review the learned topics

Lessons tend to be boring

To be aware that we can fulfill everything

Our teachers' methodology

Lack of determination and autonomy from some of us.

Assume everybody goes in the same pace

Not to work on weaknesses

Too much use of web pages with no orientation

Not to consider everybody's learning assessment

Not to practice what we have learned

Some teachers attitudes

SELF REGULATION

How do you regulate your English learning?

Using exercises from internet

Chatting with foreigners

Doing repetition of mispronounced words

Doing feedback

Correcting quizzes in class

Facilitating self-correction

Correcting exams

Providing extra exercises

ANEXO 2. FORMATO DE TUTORIA DIALÓGICA

TUTORING SESION N° _____

STUDENT'S NAME: _____ DATE: _____

TUTOR'S NAME: _____ HOUR: _____

GENERAL OBJECTIVE:

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L2 DIFFICULTIES OR INTERESTS

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AGREEMENTS:

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LEARNING PATHWAY				
SPECIFIC OBJECTIVES	ACTIONS	RESOURCES	TUTOR'S COMMENTS	EVIDENCES (portfolio)

Tutor's Signature: _____ Tutee's signature: _____

Next Encounter: _____

NOTE: Keep in mind the Assistants' Schedule.

ANEXO 3. FICHA DE APRENDER A APRENDER (Adaptado de Kanda University, Self Access Center, 2007)

LEARNING HOW TO LEARN MODULE PACK

Este instrumento es una ficha que se ha diseñado con el propósito de fortalecer el estudio independiente del inglés como segunda lengua, y su desarrollo depende de los objetivos personales que el aprendiente pretenda alcanzar durante el periodo a realizarla. A medida que se va desarrollando el proceso de aprendizaje, que dura siete semanas el estudiante profundiza en la habilidad que considere necesita mayor refuerzo. La evidencia de este plan es el portafolio, donde aparecerán las tareas que han sido orientadas por el asesor. Este plan de siete semanas, sigue el modelo SURE+ E (Study: estudie; Use: use; Review: repase; and Enjoy: disfrute; Evaluation: evaluación) que le ayudará a identificar el estilo de aprendizaje preferido por el aprendiente. La selección de estrategias de aprendizaje, de escogencia de los materiales y recursos apropiados le ayudara a tener éxito en las tareas a desarrollar.

ANEXO 5: LISTA DE TUTORES Y ESTUDIANTES Y MUESTRA DE LAS 40 GRABACIONES

PRIMARY DOCUMENTS	LIST OF TUTORS AND TUTOREES	NEEDS AND INTERESTS
P 1	Aida (tutor) y, Karol;Yenny y, Vicky (intermediate I, B2)	Use of module pack and establishment of goals
P2	Aida (tutor), Cami (intermediate I, B2)	Modification of goals according to his needs
P3	Aida (tutor), Talía y Naty (Intermediate I, B2)	Module Pack follow up
P4	Aida (tutor) = T1, Cami, Franchesca,Laura (Intermediate I, B2)	Writing an essay
P5	Aida (tutor) = T1, Cami (intermediate, B2)	Self-regulation in pronunciation
P6	Aida (tutor); Talía, Naty (B2)	Portfolio Evaluation and modification of goals
P7	Aida (tutor) Talía; Naty (Intermediate I, B2)	Use of audio and video (Listening skill)
P8	Aida (tutor) y María (tutora)	Dialogue between tutors
P9	Aida (tutor, Cami (intermedio I, B2)	Importance of being part of the research study
P10	Aida (tutor) Talía; Naty (Intermediate I, B2)	The use of video to reinforce vocabulary in context
P11	Aida (tutor); Chris (Profesora del programa)	Interviewing a teacher, problem evidence
P12	Aida (tutor)Talía y Naty , Laura , Paola (Básico I)	Use of portfolio through module pack (explanation)
P13	Aida (tutor), Ana y Ximena (Intermedio II, B2)	Making intervention through an oral exam
P14	Aida (tutor) Ximena (Intermediate II, B2)	Scaffolding - Writing session -
P15	Aida (tutor), Ximena (Intermediate II, B2)	Searching for help (first oral exam)
P16	Aida (tutor) y Ximena (estudiante) de B2	Searching for help (second oral exam)
P17	Aida (tutor) Anna María y Ximena (students) de B2	Scaffolding in the process of writing (feedback)
P18	Aida (tutor), Talía y Naty (Intemediate I, B2)	Portfolio- Hand-in (Transcendence)
P19	Aida (tutor) , Franchesca (advanced B2 y Yenny A2, Basic I)	Learning strategies, self-evaluation and use of resources
P20	Aida (tutor), Franchesca y Yenny	Module pack follow up
P21	Aida (tutor) Yenny, Karol (Intermediate II, B2)	Self-evaluation, exam
P22	Marina(Tutor) Jhon (advanced I, B2)	Scaffolding in grammar
P23	Nelly (English assistant), Mike (Advanced II, C1)	Writing a poem (sonnet)
p24	Leisy (Tutor) Estefanía (Basic III)	Grammar aspect (present perfect tense)
P25	Angy (English assistant) Martha (advanced I, B2)	English Assistant, discussion about a written test
P26	Angy (English assistant) Ricardo (intermediate I, B2)	Use of grammar, topic proposed by the tutor
p27	María (tutor) and Jhon (Basic I)	Establishment of goals
p28	María (tutor) and Natalia (Basic I)	Virtual and tutoring sessions-follow up-
P29	Leisy (tutor) y un grupo de estudiantes	Use of present perfect tense, exam feedback
P30	Marina (tutor) (5 students from basic III, B1)	Use of written conventions- Feedback
P31	Marina& Aida (tutors) and a group of students (Basic III, B2)	What kind of learner am I? Reflection
P32	Yanis (tutor) and a group of students (Basic I)	Use of present tense (feedback)
P33	Yanis (tutora)y un grupo de estudiantes (Basic I)	Tips when taking an exam (reflection)
P34	María (tutor) Carolina (Basic I)	Establishment of a learning pathway
P35	María (tutor) and a group of students, Basic I	Establishment of learning strategies
P36	María (tutor) and a group of students. I	Use of a learning plan to establish learning goals
P37	María (tutor) and a group of students. I	Learning strategies (samples from tutors and tutorees)
P38	Claudia (tutor) and a basic I student)	Establishment of the topic for the tutoring session)
P39	María (tutor) (Angie, a basic I student)	Reflection process after the intervention
P40	Leisy (tutor) Amanda (Basic III, B1)	Clarification of doubts (second conditional tense)