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FRENCH**

MAJOR PAPER

AUTONOMOUS LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

Authoress: Greta Daniela Ramos Pentón

TUTOR: MSc. Geonel Rodriguez Perez. Associate Professor

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Para cualquier información contacte con:

Centro de Recursos para el Aprendizaje y la Investigación “Raúl Ferrer Pérez”. Comandante Manuel Fajardo s/n, Olivos 1. Sancti Spíritus. Cuba.
CP. 60100

Teléfono: 41-334968

ABSTRACT.

The present study is related to the teaching of English as a foreign language and its autonomous learning on behalf of the students. The main purpose of the research is to elaborate teaching activities for the development of autonomous English learning skills in First year English Major Meeting Course from Jose Marti University and evaluate the effectiveness of teaching activities for the development of autonomous English learning skills in first year English major students. To carry out this paper some scientific methods and techniques were employed, as historical-logical analysis, analytic and synthetic method, documentary analysis, survey, interview and pedagogical test, which helped obtain information and determine theoretical and methodological groundwork that support the proposal. The work makes a deep theoretical analysis of the main trends in this field and sustains those which are productive for the Cuban teaching learning context, the activities elaborated are grounded on the efficiency and productivity reached during the researching process. The structure of this work is abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The practical contribution of this work is based on the development of students' autonomous learning to enhance communicative proficiency in English.

Key words: learning, autonomous learning, communicative competence, learning context.

RESUMEN

El presente estudio está relacionado con la enseñanza del inglés como lengua extranjera y su aprendizaje autónomo por parte de los estudiantes. El objetivo principal de la investigación es elaborar actividades docentes para el desarrollo de habilidades de aprendizaje autónomo de inglés en el curso de primer año de la especialidad de inglés de la Universidad José Martí y evaluar la efectividad de las actividades docentes para el desarrollo de habilidades de aprendizaje autónomo de inglés en primer año de inglés estudiantes principales. Para la realización de este trabajo se emplearon algunos métodos y técnicas científicas, como el análisis histórico-lógico, el método analítico y sintético, el análisis documental, la encuesta, la entrevista y la prueba pedagógica, que ayudaron a obtener información y determinar las bases teóricas y metodológicas que sustentan la propuesta. El trabajo realiza un profundo análisis teórico de las principales tendencias en este campo y sustenta aquellas que resultan productivas para el contexto de enseñanza aprendizaje cubano, las actividades elaboradas se fundamentan en la eficiencia y productividad alcanzadas durante el proceso investigativo. La estructura de este trabajo es resumen, introducción, desarrollo, conclusión, recomendaciones, bibliografía y anexos. El aporte práctico de este trabajo se basa en el desarrollo del aprendizaje autónomo de los estudiantes para potenciar el dominio comunicativo en inglés.

Palabras clave: aprendizaje, aprendizaje autónomo, competencia comunicativa, contexto de aprendizaje

INDEX

Introduction.....1

DEVELOPMENT

CHAPTER I: AUTONOMOUS LEARNING IN THE ENGLISH

LANGUAGE TEACHING-LEARNING PROCESS.11

**CHAPTER II: PROPOSAL OF TEACHING ACTIVITIES FOR THE DEVELOPMENT
OF AUTONOMOUS ENGLISH LEARNING SKILLS IN FIRST YEAR-
MAJOR.....29**

CONCLUSION.....51

RECOMMENDATIONS.....52

Bibliography.....53

ANNEXES

Introduction

The importance of studying English language cannot be overstated. In today's interconnected world, fluency in English has become a vital tool for personal and professional growth. It allows individuals to communicate effectively, access information and resources, and participate fully in global discourse.

In brief, mastering the English language skills is essential for unlocking global opportunities. As the universal communication language, English enables individuals to connect with people from diverse cultures and backgrounds, fostering international understanding and collaboration.

In the Cuban Higher Education system, the English language teaching plays an important role in the comprehensive training of future professionals, helping them use the language in different society fields.

The English language is globally recognized as a crucial language for several reasons such as personal development, trading, business, academic purposes and so on, learning English can broaden one's horizon, providing access to diverse perspectives, ideas, and experiences from around the world, it also is essential in international communication because English serves as a common language for people from different linguistic backgrounds to communicate effectively.

English is important in global business because it is the lingua franca language of international business and trade, facilitating economic interactions across borders, it is relevant in education and research because many academic institutions worldwide use English as the language of instruction and research, making it essential for accessing higher education and global knowledge.

In the case of technology and innovation, English is dominant in fields like technology, science, and innovation, where global collaboration and sharing of knowledge are crucial, also in cultural influence English is a significant vehicle for spreading cultural products like literature, films, music, and art globally, in the case of major opportunities proficiency in English enhances job prospects, especially in multinational companies or roles requiring interaction with an international audience .In essence, English

proficiency opens doors to a wide range of opportunities, both personally and professionally, in an increasingly interconnected world.

According to the professional model for Foreign Languages Major Students, since their first year till the last one, they are to:

Demonstrate mastery of Informatic Communication Technology (ICT), school regulations, skills for positive communication in various professional contexts, and scientific-technical information processing for teaching and research activities. They should also grasp psycho-pedagogical tools to characterize students and their environment and have a cognitive understanding of their professional role and responsibilities as educators, leading educational work from an ethical-humanistic perspective amidst current educational transformations. Demonstrating political commitment to their work based on the ideals of José Martí where the principle of Marxism-Leninism is essential.

Comprehend and produce various types of coherent and correct oral and written texts in the target language. They must also show initial development of professional pedagogical communicative competence in English, meaning they can express, interpret, and negotiate meaning accurately and linguistically correctly in both every day and professional monological and dialogical contexts.

Characterize the process of learning English communication with the help of their instructors, demonstrating knowledge, habits, and skills to identify and use learning strategies that promote communicative competence development. They should exhibit the ability to **autonomously and self-regulated** plan their life projects and contribute to preserving and caring for their own physical health and emotional well-being, as well as that of others.

Regarding the comprehensive English language practice discipline for first-year students (four years) in the foreign language's syllabus, the curriculum includes a total of 610 class-hours throughout 610 sessions.

After an analysis carried out on the professional model, could be appreciated that there is an objective directed to the enhancement of autonomous learning, self-directed and self-regulated knowledge, but according to the observation and assessment supervisions and the outcomes from students' performance, this issue does not have

the relevance it needs to achieve the aims proposed in the Professional Model, Students at this level must diagnose their learning needs on their own, formulate goals, identify materials and human resources to learn autonomously and thus develop their linguistic competence.

The training of educators has been a permanent task in the Cuban society since its inception. Throughout history, Cuban teachers have been distinguished for their patriotism and dedication to shape new generations. After the triumph of the Cuban Revolution, Cuba has shown educational progress in which the promotion and improvement of educators training in all educational levels within the National Education System is granted.

The experience gained over these years, especially since recent transformations, combined with the needs and demands expressed by the society in new historical conditions, leads to a new focus on the processes of initial and postgraduate educators training.

Educators are entrusted with the ideological development of children and youngster, ensuring students play a leading role in all school and extracurricular activities. This helps them become individuals capable of keeping pace with modern times, emphasizing the development of values and attitudes, promoting independence, responsibility, flexibility, self-criticism, self-directed and self-regulated learning, and social commitment.

Autonomous learning main goal is directed to enhance students to take control of their own learning process, it emphasizes self-directed learning, where individuals set their own goals, choose their own learning strategies, and evaluate their own progress.

Autonomous learning, particularly in the context of learning English in Cuba, is crucial for several reasons:

Learners can progress at their own speed, focusing on areas where they need the most improvement without being held back or rushed by a standardized curriculum, when learners take control of their learning process, they are often more motivated and engaged, they can choose materials and topics that interest them, which makes learning more enjoyable, learners can study at times and places that are convenient for

them, making it easier to integrate language learning into their daily routines, autonomous learners can leverage a wide range of digital tools and resources, such as language apps, online courses, and multimedia content, which can enhance the learning experience and provide diverse ways to practice and apply language skills

Overall, autonomous learning fosters a sense of responsibility and ownership over the learning process, which can lead to more effective and meaningful language acquisition.

Increasingly the imperatives of a global economy dictate that the requirements of education are less focused on the production of individuals with specific skills, and more on lifelong learning and the production of autonomous individuals who are capable of training themselves to meet changing economic needs and circumstances,

The field of second and foreign language teaching and learning, as theory and practice of language teaching enters a new century, the importance of helping students become more autonomous in their learning has become one of its more prominent themes and several justifications for advocating learner autonomy in language learning have been proposed.

There are two general arguments in favor of trying to make learners more autonomous. First, if they are reflectively engaged with their learning, it is likely to be more efficient and effective, because more personal and focused, than otherwise; in particular, what is learned in educational contexts is more likely to serve learners' wider agendas.

Second, if learners are proactively committed to their learning, the problem of motivation is solved; although they may not always feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks.

In the case of foreign languages, there is a third argument. Effective communication depends on a complex set of procedural skills that develop only through use; and if language learning depends crucially on language use, learners who enjoy a high degree of social autonomy in their learning environment should find it easier than

otherwise to master the full range of discourse roles, which effective spontaneous communication depends on.

In other words, learner autonomy is one of the most important issues that determine whether an individual reaches his/her potential or falls short of that potential. The personal and social expectations and socio-economic circumstances into which the learners are born may limit them. Learner autonomy, achieved through learner training and strategy training, which have been described as methods of developing the skills that learners need for autonomy, above all, can enable everyone to come to terms with or surpass his/her circumstances.

Almost all research in the field of autonomy is based on the three hypotheses: the nature of autonomy and its components, the possibility of fostering autonomy among learners and the effectiveness of some approaches to fostering autonomy in terms of language learning.

Much of the discussion on self-directed and autonomous learning has focused on learner training and self-assessment proposed by Allwright, with the design of self-directed/autonomous learning materials.

Empirical studies on what makes autonomous learning materials effective are scarce (Ellis & Sinclair, 1989; Lee 1996, despite the finding that continuing interest in learning depends largely on whether learners find the materials they use interesting and useful. One of the reasons why the relationship between autonomy and language proficiency has become a critical issue in recent years is that researchers are increasingly beginning to understand that there is an intimate relationship between autonomy and effective learning. However, to date this relationship has largely been explored at the level of theory and lacks substantial empirical support.

Another reason is that world-wide concern with language proficiency is increasingly obliging teachers to demonstrate the effectiveness of their practices in terms of proficiency gains. For both practical and theoretical reasons, therefore, there is a pressing need for empirical research on the relationship between the development of autonomy and the acquisition of language proficiency.

Education in Cuba is to undergo a necessary transformation in which the idea of learner autonomy (LA) has become a central part. However, although many of the new syllabuses and teachers are supposed to be following this criterion, it is evident that there is some resistance and misconceptions about LA. This paper aims at exploring the issue of LA by providing a recognized definition, a brief analysis on its benefits as well as a study on the role of teachers and learners in LA. At the same time, examining principles of LA and concluding by introducing the Cuban context and proposing some activities to be applied that will help understand how LA can be developed through lessons.

These uncertainties are present in courses where learner autonomy is promoted and, as is being done in higher education in Cuba today, pave the way for teachers and learners to deepen on new aspects regarding the development of LA in language proficiency.

Among the national and international authors who have carried out research on the topic related to autonomous learning are: Cabero, j. (2000), García, o. (2010), Fernández-Mora, R., & Frómeta-Quintana, E. (2019), Dickinson, L. (1987), Dam, L. (1995), Broady, E. (2006), Dafei, D. (2007), Benson, P. (2013), among others.

This paper states as **object of the research** the English teaching-learning process and as **field of action** the autonomous learning in English as a foreign language.

The year 2020 affected the world with a new pandemic that brought about many constraints in areas such as the world-wide economy, health systems and education. The need to avoid contagion has pressed governments around the world to establish measures that have kept students away from schools for long periods of time and Cuba has been no different. To develop the students' language proficiency, teachers had to plan a set of activities for the students to study and prepare by themselves through online education emphasizing in achieving students' motivation and success in the course cultivating learners' autonomy.

Considering this, in 2024, a profile was made to First year English Major Meeting Course students from Jose Marti University, regarding the relationship between

autonomous learning and English as a foreign language proficiency. As a result, some potentialities and limitations were detected.

Among the **potentialities**:

- Students have the resources to develop autonomous learning in the foreign language.
- Students feel motivated to learn the foreign language.
- Students are enrolled in this major for their own.

The main **limitations** obtained were:

- Students despite of having many resources do not know how to use them based on learning.
- In the homework or independent work assigned does not promote autonomous learning, students do not develop active Note-taking: Writing down key points during lessons and reviewing them regularly.
- Students do not have strategies for recognizing and understanding mistakes made in speaking or writing and strategies drawn up by themselves to promote autonomous learning.
- Students are not trained in their lessons to develop autonomous learning strategies for the development of English proficiency.

Considering this problematic situation, the following **scientific problem** has been stated: How to contribute to the development of autonomous learning of English Major in First year English Meeting Course from Jose Marti University?

To solve this scientific problem, the **objective** of this research is to evaluate the effectiveness of teaching activities for the development of autonomous learning of English in First year English Meeting Course from Jose Marti University.

For the fulfilling of the objective and to guide the research process, some scientific questions and tasks have been stated.

Scientific questions

1. What are theoretical and methodological bases that sustain the autonomous learning in English as a foreign language?
2. What is the current state of First year English Major Meeting Course from Jose Marti University regarding autonomous learning of English as a foreign language?
3. What characteristics should the teaching activities for the development of autonomous English learning for First year English Major Meeting Course from Jose Marti University have?
4. What is the effectiveness of the teaching activities for the development of autonomous English learning for First year English Major Meeting Course from Jose Marti University have?

To solve these scientific questions, some tasks are set.

Scientific tasks.

1. Determination of theoretical and methodological bases that sustain the autonomous learning in English as a foreign language.
2. Diagnosis of the current state of First year English Major Meeting Course from Jose Marti University regarding autonomous learning of English as a foreign language.
3. Determination of the characteristics of the teaching activities for the development of autonomous English learning for First year English Major Meeting Course from Jose Marti University.
4. Evaluation of the effectiveness of the teaching activities for the development of autonomous English learning for First year English Major Meeting Course. Students from Jose Marti University

To solve the scientific tasks, some methods and techniques from theoretical, empirical and statistical methods have been employed.

Scientific methods from theoretical level.

Historical-logical analysis: it was used to study the evolution in time, of the teaching-learning process of English as a foreign language around the world and in Cuba, making special emphasis on autonomous learning and its influence on the development of communicative proficiency in this foreign language.

Analytic and synthetic method: through synthetic analysis, autonomous learning theory studied, was divided into the different elements to determine how it influences on the students' development of their communicative proficiency.

From abstract to concrete analysis: a study of the problematic situation obtained from the practice and the daily experience in the classroom and the teaching practice activities at First year English Major Meeting Course, at Jose Marti University was developed.

Methods from the empirical level

Interview: This was applied to 5 English teachers to determine the way they develop students' autonomous learning of the English language and how they develop students' communicative proficiency in the lessons.

Documentary analysis: it was used for the review of the first-year syllabus and other documents of the Integrated English Practice 1 syllabus, with the aim of determining the way the objectives and contents are proposed in this syllabus for the development of the students' communicative proficiency and autonomous learning enhancement.

Survey: It was applied to the students selected as sample; to know their opinion about the different activities the English teacher develops in the lessons regarding the way they develop their autonomous learning in English.

Pedagogical test: It was carried out as a form of information collection that allowed evaluating the development acquired by the students selected as sample of the research, specifically in the development of their skills in active note-taking, resource utilization, self-assessment, error identification and self correction techniques

The **sample** is non probabilistic and intentionally selected for the current study was First year (4 years), due to this group has limitations in learning the foreign language in an autonomous way, what affects the development of the independent studies assigned. The group is composed of 15 students. There are 15 students who have a job as primary school teachers of English for the 100%, and in most of the families (14) there is an adequate atmosphere, with good educative methods, this sample was selected from the population composed of 34 students as the whole enrollment of first year meeting course. The sample represents the 44.1% of the whole population.

Regarding the academic situation, the majority have good results in all the subjects and, especially in English, 5 (33,3%) have good results in the development of their communicative competence, according to the syllabus learning goals, 6 (40%) have difficulties at the time of expressing themselves in the language and 4 (26,6%) have difficulties for expressing themselves in English, what was corroborated in the pedagogical test given to the sample and coinciding with what was expressed by the teacher of the English subject.

Scientific Novelty: it lies in the proposal of flexible, natural and related to the students' needs and real-life context; project based autonomous learning teaching activities that contribute to the development of the use of technological resources, note taking skills, self correction techniques the first-year English major students from Jose Marti University.

DEVELOPMENT

CHAPTER I: AUTONOMOUS LEARNING IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS.

In this chapter a deep theoretical study is done in relation to the latest trends and results on the enhancement of autonomous learning in different contexts and mainly on the Cuban context. It also refers to the conception of this purpose in the first-year major syllabus and shows the outcomes obtained during the diagnosis stage of the sample. A critical grounding is made to contextualize theoretical foundations to the Cuban context.

Autonomous learning in the teaching of English as a foreign language.

Increasingly the imperatives of a global economy dictate that the requirements of education are less focused on the production of individuals with specific skills, and more on lifelong learning and the production of autonomous individuals who are capable of training themselves to meet changing economic needs and circumstances (Benson, 2020). In the field of second and foreign language teaching and learning, as theory and practice of language teaching enters a new century, the importance of helping students become more autonomous in their learning has become one of its more prominent themes (Benson, 2021)

A number of justifications for advocating learner autonomy in language learning have been proposed (Finch, 2000). There are two general arguments in favor of trying to make learners more autonomous. First, if they are reflectively engaged with their learning, it is likely to be more efficient and effective, because more personal and focused, than otherwise; in particular, what is learned in educational contexts is more likely to serve learners' wider agendas. Second, if learners are proactively committed to their learning, the problem of motivation is by definition solved; although they may not always feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks. In the particular case of foreign languages, there is a third argument.

Effective communication depends on a complex set of procedural skills that develop only through use; and if language learning depends crucially on language use, learners who enjoy a high degree of social autonomy in their learning environment should find it easier than otherwise to master the full range of discourse roles on which effective spontaneous communication depends Little (2002).

The idea of learner autonomy is by no means a new element in the history of education. In the domain of foreign language learning it was Holec's (2021) seminal study *Autonomy and foreign language learning* which triggered a growing interest in the concept of "learner autonomy" in the last two decades. The autonomy debate has thus become a popular focus of foreign language teaching Dam, 2005; Dickinson (2017). This general debate has given rise to two inter-related directions of research about self access to language learning, especially in first year Meeting up course.

Self-Access Language Learning is an approach to learning which requires learners to exercise a high level of control over their learning outside the classroom including "teaching management, cognitive processes and learning content" (Benson, 2021). Little (2020) stresses that autonomy, as exhibited in SALL, is not something that teachers do to learners; that is, it is not another teaching method".Benson (2013) argues that autonomy can be fostered, but not taught" (p. 290). Broady and Kenning (2006) express a similar idea that "learner autonomy cannot be taught in the traditional sense, but can only be 'promoted'".

Dickinson (2017) characterizes autonomous learners as "those who have the capacity for being active and independent in the learning process; they can identify goals, formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and to monitor their own learning".According to Ridley, Schutz, Glanz, & Weinstein (2002), the metacognitive learning strategies that autonomous learners can make use of include taking conscious control of learning, planning and monitoring learning strategies and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly. The control an

autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning (Benson, 2013).

The research considers that it is important to develop autonomous learning strategies for students since their early ages, due to it reinforces values as responsibility and self control of the learning process.

Major criticism of the socio-psychological model in relation to autonomous language learning.

Most of the criticism of the socio-psychological model has been centered on “integrativeness”. The major criticism is the applicability of the concept of “integrativeness” in contexts where no potential “integration” is possible. Dörnyei and Csizér (2002) is skeptical about the usefulness of integrative orientation in a foreign language learning context. It happens in Cuba where Spanish is the dominant language in most domains and English is used as an auxiliary language in limited domains. In a similar way, Dörnyei and Csizér (2002) have contended that “the actual term integrativeness may not do justice to the overall and indisputable importance of the concept, as this factor also appears in situations that are very different from that in Canada in that there is no real or potential ‘integration’ involved” (p. 455).

In terms of the predictive power of integrativeness for SL achievement, Au (1988) has argued that not all measures of integrative motivation correlated positively with SL achievement. Noel *et al.* (2023) suggest that the inapplicability of integrativeness to all sociocultural contexts and the lack of follow-up work to conceptualize “a psychological mechanism to account for the importance of the four orientations for foreign language motivation” (p. 37) result in a shift among some foreign language researchers to look for alternative motivational perspectives to account for learner motivation in other sociocultural contexts to complement (Oxford 1996) the integrative-instrumental distinction.

It is especially true for autonomous language learning in the domain of self-access language learning (SALL). As autonomy in foreign language learning is concerned with the development of the capacity for taking control over the cognitive processes, learning management and learning content (Benson 2021), and the attitudes towards learner independence, learner responsibility, learner choice, decision making, critical reflection and detachment (Dickinson 1917; Holec 1985; Little 1011), it seems that Gardner's model gives little help in attempt to establish links between motivation and autonomy (Dickinson 2017). Gardner's model has also been criticized for giving only "snapshots" of learning behaviors without accounting for the learning experiences of learners.

The first of these (mainly in Europe) has concerned itself with the development of learner autonomy or learner training as a primary requisite of learning beyond school in democratic societies (Benson, 2021; Dickinson, 2017; while the second (mainly in North America) has focused on solving the "secret" of the good language learner by emphasizing learner strategies and the notion of learning to learn or strategy training (Benson, 2011; Oxford & Nyikos, 1989; Cited in Finch, 2000; Wenden & Rubin, 1987).

Gremmo and Riley (1995, p. 158) identified and examined the ideas and historical contingencies which form the background to these developments, including minority rights movements, shifts in educational philosophy, reactions against behaviorism, linguistic pragmatism, wider access to education, increased internationalism, the commercialization of language provision and easier availability of educational technology. Further, Finch (2020), Benson (2021), have made a comprehensive overview on learner autonomy in language learning respectively. Based on their research, three dimensions are mentioned, that is, the definition of learner autonomy, the factors affecting learner autonomy and the approaches to the fostering of learner autonomy. This part will mainly discuss the definition of learner autonomy and its relationship with language proficiency.

To sum up, it can be stated that for teachers of foreign languages, it is very important to develop students' learning autonomy, by means of a well oriented independent work in

the different lessons.

Definition of learner autonomy, and its influence on language proficiency.

Learner autonomy has been described and defined in a number of ways in connection with language learning and there are different terms in literature. Dickinson (2017) and Pemberton (Pemberton et al. 2022) identify various different terms in the literature on autonomy, some of which are used synonymously, and some of which have been ascribed a number of separate meanings (See more details in Finch, 2020).

According to Benson (2021), there are a number of terms related to autonomy, which can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of, 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degrees of learning by yourself, whereas autonomy refers to abilities and attitudes (or whatever we think the capacity to control your own learning consists of).

The point is, then, that learning by yourself is not the same thing as having the capacity to learn by yourself. Also, autonomous learners may well be better than others at learning by themselves (hence the connection), but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'. The terms 'independent learning' and 'self-directed learning' also refer to ways of learning by yourself. But these terms are very often used as synonyms for autonomy. When you come across any of these terms, it is a good idea to check what the writer means by them exactly.

The definition that fits the most in this study is the one given by Holec, who defines autonomous learning as 'the ability to take charge of one's own learning'. To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning:

- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedures of acquisition ...;
- evaluating what has been acquired (Holec, 1981).

An overview of its definitions is discussed in Finch's (2020) dissertation. Recently, little (2022) stated that learner autonomy is a problematic term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely. The rapidly expanding literature has debated, for example, whether learner autonomy should be thought of as capacity or behavior; whether it is characterized by learner responsibility or learner control; whether it is a psychological phenomenon with political implications or a political right with psychological implications; and whether the development of learner autonomy depends on a complementary teacher autonomy (for a comprehensive survey, see Benson 2021).

There is, nevertheless, agreement that autonomous learners understand the purpose of their learning syllabus, explicitly accept responsibility for their learning, shared in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness. In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. This working definition captures the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another.

Autonomy is usually defined as the capacity to take charge of, or responsibility for, one's own learning. In order to say exactly what "taking charge" or "taking responsibility" means in the context of learning, Benson (2021) defined and

described learner autonomy as the capacity to take control of one's own learning, largely because the construct of "control" appears to be more open to investigation than the constructs of "charge" or "responsibility" and he argued that an adequate description of autonomy in language learning should at least recognize the importance of three levels at which learner control may be exercised: control over learning management, control over cognitive process and control over learning content (Benson 2021).

According to Benson (2021), control over learning management can be described in terms of the most directly observable behaviors that learners employ in order to manage the planning, organization and evaluation of their learning, control over cognitive process is understood as a matter of the psychology of learning, rather than directly observable learning of behaviors, although it will generally be inferred from the observation of these behaviors, and control over learning content has a situational aspect in which autonomous learners should have the freedom to determine their own goals and purposes if the learning is to be genuinely self-directed, and a social aspect, which may involve control over learning situations and call for particular capacities concerned with the learner's ability to interact with others in the learning process.

According to this paper, these three levels of control are clearly interdependent. Effective learning management depends upon control of the cognitive processes involved in learning, while control of cognitive processes necessarily has consequences for the self-management of learning. Autonomy also implies that self-management and control over cognitive processes should involve decisions concerning the content of learning .

Though measurement of autonomy is problematic, Benson (2021) that the description of specific levels of control over learning is a far easier task than the description or measurement of autonomy in general. Consequently, it is important that research and practice in the field are grounded in an adequate description of the potential behaviors involved in autonomy learning.

Learner autonomy and language proficiency.

Autonomous learning is more effective than non-autonomous learning. In other words, the development of autonomy implies better language learning. This is one of the three hypotheses which almost all research in the field of autonomy is based on, and has implications for (Benson). As Benson (2021) stated, many advocates for autonomy are concerned primarily with the ability to learn effectively in terms of personal goals.

Although autonomy may ultimately lead to greater proficiency in language use, whether autonomous learners learn more than non-autonomous learner is a secondary issue. In recent years, however, the contribution of practices associated with autonomy to language proficiency has become a critical issue for two reasons.

One reason is that researchers are increasingly beginning to understand that there is an intimate relationship between autonomy and effective learning. However, to date this relationship has largely been explored at the level of theory, and lacks substantial empirical support. Another reason is that world-wide concern with accountability in education is increasingly obliging teachers to demonstrate the effectiveness of their practices in terms of proficiency gains. If researchers can show that practices aiming at greater autonomy also lead to greater proficiency, in whatever terms this is measured, their arguments will be strengthened.

For both, practical and theoretical reasons, therefore, there is a pressing need for empirical research on the relationship between the development of autonomy and the acquisition of language proficiency. The hypothesis that practices intended to foster autonomy lead to better language learning can be demonstrated empirically at two levels. One level is that research can attempt to show that a particular form of practice associated with autonomy produces gains in proficiency that are equal to or greater than other forms of practice.

Another level is that research can attempt to describe the ways in which

proficiency develops as a result of the distinctive qualities of practices designed to promote autonomy. Comments made on the design of action research projects focusing on gains in autonomy apply equally to research on proficiency gains. However, research on proficiency gains faces two additional problems. The first concerns the selection of relevant measures of proficiency. The second problems concerns the life cycle of syllabus aiming to foster autonomy (Benson, 2021). Research that is able to document changes in the quality of learning in such syllabus will contribute a great deal to our understanding of the relationship between the development of autonomy and the development of proficiency.

To sum up, it can be expressed that there is a pressing need for research that explores the relationship between the development of autonomy and the development of language proficiency. From a practical point of view, such research can help validate forms of practice that aim to foster autonomy in terms of language-learning gains. From a theoretical point of view, it can help us test and elaborate theoretical hypothesis that autonomy in language learning is equivalent to better language learning. At this stage, however, research is likely to be most valuable if it establishes proficiency criteria and assessment tools relevant to autonomous learning and documents the ways in which the development of autonomy and proficiency interact.

Cognitive motivation in autonomous language learning.

Since the 1990s, some influential theories of motivation in the general education literature have been used to explain foreign language motivation in relation to autonomy. Among those motivational formulations, Deci and Ryan's (1985) self-determination theory has been one of the most widely-adopted approaches to account for motivational autonomy, they demonstrate the possibility of reinterpreting Gardner's distinction between integrative and instrumental motivation in language learning in terms of a more general distinction of intrinsic and extrinsic motivation, what brings about self determination in the language learning process..

According to Deci and Ryan's (1985) self-determination theory, there are two types of motivation, namely intrinsic motivation and extrinsic motivation. An individual with a high level of self-determination is likely to demonstrate autonomy in his or her learning and lead to higher achievement.

Intrinsic motivation is defined as motivation to engage in an activity because that activity is enjoyable and satisfying to do" (Deci and Ryan, 1985) whereas extrinsic motivation refers to "actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment".

Deci and Ryan (1985) hypothesized that people will seek challenges if they are given freedom to choose what activities to perform. They will then develop a sense of proficiency in their abilities and internalize it into the self-concept. Extrinsic motivation, in a similar vein, lies at one point on a continuum of self-determination, depending on the type of extrinsic motivation.

Conceptualization of self-determination.

Despite the fact that less self-determined motivation is less likely to help individuals develop autonomous learning behaviors, Noels *et al.* (2020) note that extrinsic motivation "does not imply a lack of self-determination in the behavior performed... different types of extrinsic motivation (EM) can be classified along a continuum according to the extent to which they are internalized into the self concept".

Nunan (1997) points out that "autonomy is not an all-or-nothing concept, that there are degrees of autonomy". Deci and Ryan (1985) argue that self-determination "is integral to intrinsically motivated behavior and is also in evidence in some extrinsically motivated behaviors". They conceive of self-determination not only as a *capacity*, but also a *need* which embodies "a basic, innate propensity to be self-determining that leads organisms to engage in interesting behaviors, which typically has the benefit of developing competencies, and of working toward a flexible accommodation with the social environment". As a result of such tendency toward adequate accommodation in

the service of one's self-determination, the choices made by an individual "are based on an awareness of [his]...organismic needs and a flexible interpretation of *external events*". Individuals can choose to exert control over their own environment or his outcomes, and according to Deci and Ryan (1985), giving up control willingly is also a form of self-determined behavior.

What has been stated before, by the different authors, extrinsically-motivated behaviors could be considered to be self-determined if the individual has made an informed choice of being other-regulated instead of self-regulated? In fact, there are a number of studies which attempt to link intrinsic motivation and autonomous forms of extrinsic motivation to positive academic performance, what need to take into account, among other factors, the learner's belief.

In Deci and Ryan's (1985) theory of self-determination, the intrapersonal aspect of motivation has been accounted for in terms of the internalization of regulation. To a large extent, internalization of regulations could only be made possible when the orientations are compatible with the individuals' value and belief system. Learners' subjective value system is "a more or less organized collection of internalized perceptions, beliefs and feelings related to one's position in the social world, developed during the past as a reaction to past experiences" (Benson 2021) and it determines the internal regulation of learners' approaches to learning and motivation to complete language learning tasks.

Developing learners' positive language-related values and attitudes is, therefore, conceived of as having the most far-reaching consequences in motivating learners to become more self-regulated. Among the beliefs that learners hold which have a direct impact on their motivation, self-efficacy refers to beliefs about their possession of the capability to accomplish a task. Learners' self-efficacy has been shown to be positively correlated with the tendency of engaging in more self-regulatory activities and demonstrating greater intrinsic interest in their studies (Miller, Behrens, Greene, & Newman 1993; Schunk 1984).

Developing autonomy in language learning as a socially mediated process.

Learner beliefs do not exist in a vacuum. There is a direct relationship between an individual's cognitive system and his or her interaction in social groups. In other words, an individual is not separable from social life (Vygotsky 1987).

Recognizing the importance of social interaction for learning as a result of the increasing interest of foreign language scholars in sociocultural theory, autonomy research over the past decade has acknowledged the fact that developing learner autonomy is concerned with both the individual and social interaction. Benson (1996) proposes the distinction between *individual* and *social* autonomy.

The individual dimension of autonomy involves individual learning styles over collaborative learning whereas social autonomy pertains to awareness raising and learning generated by interaction, collaboration, individual reflection and experimentation. Social autonomy, in Vygotskian terms, emphasizes that “the development of a capacity for reflection and analysis, central to the development of learner autonomy, depends on the development and internalization of a capacity to participate fully and critically in social interactions” (Little 1996).

Several authors claim the positive correlation of effective language learning. Benson (2021) suggests that Autonomy can be a combination of directly and indirectly observable behaviors where learners show control over an aspect of their learning process. He claims that this control can be on the management of learning or control over the content of their learning, which is leading to achievement. Several studies among them the one undertaken by (Dafei, 2007) indicate that students' language proficiency is very often influenced and is positively and significantly related to learner autonomy. It is important to note, however, that not all learners may have such a naturally developed level of autonomy.

Researchers in the field have used the term autonomisation. Little (1991-2000) to refer to the process of helping learners become more autonomous. This is influenced by Neo-Vygotskian psychology where learning is seen as a process

requiring support from the teacher. Therefore, the teacher has an important role, providing learners with a classroom environment supportive of an effective learning. However, as stressed by Little (2003) sometimes all forms of autonomisation threaten the power structures of educational culture.

For example, “learning how to learn” skills appear inseparable from a teaching content. Consequently, there is an important distinction to be made here as for the difference between the process of autonomisation that is undertaken by the teacher inside the classroom in order to foster autonomy within learners and autonomous learning that is displayed by the individual learner himself.

An autonomy-supportive environment for learners to engage in activities that allow them to develop a capacity to control their learning (Benson 2021) can be created both inside and outside the classroom. Self-access is an approach to learning language which has been widely recognized as an approach to promoting autonomy as it encourages learners to move from being teacher-dependent to autonomous. It can take place either in self-access centers or be incorporated into language syllabus.

Gardner and Miller (1999) point out the possibility of incorporating self-access into language resources. Tsang (1999) adds that “language courses which incorporate a SALL element seem to be a starting point... if moving toward a personalized-oriented approach to language learning is not a realistic short-term goal” (p. 36). Toogood and Pemberton (2022) also reported that their three attempts to integrate self-directed learning into the curriculum were reasonably successful in Meeting up course student needs for both free choice and support. In a foreign language syllabus where learners were given opportunities to control their learning, Nunan (1996) contends that such power transfer from the teachers to the learner can increase the awareness of, and sensitivity to, the learning process over time. Elsewhere, Nunan (1999) highlights the importance of goal-setting and learner choice in encouraging learner independence.

Language learners often show a kind of control or what may be referred to as management of their learning processes as well as over the content presented to them. Nevertheless, and however logical this claim may be, it does not make the task of fostering autonomy in learners a guarantee of successful language learning. Indeed, it is difficult to implement it and to evaluate its success and effectiveness. However, it remains essential for life-long learning.

The different conceptions and definitions gathered in this research, by different authors, although sometimes, different have all one common feature: they all describe an independent, responsible learner who takes its learning in charge so as to manage it in its own way, according to its own pace and progression, in the objective to fulfill its pre- established language learning aims.

Project based activities for autonomous learning of English as a Foreign Language.

In the Cuban context most of the time, since the Communicative approach began to be put into practice in the teaching of foreign languages, students' learning activities tend to be students-triggered or students-centered. It means that learners play a dominant role in the learning process. Therefore, it is found that the students do what the teacher explains and guides them to do (Camacho 2017). In line with this finding, this author also agrees that some teachers in Cuba still implement teacher-centered activities in which teachers dominate the process of teaching and learning. They do not give opportunities for the students to develop their learning ability. The teacher is the only person who teaches knowledge or information to the learner. The learner is the receiver of the knowledge. As a result, the students do not have many chances to take parts actively in the learning process and to be responsible for their own learning.

Referring to the issue above, it is obvious that the students-centered activity gives opportunities for learners to be more independent in the learning process. Therefore, there should be a more independence on the part of the students to access to the

language sources for learning and using the language. The teacher has to find the technique or method which gives the learners more opportunities to be more independent in the learning process. It means that both the teacher and the learners have to be aware of the importance of being autonomous in learning. The teacher has to facilitate the learners to be responsible in determining matters for their learning, such as the objectives, the learning activity, the material resources, the assessment technique and reflection. In other words, the teacher must encourage the learners to be actively involved in the learning process so the learners can promote their learner autonomy.

The term learner autonomy is defined as 'the ability to take charge of one's own learning' (Holec, as cited in Barillaro, 2011). In other words, it refers to the learning activities which give the learners more opportunities to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired (Holec, as cited in Balcikanli, 2010). Learner autonomy is a very crucial idea because it gives more opportunities for the students to be independent in learning. The indication of learner autonomy can be elaborated by determining how good the learners are in fulfilling the criteria of learner autonomy, which covers self-instruction, self-direction, self-access learning and individualized instruction (Dickinson, as cited in Kumaravadivelu, 2003). The more the criteria are fulfilled, the higher learner autonomy is.

By having learner autonomy, many advantages can be yielded in the learning process. As proposed by Dickinson (Dickinson, as cited in Kumaravadivelu, 2003), through prolonged process, the learners master 1) self-instruction, which refers to a situation in which learners are working without the direct control of the teacher, 2) self-direction, which means situations in which learners accept responsibility for all the decisions concerned with learning, 3) self-access learning, in which learners make use of self-access teaching material or instructional technology and 4) individualized instruction, which refers to situations in which the learning process is adapted, either by the teacher or by the learner, to suit the specific characteristics of

an individual learner. Mainly, by implementing learner autonomy, the learners have more opportunities to be autonomous in learning, even in life.

As mentioned above that by implementing learner autonomy, the learning process changes from teacher-centered to student-centered learning. Actually, teacher-centered is not totally useless. There is still advantage of it. However, so far as it is implemented in Indonesia's classroom activity, teacher-centered activities minimize the opportunities of the learners to be autonomous (Lengkanawati, 2016; Rukim, 2010). In fact, this condition occurs not only in Indonesia but also in other countries. Kesli (2015) reports that in Turkey, the learning process still implements teacher-centred activities. He adds that the only meaningful interaction in the target language is the drills provided by the teacher, because students do not actively take part in classroom activities, especially in reading comprehension. Moreover, there is little interaction among teachers and students. The teacher usually spends a great deal of time speaking and explaining to the class; while students are required to sit passively and listen to the teacher attentively. Similarly, Wang (2010) states that the teachers who implement teacher-centered activities believe that their main duty and activities are to transfer their knowledge to the students.

Thus, the only interaction allowed to occur in the classrooms is examinations or quizzes in which students have to answer the specific questions given by the teacher. In the planning process of project-based learning, it is found that basically most students have fulfilled the criteria of learner autonomy, namely self-instruction, self-direction, self access learning and individualized instruction.

Self-instruction in the Planning Process of Project-based learning.

In terms of self-instruction, it is found that generally the participants actively involved in determining group's name, determining the topic of the role-play, arranging schedules and role sharing. These findings are consistent with the findings of related literature in that the learners mainly work in groups without the direct control of the teacher.

Besides the advantages, there are also constraints faced during the planning process.

In case of two learners who did not take part at all in the planning process, they obviously did not fulfill the criteria of self-instruction. These findings are in line with the findings which have been elaborated in the related research.

Self direction refers to the idea that the learners are responsible for their learning. Basically, all the learners have responsibility for their learning and they have fulfilled the criteria of self-direction. These findings are in accordance with those which are formulated in the previous related research (Ramirez, 2014; Rao, 2012). Moreover, during the planning process, the learners demonstrate autonomy in language learning; autonomy in learning and autonomy in life which reveal their responsibility (Benson, 2012). The criteria of self-direction, in fact, vary from one to another.

Self-access learning refers to situations in which learners make use of self-access teaching material or instructional technology that is made available to them (Dickinson, 2003). During the planning process, most of the Individualized instruction refers to situations in which the learning process is adapted, either by the teacher or by the learner, to suit the specific characteristics of an individual learner (Dickinson, 2003). During the planning process, the learners had not yet shown this criteria of learner autonomy because they still discussed about the preparation for the next steps.

Strategies for developing autonomous learning skills in English as a foreign language

Structured Notes: use methods like the Cornell Note-Taking System, which divides the page into sections for notes, cues, and summaries.

Digital Tools: use apps like Evernote or OneNote to organize and access your notes easily.

Active Listening: While listening to English content, jot down key points, new vocabulary, and important grammar rules.

Resource Utilization: Incorporate a variety of resources such as textbooks, online courses, language apps, podcasts, and videos.

Library and Online Databases: Make use of libraries and online databases for access to a wide range of learning materials.

Language Exchange: Engage in language exchange programs or online communities to practice with native speakers.

Self-Assessment. Regular Quizzes: Take online quizzes and tests to evaluate your progress.

Language Portfolios: Create a portfolio of your work, including essays, recordings, and projects, to track your development over time.

SMART Goals: Set specific, measurable, achievable, relevant, and time-bound goals to guide your learning.

Error Identification. Recording and Playback: Record yourself speaking and listen to identify pronunciation and grammatical errors.

Peer Review: Exchange written work with peers for mutual feedback.

Language Apps: Use apps that provide instant feedback on your language use, such as Grammarly for writing.

Self-Correction Techniques

Immediate Correction: When you notice an error, correct it immediately to reinforce the correct usage.

Practice Exercises: Engage in exercises that focus on common errors and their corrections.

Reflective Learning: After completing a task, reflect on what went well and what could be improved, and make a plan to address any issues.

By incorporating these strategies into students' autonomous learning routine, they can enhance their English language skills effectively.

CHAPTER II. PROPOSAL OF TEACHING ACTIVITIES FOR THE DEVELOPMENT OF AUTONOMOUS ENGLISH LEARNING SKILLS IN FIRST YEAR-MAJOR.

As part of the diagnosis carried out, with the purpose of measuring the current state of the students presented in terms of the development of autonomous learning, methods and techniques of the empirical level were applied with their corresponding instruments, such as: scientific observation to lessons, survey to students and interview to teachers. A documentary analysis was also carried out and a pedagogical test was given to know the current state of the sample in relation to the way they can become autonomous learners of the English language.

Each of these procedures is detailed below and the main results obtained are explained:

Analysis of the interview to 5 teachers. (See appendix 2.)

All the teachers coincide with the fact that high proficient students are more autonomous in the learning of the language than low proficient ones, for the 100%.

Three teachers which represents the 60%, express that the students' autonomous abilities depend on the way the teacher designs and assigns the different activities in the lesson, and two of them say that it depends on the students' responsibility to study alone, for the 40%.

Regarding the difference of learner autonomy between high and low proficient students, all of them coincide that high proficient learner develop their autonomy faster than the rest, for the 100%.

In relation to the students' performance, 4 teachers express that high proficient one performs better and are more autonomous than low ones, what represents the 80%. One teacher says that low proficient students sometimes perform more autonomous than the rest, for the 20%.

Analysis of the documents from Integrated English Practice 1. Syllabus

Documentary document guide:

In the documents review it was corroborated that teachers have the syllabus of the subject, the teacher's book and their lesson plan, as well as the textbook for students in digital support. The syllabus proposes educative and instructive objectives, but there is no evidence of objectives regarding the development of student's autonomous learning abilities.

-The textbook contains enough activities for the development of students' communicative proficiency.

In the lesson plans teachers design activities for the development of students' communicative proficiency, but these activities are not focused on the development of autonomous learning on the part of the students.

Analysis of the survey employed to the group of students selected as sample.

A survey was employed to the sample, composed of fifteen students, all of them (100%) expressed that they like to study and learn the English language 7 of them said that the teacher always assigns activities for independent study (46.6%). Three, (20%) said that they are sometimes assigned in dependent study activities and 5 said the teacher never assigns this kind of activities (33.3%).

Five students expressed that they learn English in an independent way, by films, series, etc, (33.3%), the rest, 10 students, what represents the 66.6 % said they never learn in an independent way by watching films, series and other resources.

Justification of the teaching activities proposal.

Based on the criteria and theory of the different authors consulted in this study a proposal of contextualized activities for the development of autonomous learning on the part of the students have been proposed. The proposal is based on the principal characteristics of autonomous learning to develop communicative skills in the foreign language. This proposal allows students to achieve their responsibility for the learning of the language and their own way of studying.

The conception of autonomous learning followed in this research is based on the most contemporary authors that have studied the topic, for example Benson, P. & Voller, P.

(2020), as well as some classic ones like Vygotsky. L. (1987). Wenden, A. & Rubin, J. (Eds.). (1987), and others.

The proposed activities show how the content of the syllabus can be organized and assigned to the students for them to develop autonomous learning of the foreign language; by accessing to the resources, they need to achieve the learning goal of each of the activities. They may constitute the final project work of each unit of the syllabus. Teaching activities are grounded in various theoretical frameworks that guide how educators design and implement instruction. Here are some key theoretical bases and definitions:

Teaching activities are based on theoretical bases like:

Behaviorism: Focuses on observable behaviors and how they're influenced by stimuli. Teaching activities often involve reinforcement and repetition to shape desired behaviors.

Cognitivism: Emphasizes internal mental processes. Teaching activities are designed to enhance understanding, memory, and problem-solving skills.

Constructivism: Suggests learners construct their own understanding based on experiences. Teaching activities encourage exploration, questioning, and collaboration.

Social Learning Theory: Highlights the importance of observing and modeling behaviors, attitudes, and emotional reactions of others. Teaching activities often include group work and peer learning.

Humanism: Focuses on personal growth and self-actualization. Teaching activities are student-centered, promoting autonomy and self-directed learning.

Definition of Teaching Activities

Teaching activities encompass a wide range of tasks and strategies aimed at facilitating learning. These include:

Instructional Design: Planning and organizing content, materials, and methods to achieve learning objectives.

Classroom Management: Creating a conducive learning environment through rules, routines, and discipline.

Assessment: Evaluating student learning through tests, quizzes, projects, and other methods.

Feedback: Providing constructive comments to help students improve their performance.

Differentiation: Tailoring instruction to meet the diverse needs of students.

Technology Integration: Using digital tools to enhance learning experiences.

These activities are informed by educational theories to ensure they effectively support student learning and development.

In the case of the current proposal, these teaching activities are designed considering a structure that is in correspondence to the students's characteristics, level and needs. The activities are structured in learning goal, the time they are planned to be developed in the lesson, the orientation or procedures students must follow in each of them. The activities contain the resources to be used and the way the teacher will evaluate them.

Proposal of teaching activities for the development of autonomous learning of the English language in first year major.

Different author defines activities in different ways like:

According to Halimovna, K. S. (2019), a teaching activity is any structured task or exercise designed to facilitate learning. It involves the interaction between a teacher and students, aiming to impart knowledge, skills, or attitudes.

Muñoz S. (2023) defines a teaching activity refers to a specific method or strategy used by educators to engage students in the learning process. This can include lectures, discussions, hands-on experiments, group projects, and more. This is the definition chosen for this study because the author makes emphasis on the direct participation of the students in the learning process

Richards 2006) states that teaching activity can also be defined as a practical exercise where students apply theoretical knowledge in real-world scenarios. Examples include clinical placements in medical education, lab experiments in science courses, or case studies in business classes.

From the third class, students are told what they should look for individually, each one is assigned a card to discuss and the different sources to consult to encourage autonomous learning.

From orientation to evaluation, the teacher checks the development of the skills acquired by the students to outline their learning strategies, self-direction, self-regulation, their own development and autonomy, how independent they are becoming.

The activities are structured first by the title of the class, then the type of activity that will be carried out, then the objective of the activity, the resources to be used and finally the way of evaluation.

Activity 1.

Topic: My neighbors.

Type of activity. Free practice. (Project work)

Learning goal: to foster autonomous learning of English using the necessary resources for it to develop friendship and solidarity.

Time: 90 minutes

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English and how to make possible questions about personal information that they need to know to guide the interview in English with their neighbors. They have to take notes of the new words and make possible questions for the interview and the students should show their presentations with the results of their research. The students must present their presentation in the classroom and together they must detect and correct the errors made and to correct them.

Task orientation. You are a new neighbor, and you would like to make new friends. Using the following websites that will help you learn new words and how to formulate

questions about personal information, make a presentation where you present the results of your research. In this presentation, include the new words you have added to your vocabulary and the questions you can ask your neighbors to get to know them.

Sample questions students can ask in the interview.

- What's your full name?
- Are you originally from Sancti Spiritus?
- How old are you?
- Which is your house?
- Who do you live with?

Websites suggested

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.indeed.com/career-advice/interviewing/interview-vocabulary&ved=2ahUKEwin4p_9wNeIAxVgmYQIHYZmERUQFnoECAkQAg&usg=AOvVaw3gHKaRBNzCcYOPAMbGLFs3

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://promova.com/english-vocabulary/english-vocabulary-for-interview&ved=2ahUKEwin4p_9wNeIAxVgmYQIHYZmERUQFnoECAEQAg&usg=AOvVaw39glOjFYBQpq77Sp118vpJ

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.simplilearn.com/personal-interview-questions-article&ved=2ahUKEwibjozNwdeIAxVgSTABHUTTMylQFnoECAwQAg&usg=AOvVaw3MPNSpsQ7k4GzzHC9qgP2_

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.indeed.com/career-advice/interviewing/personal-interview-questions-and-answers&ved=2ahUKEwibjozNwdeIAxVgSTABHUTTMylQFnoECAoQAg&usg=AOvVaw0LWlUoeqbj534-vucLAn>

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 2.

Topic: Your town

Type of activity: Free practice. Project work

Learning goal: to foster autonomous learning of English using the necessary resources for it to develop love for the town and the country.

Time: 90 minutes

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English about directions and how to ask questions to find out where a place is and the different ways that can be used to give directions in English. They have to take notes of the new words and make possible questions for ask how to get somewhere and the students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Imagine that you are traveling to an English-speaking city, and you have to prepare to walk around the city and know the vocabulary related to directions to be able to get to the places. Using the following websites that will help you learn new

words and how to formulate questions about directions, make a presentation where you present the results of your research. In this presentation, include the new words you have added to your vocabulary and the questions you can ask for get to the places.

Sample questions students can ask.

- Could you tell me where ... is?
- Please tell me where the new Starbucks is?
- I'm looking for... Could you tell me where it is? ...
- May I ask where ... is? ...
- How do I get to...? ...

Websites suggested

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://prepedu.com/en/blog/vocabulary-for-directions-in-english&ved=2ahUKEwiG38jfzdeIAxWeRzABHdTQHbQQFnoECAsQAg&usg=AOvVaw1K-IM4InqqTpg_oicgBZoe

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.wallstreetenglish.com/blog/giving-directions-in-english&ved=2ahUKEwiG38jfzdeIAxWeRzABHdTQHbQQFnoECACQAg&usg=AOvVaw3nsSxnwDVRNCmcS0B74f3U>

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.hitbullseye.com/Directions-AptitudeQuestions.php&ved=2ahUKEwjPpPe0zNeIAxVaSTABHRxDA1cQFnoECAsQAg&usg=AOvVaw2GmzbNLkmWHNBBaHQnEuoC>

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group

participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 3.

Topic: Your house.

Type of activity: Free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it to develop responsibility.

Time: 90 minutes.

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English related to the parts of the house, how to describe a house (adjectives) and activities they can do in the house. They have to take notes of the new words and make a summary of the different activities they usually do at home and how they would describe it. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Imagine that you are selling your house to an English-speaking person, you have to describe your house and talk about the different activities you can do in each part of the house. Using the following websites that will help you learn new words, how to describe a house and different activities that you can do in the house, make a presentation where you present the results of your research. In this presentation, include the new words you have added to your vocabulary and the activities you can do in each part of the house.

Sample activities students can do in the house.

- Try a new recipe.
- Watch a TV Series
- Clean the rooms
- Play an Online Game

Websites suggested

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.fluentu.com/blog/english/english-house-rooms-furniture-vocabulary/&ved=2ahUKEwjYxrW-19eIAxUQRTABHWY5DTkQFnoECACQAg&usg=AOvVaw13TUYPn7kQurVWkZ4vdmYl>

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.123dentist.com/10-activities-you-can-do-at-home/&ved=2ahUKEwiJoaLA1teIAxXcQTABHb0KCGEQFnoECAMQAw&usg=AOvVaw1MI6GvCUc4_Wsev53K7AeT

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.apartmenttherapy.com/fun-things-to-do-at-home-35003444&ved=2ahUKEwiJoaLA1teIAxXcQTABHb0KCGEQFnoECAkQAg&usg=AOvVaw3I91kYJwe_sZmhq_97xUPr

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student can recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to

recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 4.

Topic: My family.

Type of activity: free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it, enhance love for the family.

Time: 90 minutes

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English about members of the family, adjectives to describe people, and they had to study and investigate the use of the third person in singular. They have to take notes of the new words and make a summary of what happened with the third person in singular. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation Imagine that you meet a friend and you want to introduce him to your family and talk about the most important person in your life. Using the following websites that will help you learn new words, to describe people in English and the use of the third person in singular. Make a presentation where you present the results of your research. In this presentation, include the new words you have added to your vocabulary, describe the most important person in your life and talk about him or her.

Points for describing the members of the family.

- Full name.
- Where she/ he lives
- what her/his job is
- What he/she likes
- How she /he looks like

Websites suggested

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://promova.com/english-vocabulary/family-vocabulary&ved=2ahUKEwjqq6OT5teIAxVyQjABHazPD4QQFnoECAoQAg&usg=AOvVaw0OBr1gaF_jYwP4zOyQrxV0

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.thoughtco.com/third-person-singular-verb-ending-1692468&ved=2ahUKEwi64d2l5teIAxXEYQIHZ2NOTIQFnoECAoQAg&usg=AOvVaw1978uLuBaDQJBVaHt-Q_Ky

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 5.

Topic: The weather.

Type of activity: free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it, to reinforce love for the environment.

Type of activity: Free practice. Project work.

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English about seasons of the year, the weather and the clothes they wear in each season. The students have to take notes of the new words and make a summary of the seasons of the year, the different weather conditions, the different activities they usually do in each season and the clothing they wear. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Make a presentation where present the results of the research about weather conditions. In this presentation, include the new words you have added to your vocabulary, describe the different weather conditions in each season of the year and talk about the clothes that you like to wear in each season.

Students should talk about.

- The seasons of the year in the world.
- Their favorite season.
- The clothes they wear in different seasons.

Websites suggested

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://promova.com/english-vocabulary/weather-words-and-meanings&ved=2ahUKEwjKg7-W8deIAxWjQjABHQjLN-4QFnoECAsQAg&usg=AOvVaw1v43sh4tWK5y-6PBMjOhuB>

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.sahnifabrics.com/blogs/news/dress-for-the-seasons-a-fabric-guide-for-seasonal-wear%3Fsrsltid%3DAfmBOooS1vaG4RtCYHZPtJvrbYVePYvOZ2pG7RNV-9JCgnlZshzWW354&ved=2ahUKEwjukdrD8deIAxWWRjABHY0fAHsQFnoECAMQAg&usg=AOvVaw1Lf2xkGuen8yrwPM6G2dzh>

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://seasonsyear.com/&ved=2ahUKEwjmmuGx8deIAxXnTDABHeqxMWIQFnoECAUQAg&usg=AOvVaw3P1egpLjmlAzeNDXwiP55j>

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 6.

Topic: My school.

Type of activity: Free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it, to reinforce responsibility and love for the school.

Time: 90 minutes.

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English related to describe the school, look up how to write various school utensils, and the activities students do in the school, all this in English. They have to take notes of the new words and make a summary of the school's utensils and the activities that they do in the school. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Make a presentation where present the results of the research about the school activities and the school utensils. In this presentation, include the new

words you have added to your vocabulary, write a paragraph about the activities you do in the school and the utensils you like to use in each lesson.

Sample activities students can do in the schools.

- Talk with their classmates
- Take notes
- Play sports
- Copy lessons
- Learn new things

Websites suggested

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.commonsense.org/education/articles/21-fun-activities-to-start-the-school-year&ved=2ahUKEwiasaSz9deIAxWltoQIHcnhO2sQFnoECAoQAg&usg=AOvVaw1gdv7MmoB6liTkjpP9iKSa>

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.shutterstock.com/search/school-utensils&ved=2ahUKEwjPrpfY9telAxX3TjABHXVhEugQFnoECAUQAg&usg=AOvVaw3w85Px7w17MTnAeWXoo7Tx>

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://beneylu.com/pssst/en/top-10/&ved=2ahUKEwiasaSz9deIAxWltoQIHcnhO2sQFnoECAsQAg&usg=AOvVaw3VAYuJgMbO4nkzFEp6y68q>

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not

fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 7.

Topic: Healthy life.

Type of activity: Free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it, to reinforce responsibility.

Time: 90 minutes.

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English related to healthy life, what habits they should follow, what foods and activities are healthy and what are not, all this in English. They have to take notes of the new words and make a summary about what habits they should follow, what food and activities are healthy and what are not. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Make a presentation where present the results of the research about healthy life. In this presentation, include the new words you have added to your vocabulary, present advices to keep a healthy life and a list of good habits and bad habits.

Sample activities students for a healthy life.

- Measure and Watch Your Weight.
- Limit Unhealthy Food and Eat Healthy Meals.
- Drink Water and Stay Hydrated.
- Exercise Regularly and Be Physically Active.
- Reduce Sitting and Screen Time.
- Get Enough Good Sleep.

Websites suggested

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://fairbanks.indianapolis.iu.edu/doc/10-Tips-Healthy-Lifestyle.pdf&ved=2ahUKEwjmsLyb_NelAxV8RTABHcciAkYQFnoECAcQAw&usg=AOvVaw23165mvuCDqJpfRk9zJ2Uf

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.healthline.com/health/how-to-maintain-a-healthy-lifestyle&ved=2ahUKEwjmsLyb_NelAxV8RTABHcciAkYQFnoECAsQAg&usg=AOvVaw2Up93YqtIBIRe08g_TPBPw

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.medicinenet.com/what_are_10_tips_for_a_healthy_lifestyle/article.htm&ved=2ahUKEwjmsLyb_NelAxV8RTABHcciAkYQFnoECAkQAg&usg=AOvVaw2BcrGKPmEwRMm1o-8FUh0e

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 8.

Topic: A good recipe.

Type of activity: Free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it, to reinforce responsibility.

Time: 90 minutes.

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English related to foods and kitchen utensils, the different types of food, to search for key words to make a recipe, all in English. They have to take notes of the new words and make a summary about key words to make a recipe, kitchen utensils and typical Cuban foods. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Make a presentation where present the results of the research about food. In this presentation, include the new words you have added to your vocabulary, present the key words to make a recipe, kitchen utensils and typical Cuban food.

Students should talk about.

- The words used to make a recipe
- The different kinds of foods
- What are their favorite foods is?
- Kitchen utensils
- The typical Cuban dishes

Websites suggested

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.merriam-webster.com/vocabulary/recipe-words-vocabulary-list&ved=2ahUKEwjC3cGagdilAxVZSDABHWIYJwEQFnoECAkQAg&usg=AOvVaw1Sk3hImtjeKDrk45czsjJq>

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.classicjourneys.com/blog/10-cuban-dishes-to-try-on-your-next-trip-abroad/&ved=2ahUKEwj9_7-3gdilAxWpVTABHRrYM54QFnoECAgQAw&usg=AOvVaw2MatKIHDR0c9GNJTW1Gssf

https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.foodstandards.gov.scot/consumers/healthy-eating/nutrition/the-five-food-groups&ved=2ahUKEwjytuDGgdilAxW8mYQIHaz5MoMQFnoECAMQAw&usg=AOvVaw1wnfqWU0jxgiLbRJcDn_i7

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Activity 9.

Topic: Means of transportation.

Type of activity: Free practice. Project work.

Learning goal: to foster autonomous learning of English using the necessary resources for it, to reinforce love for the history.

Time: 90 minutes.

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English related different means of transportation that exist and which verbs to use for each means of transportation when

making sentences, all in English. They have to take notes of the new words and make a summary about means of transportation that exist and which verbs to use for each means of transportation. Then students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Make a presentation where present the results of the research about means of transportation. In this presentation, include the new words you have added to your vocabulary, present the different means of transportation and which verbs to use for each means of transportation when making sentences.

Students should talk about.

- Different means of transportation.
- Their favorite means of transportation
- The most used means of transportation

Websites suggested

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.youtube.com/watch%3Fv%3DMiRW8Slo->

[sk&ved=2ahUKEwihoOCMg9iIAxXCQTABHYInE_wQtwJ6BAgHEAE&usg=AOvVaw1k5vGUgoMOitRqRVJw3yta](https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.youtube.com/watch%3Fv%3DMiRW8Slo-sk&ved=2ahUKEwihoOCMg9iIAxXCQTABHYInE_wQtwJ6BAgHEAE&usg=AOvVaw1k5vGUgoMOitRqRVJw3yta)

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.ecenglish.com/learnenglish/lessons/transport->

[verbs&ved=2ahUKEwihoOCMg9iIAxXCQTABHYInE_wQFnoECAAQAg&usg=AOvVaw1V0SI-oVaVVOh7cRao5iNg](https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.ecenglish.com/learnenglish/lessons/transport-verbs&ved=2ahUKEwihoOCMg9iIAxXCQTABHYInE_wQFnoECAAQAg&usg=AOvVaw1V0SI-oVaVVOh7cRao5iNg)

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with

some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Evaluation of the effectiveness of teaching activities for the development of autonomous English learning skills for First year English Major Meeting Course from Jose Marti University.

The implementation of autonomous learning activities has had a significant positive impact on students' engagement and proficiency in English language lessons. Here are some key benefits that can be observed after the application of the teaching activities proposed:

Students have increased their motivation towards the study and practice of the foreign language: When students take control of their learning, they often feel more motivated and invested in their progress, since they feel more independent and confident for managing their own learning strategies.

They have improved critical thinking: Autonomous learning activities have brought about that they encourage students to think critically and make decisions about their learning goals and strategies, as well as their own self error identification and correction.

The teaching activities, based on autonomous learning put into practice in the English lessons have made students enhanced language skills: By engaging in self-directed activities, students now can practice and improve their language skills more effectively, especially in areas they find challenging.

Students have gained confidence when using the language: As students become more responsible for their learning, they have gained confidence in their abilities and are more willing to take risks and try new things during the learning process. They are prepared for incorporating a variety of resources such as textbooks, online courses, language apps, podcasts, and videos.

They have a better retention of the content of the language taught: Autonomous learning teaching activities have led to better retention of information, as students are more likely to remember what they have actively engaged with and found relevant.

As it can be seen, in the comparison of the initial and final results of the pedagogical test, in the initial test, 23% of the students got the highest qualification, the 23% got the middle mark and 53% obtained the lowest results. After the application of the proposal, in the final pedagogical test, 53% of the students reached the highest results, 23 % got middle mark as well as the lowest mark.

Summarizing the final results of the research, the indicators that students developed the most were note taking and self evaluation. In the case of the use of technological resources and vocabulary, the improvement was more discrete.

This corroborates the effectiveness of the proposed activities carried out as well as the effectiveness the current investigation.

CONCLUSION

-The bibliography studied permitted to know the important role of learning English as a foreign language and the autonomous learning approach as a necessary process which helps the improvement of the students' communicative proficiency as an effective way to learn the language in first year English Meeting Course.

-In the diagnosis stage, different methods and tools were employed, which confirmed the existence of potentialities, and limitations in first year major English learning. This stage also permitted the proposal of the activities elaborated to reach the wanted purpose of the work and the existence of different difficulties in this learning area. This stage confirmed the existence of the scientific problem and the need of finding a solution to the lack of student's skills for developing autonomous learning of the foreign language

-The activities proposed, based on the autonomous learning of the language, are characterized by considering the first-year syllabus learning goals and contents, the students' interests and needs, as well as their real-life situations, aimed at the development of communicative proficiency by the development of project works at the end of the units of the syllabus.

-The application of the autonomous teaching activities, evaluated in the final pedagogical test, as a process of empirical verification once the proposed activities were applied, allowed to verify its effectiveness, related to the assimilation of the autonomous learning in English. It can be seen that students assimilate the basic skills of English better when a concept of autonomous is achieved in the English lessons.

RECOMMENDATIONS

Based on the conclusions of this study, it is recommended:

- To go on deepening on the study of the topic related to the development of autonomous learning in English as a foreign language teaching, through other scientific results, due to the importance of developing students' independence in the use of different kinds of resources for the development of communicative skills.
- Achieve greater articulation of studies related to the topic through scientific means.
- To generalize the results of this research into undergraduate and postgraduate teaching taught at the university.

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APPENDIXES

APPENDIX 1. Questions for interview to teachers.

1. Do you think that the high-proficient students are more autonomous than low-proficient students?
2. What are the factors that influence their autonomous abilities?
3. What are the differences of learner autonomy between high-proficient students and low-proficient students?
4. What's your opinion on the classroom performances of the high-proficient students and the low-proficient students?

Direction: In order to investigate the Learner autonomy, will you please circle the one closest answers to the following questions according to your true cases. Thank you very much for your help and patience!

APPENDIX 2.

| INDICATOR | % |
|---|------|
| High proficient students are autonomous | 100% |
| Low proficient students are autonomous | 60% |
| Factors that influence autonomous abilities | 40% |
| High proficient students' performance | 80% |
| Low proficient students performance | 20% |

ANNEX 3. Documentary analysis:

Objective: to review of the Integrated English Practice 1 first year syllabus and other documents, with the aim of determining the way the objectives and content are proposed in this syllabus for the development of the students' autonomous learning abilities in the English language.

Documentary document guide:

- Existence of the first year English syllabus, and text book and teachers' lesson plan.
- The way the syllabus proposes the educative and instructive objectives of the subject
- Kinds of activities the textbook proposes for the development of the students' communicative proficiency.
- Kinds of activities the teacher plans in her lessons for the development of the student's communicative proficiency.

ANNEX 4. Survey:

Objective: It was applied to the students selected as sample, to know their opinion about the different activities the English teacher develops in the lessons in regard to the way they develop their autonomous learning in English

Questionnaire.

Estimado estudiante, se está llevando a cabo una investigación acerca de la forma en que los alumnos son capaces de estudiar de manera independiente el idioma inglés. Su cooperación es importante al responder las siguientes preguntas.

1. Te gusta estudiar inglés?

Sí____ No____

2. El profesor orienta actividades en idioma inglés para realizar de manera independiente ?

Nunca____ a veces____ Nunca____

3. Aprendes inglés de forma independiente al ver series y película en dicho idioma?

Sí____ No____

Appendix 5. Pedagogical test

Objective: It was carried out as a form of information collection that allowed evaluating the development acquired by the students selected as sample of the research, specifically in the development of their skills in active note-taking, resource utilization, self-assessment, error identification and self correction techniques

Activity 2.

Topic: Your town

Type of activity: Free practice. Project work

Learning goal: to foster autonomous learning of English using the necessary resources for it to develop love for the town and the country.

Time: 90 minutes

Procedure: In the previous lesson the students had received instructions to search on some websites for the necessary vocabulary in English about directions and how to ask questions to find out where a place is and the different ways that can be used to give directions in English. They have to take notes of the new words and make possible questions for ask how to get somewhere and the students should show their presentations with the results of their research. They must show their presentation in the classroom and together they must detect and correct the errors made.

Task orientation. Imagine that you are traveling to an English-speaking city and you have to prepare to walk around the city and know the vocabulary related to directions to be able to get to the places. Using the following websites that will help you learn new words and how to formulate questions about directions, make a presentation where you present the results of your research. In this presentation, include the new words

you have added to your vocabulary and the questions you can ask for get to the places.

Sample questions students can ask.

- Could you tell me where ... is?
- Please tell me where the new Starbucks is?
- I'm looking for... Could you tell me where it is? ...
- May I ask where ... is? ...
- How do I get to...? ...

Websites suggested

<https://www.google.com/url?esrc=s&q=&rct=j&sa=U&url=https://www.wallstreetenglish.com/blog/giving-directions-in-english&ved=2ahUKEwiG38jfzdeIAxWeRzABHdTQHbQQFnoECACQAg&usg=AOvVaw3nsSxmwDVRNCmcS0B74f3UQuestions.php&ved=2ahUKEwjPpPe0zNeIAxVaSTABHRxDA1cQFnoECAsQAg&usg=AOvVaw2GmzbNLkmWHNBBaHQnEuoc>

Resources: dictionary, cell phones, pictures, computer, websites.

Evaluation: The teacher evaluates the efficiency the student achieved the indicators (the use of technological resources, speaking skills, self-correction techniques) and the quality of the final presentation of the research. The teacher evaluates how the group participates in the evaluation of the speaker's presentation in correcting their errors and in the end how the student is able to recognize his own errors in the English language. The student who has achieved the indicators and has made a good presentation with some errors and is able to recognize them, will obtain 5 points, the student who has not fulfilled some of the indicators, has many errors in the presentation and is not able to recognize them, all, will obtain between 4 or 3 points depending on the use of the language. The student who presents language problems, is not able to recognize them and does not achieve the indicators, will obtain two points.

Results of the initial Pedagogical Test

| Indicators | High (5) | Middle (4/3) | Low(2) |
|--------------------------------|----------|--------------|-----------|
| Use of Technological Resources | 4 26% | 3 20% | 8 53% |
| Vocabulary | 5 33% | 4 26% | 6 40% |
| Note Taking | 3 20% | 4 26% | 8 53% |
| Self Evaluation | 2 13% | 3 20% | 10 66% |

COMPARATIVE ANALYSIS OF THE RESULTS OF THE INITIAL AND FINAL PEDAGOGICAL TEST

LEYEND: **INITIAL PED. TEST 1**

FINAL PED. TEST: 2

| Indicators | 1.High (5) | 2.High(5) | 1.Middle (4/3) | 2.Middle (4/3) | 1.Low(2) | 2.Low(2) |
|--------------------------------|------------|------------|----------------|----------------|------------|------------|
| Use of Technological Resources | 4 26% | 8 53% | 3 20% | 4 26% | 8 53% | 2 13% |
| Vocabulary | 5 33% | 6 40% | 4 26% | 3 20% | 6 40% | 4 26% |
| Note Taking | 3 20% | 10 66% | 4 26% | 4 26% | 8 53% | 3 20% |
| Self Evaluation | 2 13% | 8 53% | 3 20% | 3 20% | 10 66% | 5 33% |
| Average % | 23% | 53% | 23% | 23% | 53% | 23% |

