

**Exploring the Role of Metacognitive Strategies in Fostering Autonomy Among LILEI  
Students at UNAD**

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### **Dedication**

This work is lovingly dedicated to my family, who have been my foundation, my strength, and my reason to keep going. To my mother, a woman of great resilience and unwavering determination who sacrifices and hard work have shaped the person I am today. Her example taught me that no goal is out of reach when pursued with love and discipline. I am forever grateful for everything she has done and continue doing for me.

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### **Abstract**

This study aims to analyze the role of metacognitive strategies in fostering autonomy among LILEI Students at UNAD. The results of the study were obtained through a three-phase process. In the first phase, a questionnaire was administered to assess the applicability of metacognitive strategies in English learning among students in the English VII course of the LILEI program. In the second phase, students with the highest metacognitive applicability were selected for semi-structured interviews to explore their lived experiences that facilitated maintaining an autonomous English learning process in a distance learning model. The third phase involved describing the use of metacognitive strategies for autonomous learning within the context of the LILEI program. The conclusions of the study were analyzed considering validity and credibility to develop the study's conclusions. In this way, it contributes to the current literature on teaching English as a foreign language by shedding light on the role of metacognitive strategies in fostering the autonomy of the student in virtual learning and in a distance learning context.

***Keywords:*** Metacognition, learner autonomy, planning, monitoring, evaluating.

## Resumen

Este estudio tiene como objetivo analizar el rol de las estrategias metacognitivas en el fomento de la autonomía entre los estudiantes del programa LILEI de la UNAD. Para llegar a los resultados del estudio se realizó un proceso de tres fases. En la primera fase, se administró un cuestionario para evaluar la aplicabilidad de las estrategias metacognitivas en el aprendizaje del inglés entre los estudiantes del curso inglés VII del programa de LILEI. En la segunda fase, se seleccionaron los estudiantes con la mayor aplicabilidad de estrategias metacognitivas para realizar un grupo focal y explorar las experiencias vividas que les han facilitado el uso de estrategias metacognitivas en un proceso autónomo en el aprendizaje del inglés en un modelo de aprendizaje a distancia. La tercera fase consistió en describir el uso de estrategias metacognitivas para el aprendizaje autónomo dentro del contexto del programa LILEI. Los resultados del estudio se analizaron considerando la validez y credibilidad para desarrollar las conclusiones del estudio. De esta manera, contribuye a la literatura actual sobre la enseñanza del inglés como lengua extranjera al arrojar luz sobre el papel de las estrategias metacognitivas en el fomento de la autonomía del estudiante en un contexto de aprendizaje virtual y a distancia.

***Palabras claves:*** Metacognición, autonomía, planear, monitorear y evaluar.

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## **Introduction to the Research Study**

In today's globalized world, having proficiency in a foreign language, especially English, has become increasingly essential for academic success, professional opportunities, and intercultural communication. Therefore, Language learning programs have increased demand in prestigious universities and play a vital role in preparing students with the necessary linguistic skills to make a potential contribution to society. The Universidad Nacional Abierta y a Distancia UNAD in Colombia is at the forefront of distance and virtual education with an innovative pedagogical model and metasytem where the student is the center of the model providing support for autonomous, meaningful, and collaborative learning for empowering students to become leaders that transform their territory through research and ground-breaking ideas that make a difference in the society (Leal, 2021). The quality of education, along with continued advances and innovation, is an integral part of daily processes at the university.

The present study focuses on analyzing the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD. It employs qualitative data collection methods to gather students' perceptions about their lived experiences that facilitated maintaining an autonomous English learning process in a distance learning model. Metacognition refers to a learner's awareness and understanding of their thought processes, embracing their strengths and weaknesses as language learners; and indeed, Anderson (2008) affirms that Metacognition leads to critical reflection and evaluation of thinking that bypasses the management of learning based on chosen strategies. This is how managing learning can be very beneficial by choosing the necessary strategies for the process of practicing and learning a foreign language.

In this way, the significance of metacognition states that students lacking metacognitive strategies are essentially learners without guidance or chances to organize their learning, track

their advancement, or evaluate their achievements and future learning paths. In other words, they become boats without direction in the huge sea of knowledge, sailing wherever the current takes them (O'Malley & Chamot, 1990, cited in Anderson, 2008). Victori and Lockhart (1995), cited in Rahman et al. (2021), explain the importance of incorporating metacognition strategies to become more autonomous.

It is believed that to become autonomous, learners should enhance their metacognition. It should involve a repeated diagnosis of learners' beliefs about language learning, preferred styles, learning needs, and objectives to equip them with criteria for choosing optimum strategies, resources, and activities for their individualized programs. (p.249)

In brief, the significance of this study can encompass several aspects. Firstly, it contributes to the existing body of literature on language education by shedding light on the role of metacognitive strategies in fostering autonomy among LILEI Students at UNAD. Secondly, the findings of this research have practical implications for educators and curriculum designers, providing insights into designing interventions aimed at enhancing language learning experiences. Lastly, the study serves as a foundation for future research endeavors exploring similar phenomena in diverse educational settings.

### **Context of the Research Problem**

Metacognitive strategies are key to success while learning autonomously, providing tools to manage the process and knowledge. Cao and Lin (2020) state that using metacognitive strategies help learners to consciously being able to plan, monitor, regulate, and evaluate the learning process which becomes a valuable skill for learners. Therefore, the bachelor's degree in Foreign Language Teaching with an Emphasis in English, (LILEI for its initials in Spanish) from the UNAD has a curriculum that facilitates language learning through its structured courses and

program design. However, some learners lack awareness of their learning process when it is evident the low English level in advanced semesters of the program. Then fostering metacognitive strategies from first semesters could increase their awareness of the English language autonomous learning.

The consequences of this phenomenon include pre-service teachers who possess inadequate knowledge of their subject matter, leading to incorrect or error-filled methods of teaching the English language. As a result, their lack of proficiency may negatively impact their students (Dzormeku & McMullen, 2024). Jabba (2014) affirmed that “The deficiencies in the English level of teachers develop since they are pursuing their higher education studies” (p.115). Throughout the bachelor's degree, learners need to know about applying metacognitive strategies to be aware of their learning process. According to data from the study made by Education First (2022), the country ranked in the 75th position out of 113 countries, obtaining a score of 480 points versus a global average score of 493 which is in the 75<sup>th</sup> position and shows a low level in the language. Colombia faces the challenge of improving English proficiency, making it essential to train educators with a high level of English. This highlights the urgent need to improve English proficiency nationwide. To address this challenge, it is essential to have teachers with a high level of English proficiency who can implement metacognitive strategies such as planning, monitoring, and evaluating learning processes and being autonomous.

Therefore, addressing this problem is crucial to analyze the role of metacognitive strategies in fostering autonomy among LILEI Students at UNAD to empower them in their learning and teaching process using the English language. Mahdavi (2014) contends that “metacognition is a powerful construct in today's educational setting, and its principled teaching can instill a sense of independence and autonomy into learners” (p.534). The author states that it

is an excellent educational tool for enhancing self-learning, and it is expected that students take ownership of their knowledge and be aware of their professional responsibilities. Moreover, reaching metacognition would put students forward in a way that they can perform well at any English task with a high sense of autonomy.

The metacognitive strategies are teachable and learnable and help students to self-regulate their learning or cognitive activities (Mahdavi, 2014), so they are a powerful tool that can be used in LILEI students at UNAD to become more conscious of their learning. Through Metacognition, it is possible to engage students to think in their action practice in a positive way that makes them aware of the importance of taking their training education seriously. In this way, Tanner (2012) affirmed that Students truly begin to grow into lifelong learners when they not only know metacognitive strategies but also understand when and how to use them in real learning situations.

Flavell (1978) cited by Naushad (2008) defined metacognition, as “usually related to learners' knowledge awareness and control of the processes by which they learn (...)” (p.1). In this way, it is a clear focus to aid students in their learning process so that they can become better professionals. The importance of this research lies especially in its potential to analyze the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD. Cotteral (2008) citing Holec (1992) states that autonomy is a potential capacity that must be developed in the learner, and it explores learners' ability to “take charge of” their learning in both methodological and psychological terms. This capacity produces in learners the awareness of the foreign language learning process as well as engagement in learning about the culture and the civilization of English-speaking countries.

## **Research Questions and Objectives**

What are the lived experiences of the English VII course LILEI students who apparently use metacognitive strategies to create and maintain an autonomous English learning process in a distance learning model?

In what ways does the context of a bachelor's program in foreign languages with an emphasis in English at UNAD influence students' use of metacognitive strategies for autonomous learning?

### ***General Objective***

To analyze the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD.

### ***Specific Objectives***

To identify students in the English VII course at UNAD who report to have applied metacognitive strategies in their learning process.

To explore the experiences of these students in using metacognitive strategies to foster and sustain autonomous English learning within a distance education model.

To describe how the context of the LILEI program influences students' use of metacognitive strategies for autonomous learning.

## **Rationale of the Research**

Learning a foreign language requires dedication, motivation, and strategies to manage time for dedicating a good timely to study it, so LILEI students at UNAD need to use self-skills in metacognition to be able to be aware of their learning and foster their English skills not only during the development of the tasks of the different courses but also in their own time where they should commit to practice and hone their language level. In this way, greater attention to learner

autonomy could help more students to accomplish their careers. It is crucial to encourage students in the development of their language learning no matter their cultural roots because it can be associated with the target language culture with worth. According to this fact, Huseyin, (2005), says that "...language teachers should assess their students' pre-existing beliefs so that they can become aware of their significance on the language learning experience." (p.153). Students' previous knowledge of the language is also an important aspect of implementing strategies in language learning.

In this way, this study aims to analyze the Role of Metacognitive Strategies in Fostering Autonomy among LILEI Students at UNAD. Naushad, (2008) upholds that "Metacognitive awareness relates to individuals' awareness of where they are in the learning process or in the process of solving a problem, of their content-specific knowledge, and of their knowledge about their learning or problem-solving strategies". (p.15). Then, if students know where they are in their learning process and develop skills for problem-solving, they will be able to hone their English skills through several strategies given by the LILEI program while being aware of their language development skills.

Although metacognition is not new in education; it is a concept that has been incorporated into several aspects of the learning process because promoting thinking at each step of the process is crucial. As Rahimi and Katal, (2012), affirm "Developing metacognition brings learners an awareness of the learning process and strategies that lead to success". (p.74). Hence, students can be aware of their learning process and focus on achieving their goals. Studying virtually requires developing metacognitive skills because the student must be autonomous and think about their learning capacity.

Furthermore, carrying out this research based on the analysis of the role of metacognitive strategies in fostering autonomy among LILEI students is significant as a great learning strategy in language acquisition as Anderson, (2003) cited in Rahimi and Katal,( 2012), states “There is also evidence that metacognitive strategies play a more significant role than other learning strategies in this process because once a learner understands how to regulate his/her learning using strategies, language acquisition should proceed at a faster rate”. (p.74). Therefore, students using metacognitive strategies could autonomously hone their English skills while being more conscious about their studies. Çakıcı (2015), citing Candy (1991), emphasizes that autonomous learners have several characteristics that identify them as disciplined, competent, persistent, creative, self-sufficient, information seekers, and venturesome among others.

Thus, to summarize, metacognition can be described as the ability to be conscious about one’s mental process; based on scholarly work, students who tend to be conscious about their learning, know their process and what they’re doing can achieve their goals faster (Rahimi & Katal, 2012). This is how this research can be valuable for LILEI students, to autonomously improve their English skills, making use of their intrinsic and extrinsic motivation to foster metacognition that will allow them to perform a better role as teachers. According to Holec (1981), cited in Çakıcı (2015), learners should have the control to make decisions concerning all aspects of their special learning styles, capacities, and needs. This will help them to have responsibility over their learning process. Littlewood (1997), as cited in Çakıcı (2015), explains that the development of autonomy in language learning begins with essential elements like motivation, confidence, knowledge, and skills. These form the foundation for building three levels of autonomy: as a learner, as a communicator, and as a person. The next section will discuss the main literature review focusing on the scope of the research question and objectives.

## **Literature Review**

This chapter presents a deep documentary analysis that allows the examination of previous knowledge in studies to present different possibilities of understanding the problem carried out in this paper and establish comparisons and discrepancies with other knowledge and parallel theories to have a stable theoretical basis for the investigation development. On the one hand, this section presents a clear overview of the search for some previous research studies that have been conducted about metacognition in the education area to build a critical, thorough review in the international, national, and local contexts related to providing a theoretical validation for the study. On the other hand, the theoretical framework section shows the analysis of different epistemological positions, theories, and disciplines regarding the categories of analysis.

### **State of the Art on Research**

The rationale for the literature review on the background of the topic shows a discussion on how some previous studies have researched specific themes related to the study carried out, the layout of the section is divided into two sections in the following way: metacognition, and learner autonomy, this way of organization is favorable to review trends that have emerged in recent years into the specific themes proposed to present an analysis and description based on the relevant theory and frameworks. It included international studies from México, Turkey, Ecuador, and Saudi Arabia, as well as national and local studies

### ***Metacognition and Language Learning***

Metacognition is defined as thinking about thinking and it is related to the way one's learning process is conscious and cognitive providing powerful experiences that happen throughout the knowledge acquisition there are three kinds of knowledge declarative, procedural,

and conditional (Favell, 1979). According to Anderson (2008), “metacognition results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how learning is managed, and in the strategies chosen for this purpose”. (p.99). The evaluation of thinking takes to a reflective mode where learners can manage their process and encourage them to choose the best ways to accomplish their learning goals. Lack of metacognition causes learners to rely on their teachers by placing their responsibility for learning on them which may be neglectful. O’Malley and Chamot (1990) cited in Anderson, (2008) state the relevance of metacognition skills in learners: “Students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions.” (p.99). Notably, students with a high degree of metacognition are going to get better results in their target language learning.

The researchers Briška and Siliņa-Jasjukeviča (2022) studied the ways of promoting the prospective teacher’s domain-general metacognition in the university study process. The objective of the study was to investigate which content of reflection is more relevant for effectively enhancing teacher education students’ domain-general metacognition. Domain-specific metacognition relates to the awareness of one's professional knowledge and skills, and domain-general metacognition refers to feelings, emotions, and the personal meaning of an individual's experience, as well as life contexts beyond professional activities, which are involved. They marked the metacognitive regulation, considering three general components: planning, monitoring, and evaluating.

In addition, considering the learners’ actions, feelings, and thoughts is a way to incite their reflection in metacognition to observe their process and experiences; however, not all kinds of reflection are metacognitive, and it must have all aspects of metacognition to design a form of

reflection. Metacognitive regulation is influenced by the course and context, and it can be found in a wide diversity of methods of reflection, such as observations, monitoring, analysis, and questionnaires, among others (Peteranetz, 2018). By analyzing the metacognition components from the perspective of transformative learning to define the indices for the domain-general metacognition, and the significance of different exercises for providing the students' domain-general metacognition, they were able to identify that without the fostering of the general-domain metacognition in the reflection process, transformative learning cannot be convincingly implemented in teacher education practice.

Salazar and Caceres (2022) developed research that was carried out in Mexico and presented a theoretical review with a practical proposal based on what metacognition is and its implications in the teaching-learning process and the development of knowledge in educational contexts. This paper was addressed to explain how to promote metacognitive strategies in the educational process. They summed up that considering the educative context, it is possible to implement both strategies: concept maps and Gowin's SVU (proposed in 1986) since it helps students in their task of learning to learn (metacognition) and overcome the necessary epistemological ruptures. In this way, the strategies become self-assessment mechanisms for students, who progress by enriching their autonomy and efficiency of their knowledge construction processes. In the same way, learners can be trained by the educator to use these learning tools as the implementation of strategies to reinforce their metacognitive skills in planning, monitoring, and evaluation.

Chumaña, Jiménez and Martínez (2019) highlight the significance of metacognitive learning traits in crafting effective didactic strategies for fostering meaningful learning among university students. It also underscores that students tend to engage the least in the planning

phase. Commonly utilized practices include reading instructions, summarizing the central idea, reviewing the text, and seeking feedback from teachers. Concerning the metacognitive development of the writing process in English, specifically in the planning phase, it is indispensable to use more teaching strategies that promote the cognitive process in this stage of writing in English (Bonilla & Díaz, 2018). For developing metacognition is crucial to use strategies that involve students' interest in language development and, in the same way, make them aware of reflection about what they are learning and why. This reflection helps learners to have better knowledge of their learning process. The properties of relevant information to learning and knowledge of one's cognitive processes and products lead to metacognition (Flavell, 1976).

Padilla and Murcia's research (2018) is related to the metacognitive strategies in teaching English; their main aim was to diagnose the occurrence of the use of metacognitive strategies in EFL Listening in ninth-grade classes. They assured that metacognition is the faculty that allows human beings to be aware of their cognitive processes and to reflect on them. Metacognitive learning strategies, hand in hand with the oral comprehension skills, can be useful for both the teacher and the student. This is because these strategies allow controlling, coordinating, and obtaining good performance in the learning process, not only in classes but also in real-life contexts. The authors found that the strategies suggested by Oxford (1990) were a great way to promote metacognition; the strategies are divided into two direct and indirect. The direct ones are focused on memory, compensation, and cognition, and the indirect ones are focused on metacognition, affection, and social. They contribute to the development of communicative competence and support the learner's learning not only directly, that is, when the language is the

object of learning, but also indirectly, that is, when the language is a means for the learning to take place in the learning process.

The final study to highlight is Grisales' research (2023) aimed to explain how metacognitive strategies work in the CALLA model, supported by Web 2.0 resources, can foster English reading comprehension. The results are meaningful for the English reading since CALLA encourages metacognitive skills in learners, which are essential to any learning process, so it was a great implementation of these mixed methods. Besides, implementing CALLA model instructions and metacognitive strategies in tandem with technology was useful not only for fostering English reading comprehension performance but also for any other language skill. metacognitive strategies encourage learners to be aware of their knowledge as well as observe their learning process based on preparing and planning, selecting strategies, monitoring, orchestrating strategies, and evaluation (Anderson, 2002). In this way, learners can have a self-reflect on their learning process.

### ***The Role of Autonomy in English Language Learning***

The concept of autonomy in English language learning is a broad theme that has been discussed among various authors who indicate connections with comprehensive views. For instance, Cotterall (2008), citing Holec (1981) states that learner autonomy is the ability to "take charge" of personal learning and sees it as a "potential capacity" which shows an independent way to learn and helps learners to develop techniques in the way they learn. Another definition is done by Little (1991), who believes students with autonomy should have control over the goals and content of the learning they are involved in, and it shows a high metacognitive awareness. Next, the analysis of related previous research.

Vellanki et al. (2024) developed research about the effectiveness of Metacognitive Strategy Instruction (MSI) in enhancing the listening skills and autonomy of adult EFL learners at the advanced level of university. The study employed a mixed-method approach, incorporating both quantitative and qualitative data. The study underscores the potential of MSI in fostering learner autonomy and enhancing listening competencies in the Omani EFL context. The findings particularly highlight the importance of MSI in promoting autonomous learning behaviors, such as planning, monitoring, and evaluating one's own learning process. These findings provide valuable insight into the transformative potential of MSI, supporting the current research's focus on how LILEI students at UNAD use metacognitive strategies to manage their own English learning processes in a distance learning environment.

They also proposed three pedagogical principles to express the characterization of an autonomous learner in a language classroom: 1. learner empowerment, 2. reflectivity, and 3. appropriate target language use. By encouraging these three principles, students will be able to develop autonomy and will show engagement in their learning process. Thus, autonomous learning must go beyond the classroom by becoming a constant process of developing awareness (Najeeb, 2013).

In this way, students' autonomy in online courses which have been well-defined in the study, and they are encouragement of learners by setting learning goals, the contents to be taught, activities to be developed and techniques to be used; the second one is the learner's reflection through supporting their self-monitoring and self-evaluation; the immersion of learners in a reliable learning setting. It is important to consider that social communication with teachers and peers is essential for the development of learner autonomy, and in this way, psychological autonomy depends on our social interdependence (Little, 2004). Autonomy is a process that

starts with the interaction with the educator who provides the resources and advice, and the ways to learn independently. Autonomy plays a significant role in school's homework, encouraging learner to develop it in their time out of the classroom.

Ramírez and Hernández (2004) present a reflective proposal based on classroom experiences aimed at promoting learner autonomy through explicit instruction in learning strategies. The research took place at the Universidad del Valle in Colombia and involved two groups of first-semester students enrolled in a foreign language teaching program. Although the article was published in 2024, the proposal draws on insights gathered from two earlier action-research projects led individually by the authors. These projects helped shape a model that unfolds in three stages: pre-instruction (raising awareness), core instruction (explicit teaching of six selected strategies), and post-instruction (reflection and transfer of learning). The methodology focused on guiding students to recognize their existing strategies, learn new ones, and apply them not just in the language classroom but across broader academic and personal contexts.

The results showed that when strategy instruction is carefully sequenced and limited to just a few strategies at a time, students are better able to internalize them and apply them meaningfully. The researchers observed that many learners already used effective strategies in everyday life—like learning music or budgeting—but had not yet connected those habits to their academic practices. With the right support, these same students began to plan, monitor, and evaluate their own learning processes more confidently. The authors' proposal is deeply rooted in the work of key figures in the field, such as Oxford (1990, 2011), Rubin (1987), O'Malley and Chamot (1990), Green and Oxford (1995), Anderson (2005), and Nunan (1997), all of whom have emphasized the importance of strategy use in fostering autonomy. Rather than being a fixed

method, the model is meant to be adaptable across educational levels and contexts, with the goal of empowering students to take greater ownership of their learning journeys.

### **Theoretical Framework**

This section presents the main concepts, definitions, and theories that are the foundations to support the current study about exploring the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD. It reviews theoretical propositions to highlight the complete structure of the phenomena. It is organized into four interrelated segments. It begins with constructivism, which provides the foundational perspective that learning is an active, student-centered process. The second section focuses on distance education, considering the virtual landscape of the language learning model at UNAD. The third section delves into metacognition, exploring how learners become aware of and regulate their own learning processes. The fourth segment introduces the concept of learner autonomy, describing how students take ownership of their learning decisions and outcomes.

#### ***Constructivism as the Core Learning Theory***

The theoretical foundation of this research is constructivism, a paradigm that views learning as an active, contextualized process where learners construct knowledge through experience and reflection. According to Piaget (1972), cognitive development occurs through interactions with the environment, allowing learners to assimilate and accommodate new information. Vygotsky (1978) further expanded this by emphasizing the social dimension of learning, particularly through the concept of the Zone of Proximal Development (ZPD), where learners progress with the guidance of more knowledgeable others.

This theory emphasizes learning as a social process, linking human intelligence to societal and cultural influences. Central to his framework is the idea that social interaction significantly

shapes cognitive development. He posited that learning occurs initially through interactions with others and is subsequently internalized and integrated into an individual's mental framework (Vygotsky, 1978). According to Hernandez (2008), learning occurs within a specific context, fostering reflection both during and after the process, and is facilitated through individual and collective activities. In the context of higher education and foreign language learning, constructivism underscores the importance of engaging learners in meaningful, self-directed activities. It promotes the development of critical thinking, problem-solving, and independent learning skills, characteristics especially vital in virtual and distance learning environments like those provided by the Universidad Nacional Abierta y a Distancia (UNAD).

Vygotsky (1978) proposed the ZPD, which refers to the range of tasks that a student cannot yet complete independently but can accomplish with the help of someone with greater knowledge, such as a tutor or peer. The LILEI program at UNAD operates under a virtual learning model, where students are expected to take an active role in their learning processes. This aligns well with constructivist principles, as students are encouraged to explore, reflect, and take ownership of their educational journey. The constructivist approach also emphasizes scaffolding, which is offered in the LILEI program through asynchronous content, tutor guidance, and interactive digital tools that support the gradual development of learners' autonomy and language skills.

### ***Virtual and Distance Education Model***

According to Moore's (1993) theory of transactional distance, this learning mode involves a psychological and communicative space between teacher and learner, shaped by three key variables: dialogue, structure, and learner autonomy. Another important theoretical lens comes from Anderson's (2008) Interaction Equivalency Theorem, which posits that meaningful

learning can occur in online environments if at least one of the three types of interaction learner-content, learner-instructor, or learner-learner is strong. Online language learning environments allow learners to engage in language acquisition through virtual platforms, tools, and resources. The online platforms most of the time include interactive lessons, multimedia content, discussion forums, and real-time communication with instructors and peers. Having the possibility to study online implies autonomy and motivation to develop all the activities proposed for accomplishing the assigned tasks. Rai and Rajeshwari (2021) affirm that:

Online technologies promoted the interface of distance and campus-based learning. In addition to increased interaction and interactivity between the teacher and pupil, it has accelerated the expansion of opportunities to access available resources with greater flexibility in terms of place, space, and pace. (p.113).

According to Moore and Kearsley (1996), distance education is a system where everything is connected. Teaching, learning, communication, course design, and management all work together, and any change in one area affects the others. In other words, if something shifts like a new teaching method or a change in technology, it will impact the entire learning experience. As the authors affirmed, distance education has several interconnected systems for a better learning experience. From their perspective, Comas-Quinn et al. (2012) suggest that online learning can be a dynamic and sometimes challenging space for interaction. When tutors step back from their guiding role, students are encouraged to take the lead in their own learning and interactions. Instead of the tutor directing the experience, a virtual facilitator takes on the role of supporting the learning process. Students who engage in this approach show that they can successfully learn on their own while also helping and supporting their peers.

Considering Leal (2021), Virtual education requires a change in the roles of teachers towards an approach focused on supporting and encouraging students' autonomous learning, using multimedia technologies to strengthen innovative teaching strategies. Despite this, not all students have the autonomy skills to perform well in virtual and online environments, so learning dynamics, metacognitive strategies early on could enhance their self-awareness and promote autonomous learning of the English language.

According to UNAD (2024), the LILEI program is designed to prepare future language teachers, focusing on four key areas: autonomous learning, use of technology, research, and virtual education methods. This means that students in the program are encouraged to take charge of their learning process, effectively use digital tools, participate in academic research, and master online teaching techniques. The program seeks to train professionals who are not only fluent in English but also master innovative pedagogical strategies and have a comprehensive understanding of foreign language teaching in different contexts. UNAD (2024) states that:

UNAD's bachelor's degree in foreign Languages with an Emphasis in English, renewed in October 2024, consolidates its innovative program as one that prepares highly competent teachers capable of transforming English teaching and learning processes in diverse contexts. Thus, it contributes to the country's educational and cultural development and strengthens its international projection. (párr.5).

The recent renewal of the qualified registry in October 2024 guarantees the program's quality and commitment to providing students with quality education. It offers a total of 160 academic credits, divided into 133 required credits and 27 elective credits. It also includes a practical training program consisting of 12 practical courses, divided into three categories:

observation, immersion, and research. Through that practical training, students can connect with their context and a real educational environment, which is indispensable for their professional development. Furthermore, the program offers seven English courses throughout the program development that allow students to enhance their language skills.

### ***Metacognition in Language Learning***

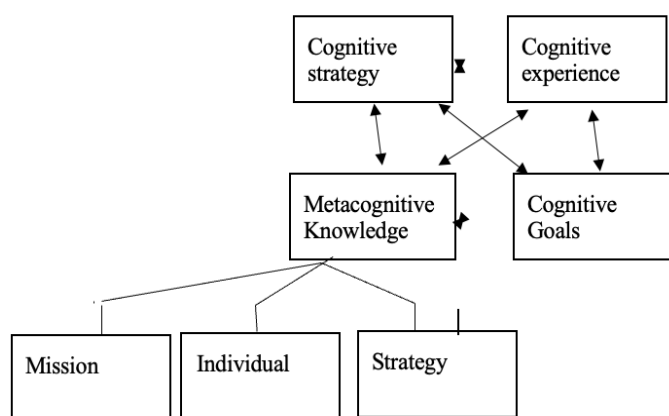
Metacognition is defined as "thinking about thinking", as well as the regulation of cognitive processes, and denotes knowledge about and regulation of one's cognitive processes in the learning processes (Brown, 1978; Flavell, 1979; cited in Haque, 2018). Another definition is "the real key to learning" (Alvarez, 2010, p. 71). Jacobs and Paris (1987) define metacognition as "the conscious self-awareness of one's knowledge of task, topic, and thinking, and the conscious self-management (executive control) of the related cognitive process" (as cited in Haque, 2018, p.191). Furthermore, Flavell (1979) introduces a model of cognitive monitoring that outlines four interconnected classes of metacognitive phenomena: metacognitive knowledge, metacognitive experiences, goals, and strategies.

Metacognitive knowledge involves information stored in our minds, while metacognitive experiences encompass the cognitive and emotional aspects encountered during intellectual pursuits. Goals represent the objectives of cognitive endeavors, and strategies are the methods employed to attain these cognitive goals. Metacognitive knowledge includes understanding one's mission or purpose, individual traits, and strategies. It helps regulate thinking by guiding cognitive strategies and aligning them with goals and experiences to improve learning and problem-solving effectiveness. Essentially, it represents how awareness and control of one's cognitive processes support better decision-making and goal achievement in thinking. This

model emphasizes the dynamic interplay between these metacognitive elements in the cognitive monitoring process. The description above can be seen in Figure 1.

**Figure 1**

*Model of Cognitive Monitoring*



*Note.* This figure represents the framework of metacognitive monitoring and its interaction with key components of the learning process. (Flavell, 1979, p.907)

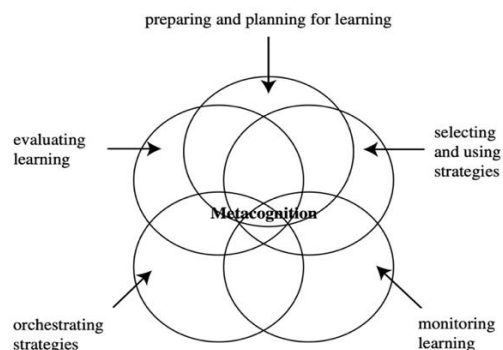
Students lacking metacognitive approaches may struggle to effectively plan their learning, monitor their progress, or reflect on their achievements and future learning directions. Metacognitive strategies are essential for students to set goals, regulate their learning process, assess their understanding, and make informed decisions about their learning journey. Without these metacognitive skills, students may face challenges in navigating their educational path with purpose and efficiency (O'Malley and Chamot, 1990).

Anderson (2008) proposes five central components of metacognition: preparing and planning for learning, selecting and using strategies, monitoring progress during learning, orchestrating different strategies effectively, and evaluating the learning outcomes. These activities help people become more aware of how they think and give them better control over

their learning. This awareness makes it easier to learn effectively and reach goals more successfully. The description above can be seen in Figure 2.

## Figure 2

### *A Model of Metacognition*



*Note.* The figure illustrates the interconnection between the five core metacognitive strategies. (Anderson, 2008, p.101).

Metacognition involves the integration of these interrelated cognitive processes, and one depends on the other, as Figure 2 shows; then they all encompass and interplay to give individuals a comprehensive and dynamic understanding of their thinking processes and strategies. Anderson (2008) states that “Getting good results from studying depends on learners going beyond what teachers and programs provide and developing the kind of metacognitive behavior which will enable them to regulate their learning.” (p.107). The five components suggested by the author are indispensable to developing metacognitive awareness in the language learning process; they must follow in the exact order: preparing and planning, selecting, and using strategies, monitoring and learning, orchestrating strategies, and evaluating learning. Some of the tools to develop metacognition in the learning process suggested by Anderson (2008) are

Language learning surveys or questionnaires, language learning journals, learner self-evaluated videos, the group work evaluation form, and self-assessment on classroom tasks and tests.

Regarding language learning strategies, Oxford (1990) describes two types of strategies, direct and indirect, that are useful to facilitate language acquisition. They are divided into three. In the direct strategies, there are memory strategies, cognitive strategies, and compensation strategies. Indirect strategies include metacognitive strategies, affective strategies, and social strategies. Definitions for each can be found in Table 1.

**Table 1**

*Types of Learning Strategies*

	Direct Strategies		Indirect Strategies
Memory Strategies	A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing action	Metacognitive Strategies	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
Cognitive Strategies	A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output	Affective Strategies	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
Compensation Strategies	A. Guessing intelligently B. Overcoming limitations in speaking and writing	Social strategies	A. Asking questions B. Cooperating with others C. Empathizing with others

*Note.* This table represents Oxford's taxonomy of learning strategies. (Oxford,1990, p.8).

The absence of metacognitive skills in language learners can lead to inertia and reliance on teachers as the sole source of knowledge acquisition, hindering progress in language

proficiency. Implementing the strategies in the classroom can foster metacognition among learners, enabling them to engage in self-directed study beyond classroom boundaries.

According to Oxford (1990), "Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence." (p.1). Agreeing with the author, the learning strategies are essential to be used as tools to engage learners to practice the language and hone their skills.

In conclusion, the concepts, definitions, and theories examined in this chapter serve as the foundational framework for the current study. Key authors consulted include Flavell (1976) and Anderson (2008) on metacognition in education, Vygotsky (1978) for sociocultural theory encompassing learning autonomy, and metacognition. Little (1991) and Çakıcı (2015) on learner autonomy.

### ***Learner Autonomy in Language Learning***

Learner autonomy is a key concept in language learning. Haque (2018) defines "learner autonomy (...) as an attitude to learning, and as autonomous learners are motivated and reflective in nature, their learning is quite reasonably efficient and effective" (p.184).

Considering Little (1991), learner autonomy is a buzzword that has remained a current theme in the teaching and learning of English over the last years. Rahman, Angraeni, and Fauzi (2021) believe that "Learning autonomy as one of the learner variables in pedagogy contributes to learners' success in learning." (p.253). Fostering autonomy in English language learning helps students to become aware of their process, and educators need to pay attention to individual learners and their unique motivations, experiences, and backgrounds (Anderson, 2008). For Holec (1981) defines autonomy as "taking charge" of own learning and describes it as a

"potential capacity" that enables learners to develop technical aspects of learning. In this way, this capacity can empower students' learning process. Anderson (2008) describes as a main characteristic of autonomous learners their ability to make choices about their learning that take account the context in which they are learning and the aim they are looking for. Regarding autonomy in language learning Çakıcı (2015) believes that:

The key to success in learning depends on allowing each individual to construct his or her meaning, not making them memorize and repeat another person's meaning. In formal learning environments, learners can be enabled to construct their own learning spaces to meet their personal and educational needs. (p.36)

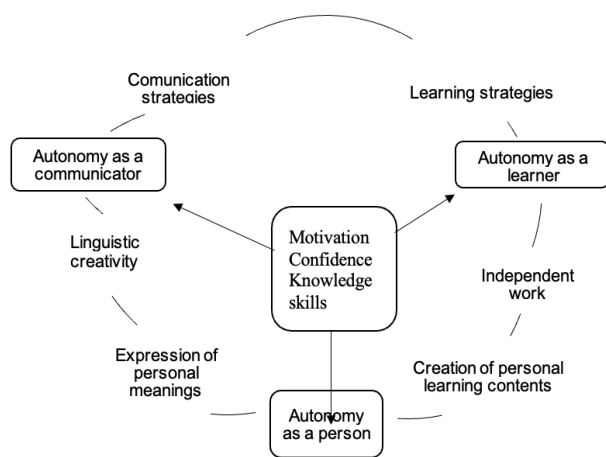
Bearing this in mind, allowing learners to build their knowledge will enable them to empower their decision-making about strategies and tools to be developed outside the classroom to hone their English proficiency. Students should have control over their goals and the content of the learning, and a high metacognitive awareness will foster their autonomy (Little,1991). In other words, through awareness, students are going to be able to set up learning goals, plan, and practice learning activities, choose appropriate learning strategies, monitor their progress, and actively engage in the learning process (Holec, 1981).

For this reason, autonomy development is important because it empowers individuals to take charge of their own learning and growth. This sense of ownership not only helps them learn more effectively but also builds valuable life skills like responsibility, self-reflection, and adaptability. In a world that constantly changes, being autonomous means having the ability to keep learning, adjusting, and thriving without always relying on others. The figure 3 illustrates how learner autonomy develops through the interaction of three key dimensions: autonomy as a learner, as a communicator, and as a person. At the center are motivation, confidence,

knowledge, and skills, which fuel personal growth. As learners take control of their own learning through strategies and independent work, they also enhance their ability to communicate meaningfully using linguistic creativity and personal expression. This holistic process supports the development of a more autonomous and self-aware individual, where learning, communication, and personal identity are interconnected. (Littlewood 1997, cited in Çakıcı, 2015).

**Figure 3**

*Autonomy Development*



*Note.* The figure shows the circular flow and that autonomy is a dynamic and ongoing process, constantly influenced by personal and strategic development (Littlewood 1997, in Çakıcı, 2015, p.33).

As Littlewood (1997) suggests, there are three types of autonomy that a person can develop: autonomy as a learner, autonomy as a person, and autonomy as a communicator. However, in order to develop these forms of autonomy, the learner needs four essential components: motivation, confidence, knowledge, and skills. These factors work together to support and strengthen each dimension of autonomy. To foster this development, teachers play a

key role in encouraging specific learner characteristics, such as the use of learning strategies, communication strategies, independent work, the creation of personal learning content, the expression of personal meaning, and linguistic creativity. When it comes to promoting autonomy, Çakıcı (2015) highlights several effective strategies: scaffolding, strategy training, raising awareness, and increasing opportunities for social interaction. These approaches help learners take more control of their learning process while developing the confidence and skills needed to use the language meaningfully and independently.

Learner autonomy theory based on Little (2004), focuses on three principles and he affirms that they apply to formal language learning always by considering the context. The first principle emphasizes learner empowerment, where learners take responsibility for their learning and control their learning process. This empowerment is a continuous process influenced by learners' proficiency in the target language and learning skills. Teachers facilitate negotiation processes to help learners identify new goals, activities, and areas of responsibility, knowing when to step back according to Vygotskian theory.

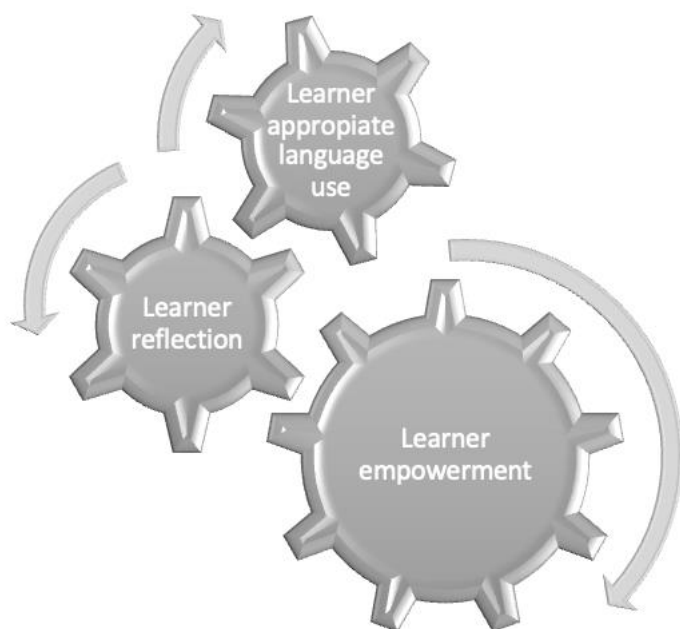
The second principle focuses on learner reflection, encouraging learners to assess their learning at both macro and micro levels. Reflection complements learner empowerment by emphasizing self-assessment and evaluating learning outcomes to improve weaknesses and emphasize strengths. Teachers play a crucial role in initiating, supporting, and directing this reflective process, enhancing learner autonomy through ongoing discussions and evaluations.

The third principle highlights the importance of appropriate target language use in the classroom. Teachers must facilitate genuine communication in the target language from the start, guiding learners' speech is similar to how parents support young children's language development. Group activities should involve tasks sustainable in the target language, like

collaborative writing, to enhance proficiency. This collaborative writing process aids in expanding vocabulary, discussing language use, and improving pronunciation and intonation. By integrating writing and speaking activities effectively, learners reinforce their language skills. These three principles mentioned previously function like interconnected gears with one another, as illustrated in Figure 4.

#### **Figure 4**

*Based on the Learner Autonomy Theory by Little*



*Note.* The figure represents the three principles that function like interconnected gears, each driving the others to promote autonomous learning based on Little (2004).

The figure was made by analyzing the theory; it is notable that each principle is implicitly in the other, and they together constitute a gear for autonomy development as an interconnected channel for reflection. Little (2004) "These three principles should be seen not as discrete components of a pedagogical toolkit, but rather as three perspectives on a process that is socially

and psychologically complex but pedagogically quite straightforward." (p.23) The author proposes three principles that are intricate yet straightforward pedagogical processes.

According to Little (1991), "autonomy develops through interaction (...) the capacity for autonomy grows under the stimulus of interaction with the environment." (p.31). In the same way, Benson (2001), cited in Çakıcı (2015), teachers cannot directly teach students to become autonomous. However, teachers can cultivate an environment and establish conditions that motivate students to enhance the autonomy they already possess. By fostering independence and providing opportunities for self-directed learning, teachers play a pivotal role in nurturing and encouraging student autonomy. To complement the idea, Little (2004) states that "The teacher's role is to initiate, support and direct the processes of negotiation that help learners at every stage to identify new learning goals, new learning activities and materials, and thus new areas of responsibility." (p.22). Indeed, language teachers face the challenge of fostering an environment that promotes learning autonomy among their students while encouraging independence, self-directed learning, and providing opportunities for students to take ownership of their learning process. Teachers can participate in the process of learners gaining autonomy. (Haque, 2018, p.183).

Furthermore, for students to build their autonomy, it is necessary to be encouraged by peers, tutors, and the environment. Thanasoulas (2000), cited in Haque (2018), believes that learner autonomy is an umbrella concept including efforts from the students, instructors, and institutions. In this way, autonomy does not refer to being alone in the process. In the same way, there is the concept of Haque (2018) states that "teachers need not only teach learners the linguistic skills they need but also the study strategies and the autonomy they need as language learners and for their lifelong needs" (p.182). Research suggests that involving learners in the

decision-making process regarding learning materials and activities plays a significant role in fostering learner autonomy. Empowering students to participate in selecting resources and tasks enhances their sense of ownership over their learning, ultimately promoting autonomy and motivation. (Benson, 2001, as cited in Haque, 2018; Balcikanli, 2010; Fenner and Newby, 2000; Nunan, 1999; Ryan, 1997).

### **Conceptual Framework**

This section explains the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD. In this way, metacognition can be conceived as "the conscious self-awareness of one's knowledge of task, topic, and thinking, and the conscious self-management (executive control) of the related cognitive process" (Jacobs and Paris, 1987, cited in Haque, 2018, p.192). Therefore, self-awareness can be higher when the learner's autonomy is higher too, and on the contrary, if the self-awareness is low, it may be because the learner is not being autonomous, so the more autonomous a learner is, the more metacognitive skills will be used. Cubuku (2009) pointed out that "students with low autonomous inclination employ less metacognitive strategies" (p.62). The first one is metacognition, the second one is learner autonomy, and the third one is distance language education. These categories will reflect the level to which students can take control of their learning process, make decisions, set goals, study for themselves, and monitor and control their progress autonomously.

By analyzing these relationships and categories within the conceptual framework, the study aims to investigate the impact of fostering metacognitive strategies on LILEI students at UNAD. Furthermore, autonomous English language learners typically utilize metacognition, which enhances their learning process. Conversely, a lack of autonomy may lead to a reduced application of metacognitive strategies (Haque, 2018). Autonomous language learners use

metacognitive strategies to develop their language proficiency. Concerning language learning, students must develop these kinds of skills to hone their abilities in language such as speaking, reading, writing, and listening, because language can not only be taught without practicing out of the classroom. “Typically, learners such as these realized that they would only make progress in learning English if they made use of opportunities to learn English out of the classroom” (Richards, 2014, p.3). Autonomy in this way is crucial to advance in the language and make progress.

To portray the metacognitive components on the canvas of learner autonomy in the ELT landscape, the crucial role of instructors would be to both teach and model metacognitive strategy use in ESL/EFL classrooms, while institutions should provide materials in the ESL/EFL syllabi that provide the opportunity for using metacognitive knowledge and strategies to achieve learner autonomy in perspective. (Haque, 2018, p.195).

Students who learn how to manage their learning can become autonomous by developing several activities outside of the classroom and deciding the most appealing ones considering their learning styles and abilities to develop, in this way, learner autonomy plays an important role by teachers providing tools and strategies to students; once students learn them they start exploring and find out the one that best fits their needs and to be constant and processing their learning they start using the metacognitive strategies when develop self-awareness. . In this way, Richard (2014) emphasizes that:

Autonomous Learning: Many out-of-class activities encourage autonomous learning.

With TED Talks, students can decide what kinds of speech events they will select, based on their interests. Similarly, with listening logs, students can choose what kinds of events they want to participate in and what strategies to use to help them follow an extended

listening experience. In both cases, learners can develop the skills involved in organizing and managing their learning. (p.11)

The study highlights the learner, which reflects it as a variable that may not affect the interaction among the other categories. Regarding metacognition in the classroom, Tanner (2012) affirms that promoting students' metacognition in the class of a course goes beyond specific individual assignments; it involves integrating metacognition into everyday interactions and language used by both teachers and students, fostering a continuous development of metacognitive skills. In Table 2, Tanner (2012) points out reflective questions in an overall course and a class session to consider the main metacognitive skills of planning, monitoring, and evaluating.

**Table 2**

*Promoting Metacognition*

Activity	Planning	Monitoring	Evaluating
Class session	<p>What are my goals for this class session? How did I arrive at these goals?</p> <p>What do I think students already know about this topic? What evidence do I have for my thinking?</p> <p>How could I make this material personally relevant for my students? Why do I think this?</p> <p>What mistakes did I make last time I taught this, and how can I not repeat these?</p>	<p>What do I notice about how students are behaving during this session? Why do I think this is happening?</p> <p>What language or active-learning strategies am I using that appear to be facilitating learning? Impeding learning?</p> <p>How is the pace of the class going? What could I do right now to improve the class session?</p>	<p>How do I think today's class session went? Why do I think that? What evidence do I have?</p> <p>How did the ideas of today's class session relate to previous class sessions? To what extent do I think students see those connections?</p> <p>How will what I think about how today's class session went influence my preparations for next time?</p>

Overall course	Why do I think it's important for students pursuing a variety of careers to learn the ideas in my course? What are my assumptions?	In what ways am I effectively meeting my goals for student learning through my teaching? How could I expand on these successful practices?	What evidence do I have that student in my course learned what I intended? Do they think they learned it?  What advice would I give to students next year about how to learn the most on this course?
	How does success in this course relate to my students' career goals? How might I reveal these connections to them?	In what ways is my approach to teaching this course not helping students learn? How could I change my teaching strategies to address this?	If I were to teach this course again, how would I change it? Why? What might keep me from making these changes?
	What do I want students to be able to do by the end of this course? Still be able to do five years later?	How is my approach to teaching this course different from the last time I taught it? Why?	How is my thinking about teaching changing?

*Note.* This table shows the main questions for promoting Metacognition in a class session and an overall course (Tanner, 2012, p.115).

This table provides a comprehensive guide for educators to reflect on their teaching practices both at the level of individual class sessions and across an entire course. It encourages thoughtful planning, active monitoring, and critical evaluation for continuous improvement. In conclusion, according to the different authors named above, integrating learning autonomy and metacognition will empower students to be in charge of their learning process, some will need more support from the teachers and some others will be capable of walking through the path of exploring learning styles and tools to find the best ones to develop their language proficiency.

## **Research Design**

The chapter outlines the research methodology, context, data collection and analysis techniques, and pedagogical interventions by employing a qualitative method to gather and analyze data, aligning with its objectives and nature. The theoretical rationale supports the chosen design, focusing on the study's essence. Hernández et al. (2014) assure that qualitative research changes reality through observations and data collection when interpreting the phenomena, through perceptions and meanings produced by experiences of the participants. This is how this study aims to collect the perception of the sample students of the LILEI program and then systematize the categories according to their experiences, considering high use of metacognition and autonomy. The students who demonstrated stronger use of metacognitive strategies were invited to participate in a focus group to share their genuine perceptions about developing autonomy within the virtual and distance learning model. This approach was chosen because it allowed for deeper insight into how metacognitive strategies influenced autonomy in this specific educational context.

### **Methodological Design**

#### ***Research Method***

This study focuses on analyzing the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD; the study carries out a qualitative method for data collection to get the perceptions of participants on the topic of study. The qualitative approach is chosen because it allows for an in-depth understanding of students' experiences and perspectives, which are crucial for developing effective educational interventions and obtaining an interpretative perspective and analysis of the phenomenon studied (Hernandez et al., 2014). In the same way, this qualitative approach is appropriate for this study as it allows for an in-depth

exploration of participants' experiences, perceptions, and reflections on their learning processes (Creswell & Poth, 2018).

### ***Research Approach***

The study employed a case study design, focusing on a specific group of LILEI students, using a simple random technique, ensuring a representative sample with minimal tendency (Punch, 2013), bearing in mind that the population in this case is the students enrolled in the specific English VII course of the LILEI program at UNAD. For participating in the focus group, they were chosen according to their answers in the first questionnaire, considering high use of metacognition and autonomy. This design is suitable for gaining detailed insights into how metacognitive strategies influence autonomy in a particular educational context. For this study, it is pertinent to carry out qualitative research to find information and understand in-depth insights into participants' experiences and perspectives into the interpretative paradigm that produces an understanding of the context and the processes of the information systems whereby the information system influences and is influenced by the context (Walsham 1993 cited in Gichuru, 2017).

### **Context of the Research**

The population is the students from the bachelor's degree program in foreign language education with an emphasis in English LILEI, from the Universidad Nacional Abierta y a distancia UNAD, located in Colombia. According to Leal (2024), it is the largest online university in the country with 250.000 students. The LILEI program has approximately 3.500 students per semester, and it has seven (7) English levels in the study plan. The suitable students for this study are the ones enrolled in English VII. In this way, the context aligns with qualitative

methods because the target population is asked to answer an online questionnaire, and then some participants were asked to participate in a focus group.

### ***Population and sampling strategy or procedure***

According to the UNAD University, there are 3.300 students enrolled in English I to English VII. Considering the qualitative design and focus on a more appropriate strategy, a random sampling technique is suitable to represent the target population of students within the LILEI program at UNAD. For this study, specifically, the course English VII has 401 students enrolled. Simple random sampling techniques are used to select participants, ensuring a representative sample with minimal tendency (Punch, 2013).

### ***Ethical protocol***

This ethical protocol aims to conduct the study responsibly and ethically, prioritizing the well-being and rights of participants while contributing valuable insights to the field of foreign language education. Informed consent was delivered before participation to all students and tutors involved in the study, they were provided with clear and detailed information about the research's purpose and procedures, explaining that the answers to the questionnaire and focus group did not have any potential risks or benefits. It was used only to collect information for the study and did not have any positive or negative consequences for participants. They were also informed that their participation is voluntary, and they have the right to withdraw from the study at any time without any penalty. This written consent for the data collection (questionnaire and focus group) was delivered to students enrolled in English VII, and their course network. Regarding confidentiality, all data collected during the study, including survey responses, interview transcripts, and results for language proficiency tests, were kept confidential.

Participant identities were anonymous, and data was be stored securely with access restricted to authorized research personnel only.

In the same way, respect for participants were guaranteed throughout the study, as they were treated with respect and dignity throughout the research process. Researchers were sensitive to cultural differences and individual preferences and were accommodate any special needs or concerns expressed by participants. Likewise, participants had the opportunity to ask questions, provide comments, and express their perspectives on the study. The main researcher provided ongoing supervision to ensure that ethical standards are adhered to throughout the study. Therefore, the research protocol was presented to thesis director for review and approval. The study was conducted following all relevant ethical guidelines, regulations, and institutional policies.

### **Data Collection Techniques**

Data was collected through a questionnaire and a focus group, through a three-phase process in order to develop each one of the objectives proposed in the study. These methods allow for a nuanced exploration of participants' experiences and perceptions, contributing to a deeper understanding of the research questions and enhancing the validity and reliability of the study findings.

### ***Description and Rationale of the Instruments***

In the first phase, a questionnaire was administered to assess the applicability of metacognitive strategies in English learning among students in the English VII course of the LILEI program (see Appendix C). While the study employs a qualitative approach to explore participants' experiences and perceptions, the questionnaire included both open- and closed-ended questions. The open-ended questions encouraged participants to provide detailed,

descriptive responses, facilitating an in-depth understanding of their thoughts and experiences. The closed-ended questions, though structured, were designed to systematically identify students who met the inclusion criteria for the focus group, ensuring appropriate participant selection. This approach aligns with qualitative research methodologies, which often incorporate structured instruments to enhance the clarity and focus of participant selection without compromising the depth of qualitative analysis (Tong et al., 2007).

In the second phase, students with the highest metacognitive applicability were selected to join a focus group to explore their lived experiences that facilitated maintaining an autonomous English learning process in a distance learning model. According to Krueger and Casey (2015), focus groups are a qualitative data collection method that involves guided discussions among a small group of participants to explore their perceptions, experiences, and opinions on a particular topic. In this study, the focus group was an assembly interaction where the researcher had the moderator role to receive information from the participants about their real experiences in the use of metacognitive strategies to become more autonomous in a distance education setting (see Appendix E).

The third phase involved describing the use of metacognitive strategies for autonomous learning within the context of the LILEI program. The findings gathered from these instruments served as a strong foundation for analyzing the impact of metacognitive strategies in the development of autonomy in a virtual learning model. These data collection tools have not only contributed to answering research questions but have also reinforced the importance of metacognitive strategies in promoting learner autonomy.

The conclusions of the study were analyzed considering validity and credibility to develop the study's conclusions. The implementation of data collection instruments for this study

was a questionnaire and a focus group, which provided valuable information on the role of metacognitive strategies in fostering the autonomy of LILEI students at UNAD. The questionnaire allowed for a broad and systematic assessment of students' self-regulated learning behaviors, metacognitive awareness, and perceptions of autonomy in their language learning process. Furthermore, the focus group offered an in-depth exploration of students' experiences, challenges, and personal reflections, enriching the quantitative data with qualitative insights.

### ***Validation Procedures***

To ensure the quality and trustworthiness of the data collected in this study, two instruments were validated before being applied: a questionnaire and a focus group script. Both tools were carefully reviewed by experienced professionals in the field of language education and research. The first instrument was a questionnaire, designed to identify students' use of metacognitive strategies in their English learning process. This instrument was reviewed by Professor Edwin Londoño. He provided detailed feedback on the wording and structure of the questions, helping to improve clarity and relevance. After making the suggested corrections, he approved the final version of the questionnaire and signed off on it. (see Appendix D).

The second instrument was a focus group, created to explore students' personal experiences with metacognitive strategies and learner autonomy. This tool was revised by Magister Juan Carlos Acosta, the thesis advisor. He reviewed the structure and content of the questions and gave several recommendations for improvement. After making the necessary adjustments based on his feedback, the focus group was carried out with five participants from the English VII course. (see Appendix E)

Both validation processes helped ensure that the instruments were appropriate for the research context and capable of gathering meaningful, reliable information aligned with the

study's objectives. The feedback from both reviewers played a key role in improving the tools and strengthening the overall quality of the study.

## **Data Analysis**

This chapter presents the analysis of the data collected through the two research instruments: a questionnaire and a focus group. The purpose of this analysis is to understand how students in the English VII course of the LILEI program at UNAD apply metacognitive strategies to support and sustain their autonomous learning in a distance education context. The data were examined using a qualitative approach, allowing for an in-depth exploration of students' perspectives, experiences, and behaviors. The analysis is organized around the research objectives and guided by Anderson's (2008) model of metacognitive strategies, as well as theoretical concepts related to learner autonomy. The chapter begins with the data management procedures and continues with the results.

### **Data Management Procedures**

#### ***Questionnaire***

The first research instrument employed was a questionnaire (see Appendix C), administered with the purpose of assessing the applicability of metacognitive strategies in English language learning among students enrolled in the English VII course of the LILEI program. Although the overall study follows a qualitative research approach aimed at exploring students' experiences and perceptions, the questionnaire was designed using a mixed-format structure, comprising both closed-ended and open-ended questions. Although the study adopts a qualitative approach, the questionnaire included structured, closed-ended questions that allowed for basic quantitative analysis to inform participant selection for the focus group.

As Creswell and Plano Clark (2018) explain, it is possible to integrate quantitative tools within qualitative research designs when they serve specific purposes such as sampling or preliminary filtering of participants. The open-ended questions allowed participants to express

their thoughts and experiences in detail, thereby facilitating a deeper understanding of their use of metacognitive strategies in their English learning process. In contrast, the closed-ended questions were structured using a checklist format to systematically identify participants who met the inclusion criteria for the subsequent focus group phase. These questions were not intended for statistical generalization but rather to support purposeful sampling aligned with the qualitative nature of the study. The data management process involved the following steps:

***Data Collection.*** The questionnaire was distributed via Google Forms, and a total of 90 responses were collected. Each response was reviewed to confirm that the participants were enrolled in the English VII course, ensuring alignment with the target population.

***Initial Data Processing.*** The responses to the closed-ended questions were exported to Microsoft Excel for analysis. These questions functioned as a checklist covering five key categories of metacognitive strategies, based on the theoretical framework. For each category, a frequency and percentage analysis was conducted to determine the extent to which students reported using these strategies. This analysis resulted in five summary tables, each corresponding to one metacognitive category (planning, selecting strategies, monitoring, orchestrating strategies and evaluating).

***Participant Selection for Focus Group.*** Based on the percentage scores derived from the checklist, 10 students were identified as exhibiting engagement with metacognitive strategies. These students were deemed suitable for deeper qualitative exploration and were invited to participate in the focus group, which constituted the second instrument of this study.

***Final Focus Group Participation.*** Out of the 10 students invited, five agreed to participate in the focus group discussion, providing richer qualitative data for subsequent thematic analysis.

### *Focus Group*

The second research instrument employed was a focus group to explore the lived experiences of students in the English VII course from the LILEI program at UNAD (see Appendix E). The focus group included five participants and lasted approximately one hour and fifteen minutes. Participants were asked to reflect on their English learning process in the distance education model and the metacognitive strategies they use to foster and maintain autonomy. The session was audio recorded and automatically transcribed to facilitate detailed thematic analysis. Then, the following analysis is based on the focus group transcript using the six steps of thematic analysis as proposed by Braun and Clarke (2006), aligning it to the research objectives on exploring metacognitive strategies and autonomy among LILEI students in the English VII course at UNAD. The main themes and codes were identified following research questions and objectives, focusing on students lived experiences, use of metacognitive strategies, and influence of the distance learning context. The six steps proposed by Braun and Clarke's (2006) are becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and finally producing the report summarizing findings.

**Step 1: Familiarizing with the Data.** The first step in the analysis involved developing a deep understanding of the focus group data. The process began with a thorough reading of the transcript generated from the meeting held on Microsoft Teams. Since automatic transcription tools are not always fully accurate, the audio recording was reviewed to correct any errors and ensure the participants' voices were accurately represented. To increase familiarity with the content, the transcript was read two additional times. During these readings, key expressions were underlined, and initial notes were taken to highlight meaningful insights. Particular

attention was given to statements related to metacognitive strategies and learner autonomy within the context of distance education. This phase was essential for identifying early patterns and gaining a sense of the tone and depth of the students lived experiences.

**Step 2: Generating Initial Codes.** Once the data had been thoroughly reviewed and understood, the next step was to begin identifying meaningful units within the transcript. This involved breaking the text into smaller segments and applying codes that captured the essence of each segment. To support this process, a combination of coding methods described by Saldaña (2015) was used, including descriptive, emotion, process, values, and In Vivo coding.

Descriptive codes were used to label basic topics, such as study habits or digital tools. Emotion codes helped highlight students' feelings like stress, frustration, or motivation. Process codes focused on actions, such as setting goals or changing learning strategies. Values codes reflected beliefs or attitudes toward learning, while In Vivo codes preserved the participants' own words, especially when those expressions were powerful or repeated. Each code was carefully selected to reflect not only the content of the student's response but also the context and emotional tone behind it. This phase laid the foundation for organizing the data into meaningful categories and later developing broader themes related to metacognitive strategy use and autonomy in distance learning.

**Step 3: Searching for Themes.** After initial coding was completed, the next phase involved organizing the codes into broader patterns of meaning. This process required examining all the generated codes and identifying similarities, relationships, and repeated ideas across different participants' responses. Codes that reflected common experiences or perspectives were grouped together under preliminary themes. For example, various codes related to the use of tools such as ChatGPT, TikTok, and English-language media were clustered under a potential

theme related to digital learning strategies. Similarly, codes reflecting emotions like stress, frustration, or resistance to structured routines were considered part of a theme exploring emotional responses to planning and autonomy. This step was not only analytical but also interpretative. The aim was to move beyond individual comments and begin to understand the larger patterns in how students experience and manage their learning. Through this phase, a set of initial themes began to emerge, providing a more organized and coherent view of how metacognitive strategies and learner autonomy are expressed within the distance education context.

**Step 4: Reviewing Themes.** Once the initial themes were identified, the next step was to carefully review and refine them to ensure clarity, coherence, and accuracy. This involved checking whether each theme truly represented the data and whether the coded extracts within each theme shared a meaningful connection. During this process, some themes were merged, redefined, or removed altogether. This reviewing phase helped strengthen the thematic structure of the analysis, ensuring that the findings would offer both depth and clarity when describing the students' use of metacognitive strategies and their experiences with autonomy in distance learning.

**Step 5: Defining and Naming Themes.** Structured categories were developed based on the nature of the research and guided by Anderson's (2008) model of the five metacognitive components: planning, selecting strategies, monitoring, orchestrating strategies, and evaluation. To better reflect the specific context of this study, two additional categories were included: autonomy and virtual and distance education. These structured categories are conceptual and content-based groupings that connect directly to the research questions, helping to organize and interpret the data in a meaningful way.

The themes within each category were not predetermined or imposed by the researcher but rather emerged organically from the participants' own voices during the focus group discussion. This approach aligns with the principles of inductive thematic analysis, where the coding and categorization of data are guided by the content itself rather than by pre-established frameworks. By allowing the themes to surface naturally from the students' responses, the analysis captures a more authentic and nuanced reflection of their lived experiences. This method not only respects the participants' perspectives but also enhances the credibility and depth of the findings. Grounding the thematic organization in the students' actual words ensures that their realities, challenges, and strategies are represented in a way that remains faithful to their intentions and contexts, rather than being filtered through external assumptions.

For the category of planning, the themes identified were flexible learning, emotional and motivational factors, and strategic planning and goal setting. In selecting strategies, the themes included digital and physical learning tools and learning techniques. The monitoring category was composed of the themes of lack of follow-up and continuous monitoring. Orchestrating strategies included the themes of lack of strategy selection and use of diverse strategies. Within the category of evaluation, the themes periodical evaluation and lack of evaluation were identified. The category of autonomy was organized into the themes lack autonomy and Self-regulated and strategic use. Finally, the category virtual and distance model included the themes appropriate learning-teaching methodology, lack of immediate tutor support and a suitable learning model. All the above description is well described in Table 9. This thematic structure allowed the analysis to remain focused on the students' voices, while also aligning with theoretical concepts related to metacognition and learner autonomy in distance education. (see Appendix F).

**Table 3***Operationalization of Categories and Themes Organization*

Structural Categories	Themes	Type of coding
Planning and preparing	Flexible learning Emotional and Motivational Factors Strategic Planning and Goal Setting	
Selecting strategies	Physical and digital learning tools	Open coding Emotion coding
Monitoring	Learning techniques Lack of follow-up Continuous monitoring	In vivo coding
Orchestrating strategies	Lack of strategies selection Use of diverse strategies	
Evaluation	Periodical evaluation Lack of evaluation	
Autonomy	Lack of autonomy Self-regulated and strategic use	
Virtual and distance model	Appropriate learning-teaching methodology Lack of immediate tutor support Suitable learning model	

*Note.* This table shows the main structural categories based on the theory, along with the themes and types of coding used.

**Step 6: Producing the Report.** This step was not only focused on organizing information, but also on giving voice to the participants and making sense of their lived experiences within the context of distance English learning and the use of metacognitive strategies. The findings were structured around the themes and the research questions and objectives. (see Appendix F). A detailed description of the results is provided below.

## Results

### *First Instrument – Questionnaire*

This report presents a detailed descriptive and explicative analysis of data collected through a diagnostic questionnaire administered to students enrolled in the English VII course of the Foreign Language Bachelor's Degree Program with an emphasis in English (LILEI) at UNAD, which comprised 301 students according to the University's Records and Control Office for academic period 16-01 of the year 2025. Of these, 90 students responded and accepted the data processing. While the questionnaire collected structured information, its role was purely practical, helping to select participants whose experiences were relevant to the research questions. The main focus of the study remained qualitative, as the analysis was based on participants' real-life experiences and perceptions shared during the focus groups (Creswell & Poth, 2018; Patton, 2015; Guest, Namey, & Mitchell, 2013). Using a questionnaire in this way is consistent with qualitative research practices, where structured tools may support participant selection without changing the qualitative nature of the study.

The questionnaire was structured around five core categories of metacognitive strategies according to Anderson (2008) as presented in Table 4:

**Table 4***Structured Categories*

Categories	Description
Planning and Preparation:	This involves setting goals, organizing resources, and deciding when and how to study.
Strategy Selection and Application	Learners choose appropriate strategies that fit their learning goals and personal preferences.
Monitoring	While studying, learners keep track of their progress. They regularly assess how they're doing, identifying both their strengths and areas that need improvement.
Orchestration	This means combining and adapting different strategies to suit changing learning needs.
Evaluation	After a learning task, students reflect on what worked, what didn't, and how they can improve next time.

*Note.* This table shows the five main metacognitive categories proposed by Anderson (2008) and there is a short definition of each one.

Each item in the questionnaire was rated on a Likert-type scale with options: "Siempre" (Always), "Regularmente" (Regularly), "Ocasionalmente" (Occasionally), and "Nunca" (Never). Frequent use of "Siempre" or "Regularmente" responses across multiple items is indicative of strong metacognitive strategy use.

Even though the study is qualitative because it focuses on the students' perceptions, for this first step, it was necessary to conduct an analysis by counting high-frequency metacognitive responses per participant. Each participant's responses were scored based on the number of items marked as "Siempre" or "Regularmente."

**Table 5***Category 1: Planning and Preparation*

Statement	Never %	Sometimes %	Regularly %	Always
I establish clear objectives for what I want to achieve in English.	2%	26%	46%	27%
I plan when and how I will study English.	4%	29%	40%	27%
I gather the necessary materials and tools for effective learning.	2%	24%	46%	28%
I maintain a regular routine to study English.	8%	36%	37%	20%
I establish clear objectives for what I want to achieve in English.	2%	29%	43%	26%

*Note.* This table is based on the applied questionnaire for category 1. It shows the five statements that were asked and the percentage in each one.

On average, only a small minority selected "Never" for any statement, while the majority chose "Regularly" or "Always." Specifically, across the five statements, about 2%–8% of students selected "Never," while 24%–36% chose "Sometimes," 33%–46% chose "Regularly," and 20%–28% chose "Always." The most consistently practiced behaviors were "setting clear objectives" and "gathering necessary materials," with over 70% of students reporting they do

these "regularly" or "always." However, maintaining a regular study routine had slightly lower engagement, with 43% choosing "sometimes" or "never."

**Table 6**

*Category 2: Selecting and Using Learning Strategies*

Statement	Never %	Sometimes %	Regularly %	Always
I select English learning strategies that fit my learning style and goals.	2%	24%	46%	28%
I apply various techniques to learn English effectively.	1%	20%	48%	31%
I adjust my approach depending on the English task or activity to be developed.	6%	32%	43%	19%
I ask for help if I have difficulty understanding or completing English activities in my free time.	1%	23%	46%	30%

*Note.* The table presents the distribution of responses from students regarding selecting and using learning strategies.

For all four statements, the majority of students chose "Regularly" or "Always," with the highest engagement seen in "applying various techniques" (79% regularly or always) and "trying new methods" (76% regularly or always). Only a very small percentage (1–6%) reported "Never" using these strategies. The area with the most students selecting "Never" or "Sometimes" was "asking for help," suggesting that while students are generally proactive and experimental in their learning, some may be less comfortable seeking assistance.

**Table 7***Category 3: Monitoring Strategies*

Statement	Never %	Sometimes %	Regularly %	Always
I regularly review my progress in English learning.	2%	22%	49%	27%
I recognize which English skills I need to improve.	1%	20%	46%	33%
I speed up or slow down my English learning according to my understanding.	4%	28%	44%	23%
I identify when I need to practice an additional English skill.	2%	23%	49%	26%
I use tools such as tests to monitor my own understanding.	3%	30%	43%	23%

*Note.* The table presents the distribution of responses from students regarding monitoring strategies.

Category 3 results show that most English VII students at UNAD are proficient in monitoring their learning process, especially in identifying areas for improvement and reviewing their progress. The highest engagement was in recognizing which skills need improvement (79% "Regularly" or "Always"), showing strong self-diagnosis.

**Table 8***Category 4: Orchestrating Strategies*

Statement	Never %	Sometimes %	Regularly %	Always
I use several techniques together to improve English learning.	2%	26%	46%	27%
I change my approach if an English learning strategy doesn't work.	3%	24%	48%	24%
I align my English learning strategies autonomously with my goals.	2%	27%	48%	23%
I distribute my time wisely among different English learning strategies.	3%	28%	46%	23%
I autonomously ensure balance between reading, writing, listening, and speaking.	4%	30%	43%	22%

*Note.* The table presents the distribution of responses from students regarding orchestrating strategies.

For each statement, between 69% and 75% of students reported "regularly" or "always" orchestrating their strategies. The highest engagement was found in using several techniques together (73% regularly/always) and changing approach if a strategy does not work (72%).

**Table 9***Category 5: Evaluating Process and Strategy Use*

Statement	Never %	Sometimes %	Regularly %	Always
I evaluate whether my autonomous English learning strategies are working.	2%	26%	47%	26%
I reflect on what and how I have learned in English.	1%	21%	47%	31%
I autonomously change my English learning strategies if they are not effective.	3%	28%	46%	23%
I ask tutors or peers for feedback on my English learning process.	8%	37%	37%	19%
I autonomously check my English progress (exams, workshops, tests, games).	2%	24%	47%	27%

*Note.* The table presents the distribution of responses from students regarding evaluating process.

For each statement, about 73–78% of students reported "regularly" or "always" engaging in self-evaluation, reflection, or adjusting their strategies when needed. The strongest aspects are reflecting on what and how they have learned (78% regularly/always) and autonomously checking their progress (74% regularly/always), demonstrating strong habits of metacognitive reflection. However, the area with the most room for growth is seeking feedback from tutors or only 56% of students reported doing this regularly or always. The top 5 students were selected

for deeper analysis. After analyzing the answers of 90 students, 5 were selected that showed the greatest use of metacognitive strategies.

These learners reported setting clear learning objectives for English and planning their study sessions, maintaining regular study routines and gathering necessary materials, monitoring their progress using self-assessment tools, tests, and reflective journals, identifying areas for improvement and adjusting their strategies when needed, seeking feedback from tutors and peers to refine their approaches and finally evaluating the effectiveness of their strategies and making autonomous changes to enhance learning outcomes. These ten students showed consistent and significant use of metacognitive strategies, with response frequencies ranging from 18 to 26 items marked as "Siempre" or "Regularmente."

The high use of planning indicates that students set specific goals, organize study sessions, and anticipate challenges. Monitoring allows them to track their performance and detect misunderstandings in real time. Evaluation helps in recognizing which strategies are effective and which need to be changed. Orchestration shows their capacity to combine methods such as reading comprehension with listening practice. Lastly, self-assessment enables learners to evaluate their proficiency and take ownership of their progress.

### ***Second Instrument - Focus Group Qualitative Thematic Analysis***

This thematic analysis explores the lived experiences interview in the focus group. The findings are organized into interconnected themes that reflect how learners navigate the complexities of studying a foreign language in a virtual environment. The themes are discussed and analyzed based on the lived experiences of the students interviewed in the focus group. The five participants are identified as S1, S2, S3, S4, and S5—where “S” stands for “Student” followed by a number, in order to protect their identities while maintaining clarity in the

analysis. For analyzing the focus group, structured categories were developed based on the nature of the research and guided by Anderson's (2008) model of the five metacognitive components: planning, selecting strategies, monitoring, orchestrating strategies, and evaluation. To better reflect the specific context of this study, two additional categories were included: autonomy and virtual and distance education. These structured categories are conceptual and content-based groupings that connect directly to the research questions, helping to organize and interpret the data in a meaningful way. The themes within each category were not decided in advance. Instead, they emerged naturally from the students' own words during the focus group discussion.

**Planning and Preparing for Learning.** Three themes emerged from this structured category: flexible learning, emotional and motivational factors, and strategic planning and goal setting, all of which will be explained below.

***Flexible Learning.*** One of the clearest patterns that emerges is the lack of fixed routines, since from the five students only one follows a strict routine. Learners mention that they don't follow a strict schedule. Instead, they prefer to study when they have free time, choosing activities like watching English videos, listening to music, or practicing specific skills as they feel motivated. This flexible approach seems to work for some, offering a sense of autonomy and reducing pressure. However, for others, the absence of structure leads to a lack of consistency and difficulty in staying on track with their goals. S1- "...como tal realmente no tengo rutina para estudiar inglés" (Excerpt from the focus group transcript). S2- "...tiempo libre para ver videos random, por decirlo así, ahora lo utilizo viendo videos en inglés, comedias en inglés, entrevistas" (Excerpt from the focus group transcript).

The flexible study routines adopted by most participants reflect a form of autonomy in learning that aligns with the principles of self-directed education in distance learning contexts. As Bates (2019) emphasizes, flexible learning environments allow learners to adapt educational activities to their own schedules and preferences. However, this flexibility can become a double-edged sword. While it fosters learner control (Burns, 2011), it can also challenge self-regulation if not accompanied by structure or planning (Oxford, 2017). This is evident in the experiences of students who report studying during free time without established routines, which may hinder sustained progress over time.

***Emotional and Motivational Factors.*** Emotion plays a significant role in how students approach their learning. Several of them express feeling overwhelmed, especially at the beginning of their learning journeys. For example, one participant shared that trying to follow a routine made them feel stressed and overloaded. Others voiced internal resistance or even denial, saying they didn't feel comfortable with routines or doubted their ability to succeed. These emotional responses suggest that while students may understand the importance of planning, sticking to a plan often brings up frustration, insecurity, or even self-sabotage. This highlights the need to support learners not only with tools for organizing their learning, but also with strategies to manage the emotional ups and downs that come with long-term language acquisition. S1-"Cuando inicié me sobrecargué, pues al final me di cuenta que como que me estresaba". S2- "Un choque de negación de no quería, no me acomodo, no me gusta". S4-"...que yo me negaba porque siempre he querido reforzar mi speaking". S4-"...en mi caso yo tengo un amor, odio con las rutinas, se me cuestan un montón" (*Excerpt from the focus group transcript*).

Emotional responses such as frustration, denial, and stress significantly impact students' engagement with English learning. These feelings resonate with Zimmerman's (2002) notion that

emotional self-regulation is essential for maintaining motivation and persistence. In the virtual LILEI environment, students' emotional struggles suggest the need for emotional scaffolding as part of metacognitive strategy training. According to O'Malley and Chamot (1990), affective strategies, including anxiety reduction and motivation enhancement, are critical to support learners' psychological well-being and cognitive performance, particularly in autonomous learning contexts.

***Strategic Planning and Goal Setting.*** The data presents a mixed picture. Some students clearly define their objectives, such as reaching a B2 or C1 level in English, and describe daily practices they've integrated into their routines—like working on speaking in the morning, listening in the evening, and using English during everyday chores. These students appear to be more self-regulated, blending their learning into daily life in creative ways. However, other participants admit that they currently don't have clear goals or routines in place. For some, initial enthusiasm has faded, and what started as well-intentioned planning has slowly unraveled. This shift reveals that motivation can fluctuate over time, and even well-planned goals may lose their impact without ongoing reflection and adjustment.

S2-"Mi objetivo es antes de terminar el último trabajo, tengo que salir con B2"S5-" La meta por ejemplo llegar a B2, luego a C1" "Empezando los semestres, sí tenía unos objetivos, dije, bueno, el primer semestre voy a darle duro" (*Excerpt from the focus group transcript*).

**Selecting strategies.** Two themes emerged from this structured category: Physical and digital learning tools and learning techniques, all of which will be explained below.

***Physical and Digital Learning Tools.*** The students' responses reveal a strong preference for leveraging a combination of physical and digital resources to support their English learning.

S1, for instance, continues to use a traditional notebook to take notes, especially when watching videos or researching language-related topics. While this habit is not practiced daily due to time constraints, it indicates a tangible connection to learning—a tactile method that supports memory and reinforces content. Digital tools, however, appear to dominate the strategy landscape. S2 highlights a dynamic interaction with ChatGPT, using the tool not only to translate and pronounce English content but also to simulate conversations and receive feedback. This use of AI shows a high level of self-direction and technological fluency. S3 and S4 both emphasize the importance of video content (especially from platforms like TikTok) and reading short texts or comics, which they translate with the help of a dictionary. These actions show intentional strategy use—students are not just passively consuming content; they are actively engaging with the language to build comprehension and vocabulary.

A particularly significant strategy found in both S4 and S5 is what could be called media immersion in English. These students have configured their daily environments to be saturated with English-language input. From changing phone and computer settings to English, to watching series and listening to music exclusively in English, this type of intentional exposure suggests a strong belief in contextual, repetitive learning. The students even take steps to ensure subtitles are in English, enhancing both listening and reading skills simultaneously. This immersive approach is consistent with language acquisition theories that emphasize input-rich environments as critical for developing fluency and natural usage.

*S1- "tengo aquí mi cuaderno de notas." S2- "estoy leyendo, traduciendo y pronunciando los videos cortos o historias que busco en tiktok" "hablo con chatGPT." S3- "Me ayudaba con videos, una herramienta fundamental de tiktok." S4- "yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde desde hace muchos años"*

*escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos...*” S5-*"Y todo el día, así como exponiéndome al idioma, veo películas en inglés, escucho música en inglés."* (Excerpt from the focus group transcript).

**Learning Techniques.** Beyond tools, students also mention specific techniques that reflect their metacognitive awareness of how they learn best. A notable example comes from S4, who mentions discovering and using the “shadowing technique.” This method, which involves listening to a piece of spoken language and immediately repeating it to mimic pronunciation and rhythm, is a well-established language learning strategy. The fact that S4 not only recalls the technique but also attempts to apply it suggests a movement beyond passive exposure toward deliberate practice. Unlike general exposure to English media, the shadowing technique demands focused attention, active listening, and verbal output, all of which contribute to improving speaking fluency and pronunciation. This theme, while less populated than the first, is crucial because it showcases a higher level of strategic awareness. S4 - *"El material que me dieron traté de aprovecharlo al máximo, aprendí que existe una técnica llamada, creo que es shadowing. "* S4- *"la técnica de traducir con el diccionario todo texto que me encontrara así" "leer cómics"* (Excerpt from the focus group transcript).

The application of shadowing by a learner, in particular, illustrates how learners can independently refine pronunciation and speaking skills, embodying O'Malley and Chamot's (1990) call for the integration of cognitive and metacognitive strategies in autonomous learning.

**Monitoring.** Two themes emerged from this structured category: Lack of follow-up, and continuous monitoring all of which will be explained below.

**Lack of Follow-Up.** students reveal a tendency to either avoid regular evaluations or to rely on less structured forms of assessment. Student 1 admits she does not evaluate the set goals,

indicating that while they may have set learning goals, they do not consistently evaluate progress toward each one. Instead, they rely on general self-perception, suggesting a non-systematic approach to self-assessment. This reflects a common issue in autonomous learning, where self-regulation is not always accompanied by structured reflection, which can lead to vague understandings of progress. Student 2 does perform language tests to check their level, other students express discomfort with traditional assessments, describing them as unnatural or rigid. These responses indicate that for some learners, the absence of structured monitoring is not due to negligence, but a conscious choice for more fluid and less pressured tracking mechanisms. However, this also reveals a potential risk: without clear checkpoints or criteria, students might over- or underestimate their actual progress, and in turn, delay necessary interventions.

*S1-"No he evaluado cada uno de los objetivos que me he propuesto." S2-"hago test para ver en qué nivel estoy, pero no me gusta tanto. No soy partidaria de eso, me gusta más evaluarlo de forma natural, fluida y me siento más cómoda y me siento mejor y pues ahí voy observando." (Excerpt from the focus group transcript).*

**Continuous Monitoring.** In contrast, this theme demonstrates a more proactive and structured attitude toward evaluation. Student 3 emphasizes that she likes to auto evaluate and regularly completes online quizzes and free evaluations monthly. This shows a strong internal motivation and a self-initiated system of monitoring, even without external enforcement. This kind of formative self-assessment can be highly effective in distance education settings, where learners need to independently track their development.

S4 presents an even more reflective layer of monitoring. While this student may not use formal tools as often, their evaluation emerges through emotional and cognitive self-awareness. They describe moments of doubt and frustration, recognizing a lack of fluency and actively

looking for ways to improve. This self-talk and metacognitive reflection play a crucial role in sustaining learning in long-term processes. It suggests that even without formal assessments, learners can engage in deep introspection that helps them identify needs and adapt their strategies. S5 offers a different example of continuous monitoring through external, non-certifiable language tests taken each semester. Although these tests are not official, they serve as clear reference points for the learner to measure growth. This regular testing provides structured feedback while still allowing the student autonomy over their learning process.

*S3-"siempre me gusta evaluarme, como lo dije, presentar evaluaciones o cuestionarios, que encuentro online en Internet que son gratuitos." S4-"a veces me coge la desesperación y yo pienso, yo no puedo hablar así y yo no tengo esa fluidez y busco formas para poder mejorarlo." S5- "yo cada vez que termino el semestre hago una prueba internacional gratuita que no es certificable." (Excerpt from the focus group transcript).*

**Orchestrating strategies.** Two themes emerged from this structured category: Lack of strategies selection, and use of diverse strategies, all of which will be explained below.

***Lack of Strategies Selection.*** A student reports simply practicing English when free time allows, without using specific strategies. This student doesn't seem to rely on intentional or organized planning but rather engages in spontaneous practice of whichever skill they feel inclined to work on. While this reflects a certain level of autonomy and initiative, it also suggests an absence of strategic orchestration that could lead to more consistent and measurable progress. The lack of a structured approach may result in uneven development across language skills and a missed opportunity to identify what methods work best for them over time. S1-"yo más bien

tomo mi tiempo libre y escojo a alguna de las habilidades y practico." (*Excerpt from the focus group transcript*).

When learners practice English sporadically without relying on specific strategies, their engagement becomes reactive rather than strategic. This aligns with O'Malley and Chamot's (1990) assertion that without conscious strategy use, language learning may remain shallow and disorganized. As Bates (2019) warns, autonomy without strategic planning can lead to ineffective learning. The findings suggest that while learners have freedom in a distance education context, they need more guidance in identifying and selecting appropriate strategies to achieve consistent progress.

***Use of Diverse Strategies.*** This theme reveals a rich use of multiple and varied strategies. S2 shares a vivid example of how they changed their learning approach upon realizing what worked better for them. Using a form of roleplay, they imagine themselves as a teacher explaining to a student (their own reflection in the mirror). This strategy is not only creative but also reflects deep engagement with the language through self-explanation, which is a powerful metacognitive technique for consolidating learning. S3 illustrates an impressive range of strategies, including the use of short readings, pronunciation practice, watching films, peer interaction, and educational platforms like Duolingo and YouTube. This learner demonstrates strategic flexibility, choosing tools that serve different purposes and skills. Notably, they mention peer support as part of their learning routine, showing that collaboration and social interaction are key aspects of their process. Their variety of strategies reflects an understanding that language acquisition is multifaceted and benefits from both input (e.g., reading, listening) and output (e.g., speaking with others). S4 adopts a full immersion approach, surrounding themselves with English in daily life. From setting their phone and computer interfaces to

English, to consuming music, videos, and even social media content exclusively in English, this student has built an environment where the target language becomes the default. This kind of environmental orchestration supports incidental learning and reinforces vocabulary, structure, and pronunciation in a natural way.

They engage in an active, communicative approach that includes explaining content to others, which reinforces their own understanding. Additionally, their routine includes movies, music, and direct interaction with native speakers at work, which provides authentic exposure and real-time communication opportunities. This method represents productive language use, combining output with receptive input in a well-balanced way.

*S2-"Entonces decidí cambiar la estrategia y me doy cuenta de que sí, de que de que sí estoy aprendiendo, voy súper bien" "Yo me pongo frente al espejo y hago que yo soy la profesora y que yo le estoy enseñando a la niña que está frente al espejo." S3-me ayudaba con videos, una herramienta fundamental de tiktok" "buscaba como lecturas cortas para poder como para afianzar un poquito lo de la lectura." S4- "yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde desde hace muchos años escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos." S5-"mi forma de aprender favorita es enseñar" "Y todo el día, así como exponiéndome al idioma." (Excerpt from the focus group transcript).*

**Evaluation.** Two themes emerged from this structured category: Lack of evaluation, and periodical evaluation, all of which will be explained below.

**Periodical Evaluation.** It is reflected in students who adopt consistent, scheduled approaches to assessing their language development. S1, for instance, reports using online questionnaires at the end of each semester as a way to reflect and self-evaluate. This practice

shows intentionality and alignment with academic cycles, suggesting that this learner integrates evaluation as part of a broader learning plan. The act of pausing to reflect and assess suggests not just a concern with results, but also a desire for self-awareness and growth tracking. Similarly, S5 emphasizes the habit of taking an international English test at the end of every semester. While the test is not certifiable, the student sees value in it as a tool to understand their current level. This shows an appreciation for external benchmarks as part of their learning process. What stands out in both cases is the use of evaluation not as a source of stress, but as an opportunity for feedback and personal calibration—one that helps maintain motivation and monitor language progress over time.

***Lack of Evaluation.*** It captures a more complex and emotionally nuanced relationship with assessment. S2 openly expresses discomfort with traditional tests, revealing how formal evaluations often trigger anxiety and feelings of inadequacy. Instead, they prefer to assess their progress informally—through speaking practice and conversations with peers. This learner values practical use and fluency over scores, highlighting the importance of alternative and student-centered evaluation methods, especially for those who feel demotivated by standardized testing. S3 presents an interesting case: although they report not having a structured evaluation habit, they did complete some online tests out of curiosity, which helped them understand their level (B2). However, the casual tone of their response suggests that this was more of a one-off experience than a deliberate routine. This aligns with learners who occasionally seek feedback but do not integrate evaluation consistently into their learning journey.

*S2-"De pronto soy la única persona que no le gustan los tests." "La forma de yo evaluarme es realizando el speaking, es conversando con mis compañeros".S3-"Hice*

*unas Pruebas en Internet puede realizar sus pruebas para ver más o menos en qué nivel está, y pues obtuve B2. " (Excerpt from the focus group transcript).*

**Autonomy.** Two themes emerged from this structured category: Lack of autonomy, and self-regulated and strategic use, all of which will be explained below.

***Self-Regulated and Strategic Use.*** students S2 to S5 exemplify a high level of self-regulation, autonomy, and strategic engagement with their learning. These learners demonstrate the ability to independently choose, combine, and adapt resources and strategies to meet their language development goals. For instance, S2 establishes a structured daily routine, dividing their practice into distinct sessions focused on pronunciation, listening, and speaking, even incorporating tools like ChatGPT. Their description of this habit as something “already embedded” in their life shows internal motivation and a deep commitment to consistent progress.

S3 highlights an autonomous journey that began from the very first semester, using videos, TikTok, and short readings to strengthen comprehension and pronunciation. This behavior reflects initiative and responsibility for their own learning, a hallmark of autonomous learners. S4 builds an immersive English environment by setting all their devices to English and consuming media exclusively in the target language. These decisions go beyond class requirements, pointing to intentional exposure and self-designed immersion, which supports long-term language acquisition. S5 takes autonomy even further by engaging in external research, exploring artificial intelligence tools like ChatGPT, reading books, and watching multiple videos until full understanding is achieved. They describe themselves as becoming "very self-taught and autonomous," portraying a deep level of intellectual curiosity and persistence. This level of autonomy is not just about practicing language skills, but about

engaging with content meaningfully and independently, embodying critical thinking and self-directed learning.

*S2-"en la mañana trabajo, el speaking y la pronunciación. En la tarde la escucha y en la noche también trabajo la speaking, con chat GPT." S3-" "Me ayudaba con videos, una herramienta fundamental de tiktok, donde buscaba como lecturas cortas para poder como..." S4-"yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde desde hace muchos años escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos, por ejemplo mi mi Instagram y eso está todo en inglés ya prácticamente todo me lo mandan a inglés." (Excerpt from the focus group transcript).*

The learners who demonstrate structured routines, active strategy use, and reflective evaluation embody the qualities of autonomous, self-regulated learners described by Zimmerman (2002). These students select, combine, and adapt strategies based on context and progress, showing high metacognitive control. Their ability to leverage both digital and social learning resources reflects the adaptability needed in distance education (Burns, 2011). This theme highlights the powerful role of internal motivation, strategic competence, and technological literacy in sustaining long-term language development.

***Lack of Autonomy.*** The learner (S1) reveals a more passive and unstructured approach to their language learning. Rather than following a consistent routine or setting specific goals, S1 chooses to engage with English only during free time, selecting a skill to practice sporadically. Their comment, "I usually just pick a skill and practice when I have some free time," indicates limited planning or long-term strategy. Furthermore, their mention of prioritizing university work and using vacation time to rest rather than focus on English reflects a mindset where language learning is seen as optional or secondary. This student appears to engage reactively

rather than proactively with the learning process, showing a lower level of metacognitive control and initiative, which are key components of autonomy.

*S1- "me voy a dedicar a los trabajos de la Universidad y en mis vacaciones voy a tomar ese tiempo para no cargarme" "yo más bien tomo mi tiempo libre y escojo a alguna de las habilidades practico." (Excerpt from the focus group transcript).*

The student who reports relying on free time and lacking specific goals reflects a passive approach to learning that contrasts sharply with the autonomous profiles described by Oxford (2017). Without clear direction, planning, or reflection, the learner's progress becomes incidental rather than intentional. Burns (2011) notes that learners in virtual environments must be trained to assume responsibility for their development. The absence of such metacognitive and motivational structures may lead to stagnation, reinforcing the need for explicit strategy instruction in distance language programs.

**Virtual and Distance Model.** Three themes emerged from this structured category: appropriate learning-teaching methodology, lack of immediate tutor support, and suitable learning model, all of which will be explained below.

***Appropriate Learning-Teaching Methodology.*** The participants consistently recognized the strengths of the UNAD's virtual methodology, particularly in terms of the quality and availability of learning materials. Student S1 appreciates that the university provides a wide range of content such as texts and videos, acknowledging that "the methodology is very good" and that the institution equips learners with what they need. However, they also emphasize that the effectiveness of this model depends heavily on the learner's initiative: "it depends on us." This suggests that while the institution provides the foundation, the onus is on the student to

build upon it, a hallmark of constructivist learning environments, where knowledge is actively constructed rather than passively received.

Similarly, S2 underscores the need to explore beyond the provided content, expressing that the institutional methodology encourages learners to search for supplementary resources. Yet, this same learner highlights a common frustration in asynchronous models: the lack of immediate tutor support. They state, “not having a tutor present can be frustrating when you have a question,” leading them to seek alternatives like AI tools. This reflects the duality of distance learning — it fosters independence but also reveals gaps in real-time academic interaction, echoing Moore’s (1993) concept of transactional distance, which emphasizes the psychological and communicative space between learners and instructors in remote education. S4 also offers positive feedback about the methodology, describing it as a “very good experience,” particularly praising the phonetics course and its impact on improving their English competence. This supports the idea that discipline-specific virtual content, when well-designed, can significantly enhance learning outcomes.

*S1- "yo personalmente pienso que la metodología de la Universidad es muy buena." S2- "la Universidad, considero de que su metodología hace que uno sienta la necesidad de no solo quedarse con lo que ellos dijeron..." S4- "La verdad es que ha sido una experiencia muy buena en la UNAD." (Excerpt from the focus group transcript).*

***Lack of Immediate Tutor Support.*** One of the challenges highlighted by S2 in this study was the difficulty of not having immediate access to a tutor, a situation that is common in distance and virtual learning environments. As Student 2 explained, although the university’s methodology encourages independent learning, the absence of real-time support often leads to frustration, particularly when students face doubts that cannot be resolved right away. This

theme illustrates not only a limitation of the distance model (the lack of synchronous interaction), but also the adaptive strategies students develop in response. Delayed tutor feedback in virtual learning environments can cause frustration, but also how it becomes a trigger for autonomous learning behaviors. However, this is S2's personal perception, as other students might react differently to the same frustration—even to the point of considering dropping out. On this matter, S1 pointed out that the university provides the material, and it is up to each student to take responsibility for their own learning.

*S2-"la Universidad, considero de que su metodología hace que uno sienta la necesidad de no solo quedarse con lo que ellos dijeron" "Lo que nos brinda la Universidad si si funciona, pero el simple hecho de no tener ese tutor presente de inmediato, hace que me frustre por el hecho de tener una pregunta que tengo que hacer y no poder hacerla en el momento, sino hay que esperar que respondan en frustrante, entonces pues hacer uso de la inteligencia artificial" S1- "...la Universidad, nos da todo material, pero pues ya depende de nosotros, sí depende de nosotros y nos quedamos ahí ..."* (Excerpt from the focus group transcript).

**Suitable Learning Model.** Students S3 and S5 articulate a broader appreciation for the virtual model as a framework for autonomy, time management, and self-regulation. S3 emphasizes how the distance education model at UNAD has shaped their ability to manage their learning: “it has influenced my learning process, especially to become more autonomous.” They recognize that while the university offers essential tools and resources, it is up to the learner to organize their time and take responsibility — reflecting key aspects of Zimmerman’s model of self-regulated learning (2002), which includes goal setting, time management, and strategic resource use.

Furthermore, S3 highlights the transferability of these skills beyond English learning, indicating that the model supports lifelong learning competencies, which are central to 21st-century education. S5 builds on this idea by comparing the virtual and traditional models, observing that in face-to-face settings, students tend to passively absorb classroom content. In contrast, the virtual model demands greater initiative and active engagement: “time organization is fundamental to achieving goals in a virtual university.” This reinforces the notion that distance learning fosters a more student-centered paradigm, where learners become architects of their own educational journey.

*S5- "yo siento que, a diferencia de estudiar presencial, estudiar virtual como se lo decía profe, es ser muy autónomo regularmente..." "siento que la organización del tiempo es fundamental para lograr los objetivos en una Universidad virtual." S3- "el modelo de la Unad ha influido bastante en mi proceso de aprendizaje, especialmente para ser más autónoma." (Excerpt from the focus group transcript).*

**Analysis Based on Research Questions and Objectives.** To answer the first research question—What are the lived experiences of the English VII LILEI students who apparently use metacognitive strategies to learn English independently in a distance learning model?—the insights gathered from the focus group provide rich and meaningful perspectives. The five students who participated in the discussion shared their personal journeys as learners within a virtual context. Although some of them initially experienced frustration, stress, or even rejection of the distance education model, over time they began to understand what learning strategies worked best for them. Rather than giving up, they adapted their routines, adjusted their expectations, and found ways to stay motivated while managing their emotional responses.

S1- *"cuando inicié realmente sí me proponía objetivos, ...pero me sentí como estresada, cargada y entonces dije, no" "no tengo rutina de que hoy tengo que hacer esto, es porque yo personalmente sentí que eso me estresaba, que como que entonces yo más bien tomo mi tiempo libre y escojo a alguna de las habilidades y practico." (Excerpt from Focus Group)*

S2- *"Un choque de negación de no quería, no me acomodo, no me gusta"(Distance educational model). "estoy leyendo, traduciendo y pronunciando los videos cortos o historias que busco en tiktok" "hablo con chatGPT. Hablo hasta que me diga que ya tengo que mejorar" "siempre utilizo música en inglés, entonces diariamente, aparte de las 3 veces que me exijo"*

S3- *"pues sentía que pues al principio pensaba que no lo iba a lograr" "Me ayudaba con videos, una herramienta fundamental de tiktok, donde buscaba como lecturas cortas para poder como practicar"*

S4- *"yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde desde hace muchos años escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos, por ejemplo mi Instagram y eso está todo en inglés ya prácticamente todo me lo mandan a inglés, Todo lo que yo veo, series, películas, está en inglés y procuro que sean subtítulos en inglés" "Pues en mi caso tengo la costumbre de escuchar música todos los días, o sea, me levanto, hago mis deberes del del hogar y me pongo auriculares y escucho música "*

S5- *"Y todo el día, así como exponiéndome al idioma, veo películas en inglés, escucho música en inglés siempre así, como tratando de exponerme al idioma del 100%, a parte de todo el tiempo que paso en el trabajo hablando con extranjeros"*

All five participants demonstrated the use of metacognitive strategies to varying degrees. While they did not seem to follow Anderson's (2008) five-step metacognitive cycle—planning, selecting strategies, monitoring, orchestrating strategies, and evaluating—in a structured or linear way, they did engage in several of these processes individually. For example, some students set goals (planning), made intentional use of digital tools (strategy selection), and reflected on their progress (evaluation), even if these actions were not part of a formal routine. The students also showed a strong sense of autonomy in their learning. They explored and applied different resources such as mobile apps, online videos, music, and social media in English, which they used to build immersive learning environments. Their ability to self-direct their study practices, evaluate their own needs, and adapt to challenges demonstrates clear signs of autonomous learning in a distance education setting.

*S3-"Se pone una meta que es aprender un nuevo idioma" "yo igual no tengo una rutina establecida," "Me pongo a revisar tiktok, hay muchas páginas donde ofrecen muchas cosas de inglés, como también podcast, lecturas, pero no tengo una rutina como establecida." "En mi caso sí, particularmente es casi todos los días porque pues la verdad ahorita la aplicación de Tiktok es pues muy conocida y uno pues siempre está como conectado en esa herramienta. " "Mi meta era pues tener por lo menos B2 para iniciar las practicas, y lo logré "(Excerpt from the focus group transcript).*

*S2-"yo sí tengo, como no digamos una hora específica, pero dentro de mis rutinas diarias" "en la mañana trabajo, el speaking y la pronunciación. En la tarde la escucha y en la noche también trabajo la speaking, con chat GPT, así todos los días 3 veces al día" "ya es como que algo que está enfrascado en mí siempre." "siempre utilizo música en inglés, entonces diariamente, aparte de las 3 veces que me exijo,pero diariamente*

*cuando estoy haciendo el almuerzo, estoy barriendo, cuando lavo loza me encanta escuchar música en inglés"*(Excerpt from the focus group transcript).

In general, their experiences reveal that metacognitive strategy use does not have to be a rigid process, but rather a dynamic and emotionally mediated one. Autonomy in English learning emerges through continuous self-regulation, strategic use of resources, reflection on progress, and emotional adaptation to both academic and personal demands. These practices unfold within a flexible, digitally mediated learning environment, where students exercise agency over their own development as English language learners.

To answer the second research question—In what ways does the context of a bachelor’s program in foreign languages with an emphasis in English at UNAD influence students' use of metacognitive strategies for autonomous learning? the focus group data reveals several important factors.

The virtual and distance learning model at UNAD requires students to take a high degree of responsibility for managing their own learning process. Without the daily presence of a teacher or structured classroom environment, students must independently plan their study schedules, select learning resources, and evaluate their progress. The program’s distance model could also create feelings of isolation, stress, or lack of guidance, especially in the early stages.

*S2-"la Universidad, considero de que su metodología hace que uno sienta la necesidad de no solo quedarse con lo que ellos dijeron" "Lo que nos brinda la Universidad si si funciona, pero el simple hecho de no tener ese tutor presente de inmediato, hace que me frustre por el hecho de tener una pregunta que tengo que hacer y no poder hacerla en el momento, sino hay que esperar que respondan en frustrante, entonces pues hacer uso de la inteligencia artificial es una opción." (Excerpt from the focus group transcript).*

*S5-"yo siento que, a diferencia de estudiar presencial, estudiar virtual como se lo decía profe, es ser muy autónomo regularmente, cuando estudiamos presencial vamos a la clase, lo que el profesor nos dice, nos lo llevamos a la casa, pero no lo no lo repasamos." "siento que la organización del tiempo es fundamental para lograr los objetivos en una Universidad virtual." (Excerpt from the focus group transcript).*

For some students, this independence becomes a motivation to explore diverse strategies, such as watching series in English, using mobile apps, listening to music, or interacting with AI tools like ChatGPT. These actions reflect their ability to personalize their learning beyond what is formally required by the curriculum.

*S1-"yo personalmente pienso que la metodología de la Universidad es muy buena, como lo dije al inicio de la Universidad, nos da todo material, pero pues ya depende de nosotros, sí depende de nosotros y nos quedamos ahí solo con eso con, digamos un texto video o depende de mí, si tomo ese tema puedo y lo busco." (Excerpt from the focus group transcript).*

*S3-"el modelo de la Unad ha influido bastante en mi proceso de aprendizaje, especialmente para ser más autónoma. Este modelo me da las herramienta y los recursos necesarios, pero pues depende de mí pues la organización, el gestionar mi tiempo, el buscar." "la flexibilidad que ofrece la UNAD me ha enseñado a ser responsable con mis actividades" "Esta metodología a distancia me ayuda a desarrollar disciplina y, sobre todo, autonomía, no solo de aprender inglés, sino para seguir aprendiendo en cualquier área." (Excerpt from the focus group transcript).*

The bachelor's program at UNAD plays a dual role: it enables and demands autonomy. It provides tools and academic structure, but the responsibility to use those tools effectively lies with

the student. This reality strongly shapes how learners develop and apply metacognitive strategies to become autonomous English users within a flexible, self-directed environment.

The second and third objectives proposed in the research project were based in the focus group development. The second one is exploring the Experiences of English VII LILEI Students in Using Metacognitive Strategies to Foster and Sustain Autonomous Learning in a Distance Education Model. One of the most common strategies among the students was the use of digital tools and everyday media to engage with English outside of formal coursework. Many described listening to music, watching series or interviews in English, or setting their mobile phones and apps to English as a way to create continuous exposure. These practices reflect the strategy of selecting relevant resources, as well as the ability to integrate learning into daily life—key elements of autonomy and metacognitive awareness.

*S3-"Se pone una meta que es aprender un nuevo idioma" "yo igual no tengo una rutina establecida," "Me pongo a revisar tiktok, hay muchas páginas donde ofrecen muchas cosas de inglés, como también podcast, lecturas, pero no tengo una rutina como establecida." "En mi caso sí, particularmente es casi todos los días porque pues la verdad ahorita la aplicación de Tiktok es pues muy conocida y uno pues siempre está como conectado en esa herramienta. " "Mi meta era pues tener por lo menos B2 para iniciar como mis prácticas porque uno iniciaba las prácticas " (Excerpt from the focus group transcript).*

Some students also spoke about setting goals or maintaining routines. While these routines were often flexible rather than rigid, they were based on self-discipline and clear intentions.

*S2-"Mi objetivo es antes de terminar el último trabajo, tengo que salir con B2"*

*S5-" La meta por ejemplo llegar a B2, luego a C1" "Empezando los semestres, sí tenía unos objetivos, dije, bueno, el primer semestre voy a darle duro, hice cursos en donde me certificaba de A1 tercer semestre a dos y así por el estilo hasta que llegué al B2, entonces ya como que dije, Bueno, no sé, naturalmente dejé de hacerlo." (Excerpt from the focus group transcript).*

A particularly important aspect of the students' experiences was how they responded emotionally to their learning processes. Several participants mentioned feeling stressed or overwhelmed when trying to follow strict routines, which led them to adopt more relaxed and adaptable strategies. This emotional self-awareness played a critical role in helping them continue learning without burning out. By recognizing what caused stress and adjusting accordingly, students demonstrated an important form of emotional regulation that supports long-term autonomy.

*S1-"como tal realmente no tengo rutina para estudiar inglés" "cuando inicié realmente sí, ...pero me sentí como estresada, cargada y entonces dije, no" "no tengo rutina de que hoy tengo que hacer esto, es porque yo personalmente sentí que eso me estresaba, que como que entonces yo más bien tomo mi tiempo libre y escojo a alguna de las habilidades y practico." S4-"en mi caso yo tengo un amor, odio con las rutinas, se me cuestan un montón." (Excerpt from the focus group transcript).*

In terms of monitoring and evaluation, students used a variety of methods to assess their progress. Some took online quizzes or international proficiency tests at the end of a semester, while others relied on more informal checks, such as understanding the lyrics of a song or following the storyline of an English series without subtitles.

*S2-"hago test para ver en qué nivel estoy, pero no me gusta tanto. No soy partidaria de eso, me gusta más evaluarlo de forma natural, fluida y me siento más cómoda y me siento mejor y pues ahí voy observando" "ChatGPT es mi amigo de confianza, lo utilizó demasiado, hablo con él y es como que la manera que me gusta sentir el seguimiento"*

*S3-"siempre me gusta evaluarme, como lo dije, presentar evaluaciones o cuestionarios, que encuentro online en Internet que son gratuitos" "entonces, eso siempre lo realizo cada mes" (Excerpt from the focus group transcript).*

Overall, the students' experiences show that metacognitive strategy use in a distance learning context is highly personal, flexible, and emotionally guided. Rather than following a strict, step-by-step model, students tended to apply strategies in ways that worked best for them. Their ability to combine digital tools, emotional regulation, informal planning, and self-reflection illustrates how autonomy is not something given, but something built—through daily choices, small routines, and a growing sense of control over their own learning process.

The third objective is to describe how the context of the LILEI program influences students' use of metacognitive strategies for autonomous learning. The context of the LILEI program at UNAD offers through a virtual and distance education model material and tools to develop the courses, however students need to find extra material and strategies to achieve their goals in the language learning.

*S2-"la Universidad, considero de que su metodología hace que uno sienta la necesidad de no solo quedarse con lo que ellos dijeron" "Lo que nos brinda la Universidad si si funciona, pero el simple hecho de no tener ese tutor presente de inmediato, hace que me frustre por el hecho de tener una pregunta que tengo que hacer y no poder hacerla en el*

*momento, sino hay que esperar que respondan en frustrante, entonces pues hacer uso de la inteligencia artificial." (Excerpt from the focus group transcript).*

One of the key ways the program influences metacognitive strategy use is through its flexible structure. Students have access to a wide range of learning resources, including virtual classrooms, interactive content, readings, and audio-visual tools. However, they are expected to decide when, how, and to what extent to use these materials. This flexibility pushes learners to engage in planning, such as setting personal study goals, organizing their time, and choosing learning strategies that suit their individual needs.

*S3-"el modelo de la Unad ha influido bastante en mi proceso de aprendizaje, especialmente para ser más autónoma. Este modelo me da las herramienta y los recursos necesarios, pero pues depende de mí pues la organización, el gestionar mi tiempo, el buscar." "la flexibilidad que ofrece la UNAD me ha enseñado a ser responsable con mis actividades" "Esta metodología a distancia me ayuda a desarrollar disciplina y, sobre todo, autonomía, no solo de aprender inglés, sino para seguir aprendiendo en cualquier área." (Excerpt from the focus group transcript).*

Learners rely on assess their own understanding and make decisions about how to improve their English language learning. For example, several students in the focus group reported using mobile apps, YouTube videos, podcasts, and online tests to measure their performance and reinforce skills. These actions reflect the natural use of metacognitive strategies like selecting resources, monitoring comprehension, and evaluating progress.

*S5-"Yo investigo. Fuentes externas incluso investigo el chaGPT Investigo en ahora que estamos en el tema de la inteligencia artificial y te vuelves muy muy autodidacta, muy autónomo y profundizas un tema que parece muy simple, lo llevas como un extremo,*

*investigas, investigas, lees un libro, te ves un video o los videos que sean necesarios y hasta que no entiendas el tema." (Excerpt from the focus group transcript).*

At the same time, the distance learning context presents certain challenges. Some students initially experienced feelings of disconnection, confusion, or lack of motivation. In response, many began to develop personalized learning routines, such as creating immersive environments in English by changing the language on their devices, listening to music, or watching English-language media with subtitles. These practices reflect a shift from passive participation to active and strategic learning an important sign of metacognitive development.

*S1- "Realmente aseguro que el aprendizaje a distancia es un aprendizaje autónomo, la unad nos da los cursos, los recursos y ya nosotros como estudiantes tomamos la decisión. Cómo administramos esos recursos en nuestro proceso de aprendizaje, si es un poquito a veces, pues no es tan fácil, sí a ratos hay como dificultades que uno como que se frustra, bueno, cosas que no entiende y busca y no haya solución. Pero pues gracias, hoy en día los recursos son multiples" (Excerpt from the focus group transcript).*

*S2- "Al principio era un choque muy fuerte, un choque de negación de no quería, no me acomodo, no me gusta, siento que esto no conecto con los profesores, no conozco a mis amigos, entonces el simple hecho de sentirme que era una desconocida en una Universidad." (Excerpt from the focus group transcript).*

*S2- "yo sí tengo, como no digamos una hora específica, pero dentro de mis rutinas diarias" "en la mañana trabajo, el speaking y la pronunciación. En la tarde la escucha y en la noche también trabajo la speaking, con chat GPT, así todos los días 3 veces al día" "ya es como que algo que está enfrascado en mí siempre." "siempre utilizo música en inglés, entonces diariamente, aparte de las 3 veces que me exijo, pero diariamente cuando estoy*

*haciendo el almuerzo, estoy barriendo, cuando lavo loza me encanta escuchar música en inglés"*

*S4 - "El material que me dieron traté de aprovecharlo al máximo, aprendí que existe una técnica llamada, creo que es shadowing." (Excerpt from the focus group transcript).*

While the LILEI program provides valuable materials and methodological flexibility, it fundamentally positions learners as active agents responsible for fostering and sustaining their autonomy. S5 highlights that the UNAD context requires learners to develop strong time management and self-discipline skills. Unlike face-to-face programs, students must independently organize study schedules and self-monitor progress, reinforcing metacognitive skills of planning and evaluation.

## **Discussions and Conclusions**

This chapter presents the main discussions and conclusions drawn from the analysis of the data collected through the questionnaire and focus group. The aim is to reflect on how the findings relate to the research objectives and theoretical framework, particularly the role of metacognitive strategies in fostering learner autonomy within a distance education model. The chapter also considers the experiences shared by the participants, connecting their voices to the broader academic conversation on language learning and self-regulated learning. In addition, this chapter outlines the research limitations, implications for the field of study, and recommendations for future research.

### **Discussions**

This study set out to explore the role of metacognitive strategies in fostering autonomy among students of the English VII course in the LILEI program at UNAD. Through a three-phase qualitative approach, the research provided insight into how learners apply metacognitive strategy and autonomy practices to manage their English learning process within a virtual and distance education context.

Regarding the first objective—identifying students who apply metacognitive strategies in their learning process—the initial questionnaire results revealed that only a few students engage in metacognitive behaviors. These findings align with Anderson’s (2008) model of metacognitive strategies, which emphasizes five key stages: planning, selecting, monitoring, orchestrating, and evaluating. Although students did not consistently follow these stages in a systematic or sequential way, they did show evidence of applying some strategies in a flexible and personal manner. However, by using them in a flexible and random way, they often do so unconsciously. On this point, Cao and Lin (2020) affirm that applying metacognitive strategies

consciously in the learning process transforms them into a valuable skill for learners. This highlights the importance of helping students develop a deeper understanding of metacognition so they can take their learning to a higher level.

The questionnaire was useful in identifying the five students who appeared to apply metacognitive strategies more effectively based on their responses. However, these students tended to use the strategies in an unconscious, flexible, and personal way. The remaining students demonstrated even lower levels of metacognitive strategy use according to their answers. c

For the second objective—exploring students’ experiences using metacognitive strategies to foster and sustain autonomy—a focus group was conducted with the five students who demonstrated better use of metacognitive strategies according to the questionnaire results. While some initially struggled with rigid routines or felt overwhelmed by self-directed study, many adapted their strategies to align with their own pace, interests, and learning preferences. Digital tools such as ChatGPT, TikTok, and English-language media were used strategically, reflecting the integration of learning into daily life beyond academic tasks. This supports Flavell’s (1979) view of metacognition as a dynamic process involving both strategy knowledge and self-regulation. Similarly, Çakıcı (2015) states that learners can be empowered to construct their own learning environments based on personal and educational needs. Some of the students who applied metacognitive strategies attempted to become more autonomous by seeking out learning materials and exposing themselves to English contexts until they eventually found enjoyment in the language. As a result, they began to engage with English not as an academic task, but as part of their daily lives on their phones, social media, movies, and music making it a natural part of their routines.

According to Anderson (2008), metacognition promotes healthy and critical reflection, allowing learners to evaluate and adjust their thinking processes. This ultimately leads to more effective management of their learning and improved strategy selection. Therefore, applying metacognitive strategies early in a student's academic journey can foster greater autonomy and self-awareness throughout their studies in language teaching education. However, learners in this study did not apply the five metacognitive strategies in a rigid or sequential manner—primarily because they were unfamiliar with them and did not want to feel constrained by following strict steps, which could become overwhelming. This highlights the importance of emotional factors, particularly motivation, in achieving language proficiency and maintaining engagement with learning goals.

Anderson's (2008) Interaction Equivalency Theorem supports this idea by suggesting that meaningful learning can still occur in online environments when at least one of the three types of interaction—learner-content, learner-instructor, or learner-learner—is strong. This interaction, combined with motivation, can enhance the effectiveness of metacognitive strategy use. Building on Flavell's (1979) model of cognitive monitoring, metacognitive knowledge which includes person knowledge, task knowledge, and strategy knowledge enables learners to recognize their strengths and weaknesses, understand task demands, and choose the methods that work best for them. Without this awareness, learners may require more time to identify effective strategies that suit their learning styles.

Furthermore, as Littlewood (as cited in Çakıcı, 2015) emphasizes, developing motivation, confidence, knowledge, and skills is fundamental to fostering learner autonomy. These components are essential for students to cultivate independent learning strategies and create personalized learning approaches. While some students initially reported experiencing frustration

and a lack of motivation during their first semester, many eventually found the motivation they needed to fully engage in the process of learning English.

The third objective, describing how the context of the LILEI program influences the use of metacognitive strategies, highlighted the central role of distance education in shaping learner behavior. The LILEI program encourages independent learning by design, placing responsibility on the students to plan, execute, and evaluate their learning. This setting supports the development of autonomy but also requires that students have or develop metacognitive awareness to succeed as some of the interviewed students stated that each one decides if using and taking the material to develop language learning skills or not. As Little (1991) affirms, autonomy grows with structured support and reflection, and the LILEI model offers opportunities for students to experience this growth. However, the focus group also revealed that without explicit guidance in strategy use or emotional regulation, some students may struggle to develop autonomy consistently. Vygotsky (1978) states that social interaction significantly shapes cognitive development so, even though the LILEI program is a distance and virtual program, interacting with tutors and partners allow them to hone their skills. Some learners said that they practice their English with partners or tutors so this matches with Hernandez (2008) who states that learning occurs within a specific context, fostering reflection both during and after the process, and is facilitated through individual and collective activities. According to Moore's (1993) theory of transactional distance and learning mode involves a psychological and communicative space between teacher and learner, shaped by three key variables: dialogue, structure, and learner autonomy, some students stated that they feel alright with the program but not having an immediate tutor that answer questions motivates them to look for other resources such as artificial intelligence or internet learning tools.

Data support the notion that metacognitive strategies in general not the strict cycle are foundational to fostering learner autonomy in distance education. The students' ability to self-regulate, reflect, and adapt shows promising evidence of autonomy. Yet, their experiences also highlight the importance of emotional well-being and the need for educational programs to intentionally foster metacognitive skills through guided instruction and reflective opportunities.

### **Research Implications for the Field of Study**

The findings of this study offer valuable insight into the connection between metacognitive strategies and learner autonomy, particularly within the context of virtual language education. They show that students are not only capable of managing their own learning processes, but also of making thoughtful decisions about how, when, and why they learn—especially when given the space to do so. These results suggest that language education programs, especially those delivered at a distance, can benefit from placing greater emphasis on helping students develop metacognitive awareness and emotional self-regulation. Teaching students how to plan, monitor, and evaluate their learning could help them become more confident, autonomous, and reflective learners.

This research also highlights the importance of flexible and student-centered approaches in virtual learning environments. The use of personal routines, digital tools, and self-directed strategies by the participants suggests that learners benefit from being allowed to personalize their learning journey. For educators, this means rethinking the role of the teacher—not only as a provider of knowledge, but also as a guide who supports the development of independent learning skills. For institutions, it points to the need to integrate explicit instruction on metacognitive strategies into curricula, especially in programs like LILEI where autonomy is

both a challenge and a goal. These implications extend beyond language learning and are relevant to any field that seeks to empower students as active participants in their own education.

### **Research Limitations of the Present Study**

As with many qualitative studies, this research had some limitations that are important to acknowledge. One of them is the small number of participants. Only five students from the English VII course of the LILEI program took part in the focus group, which means the findings reflect their specific experiences and may not represent the views of all students in the program. Although the goal was not to generalize, but rather to understand personal and in-depth perspectives, the limited sample still restricts the broader application of the results. Also, because the data relied on students' own reflections and memories, their responses might have been shaped by personal interpretation or the way they wanted to present themselves.

Another limitation is related to the nature of the focus group. While it created a space for open conversation, not all students may have felt equally comfortable expressing their thoughts in a group setting. Time constraints may have also prevented some ideas from being explored in greater depth. Lastly, it's important to recognize that the researcher's closeness to the academic environment—being part of the same program—may have influenced how some data were interpreted, even with efforts to remain objective. Despite these limitations, every step of the process was carried out with care and transparency, and the study still offers meaningful insights into how students use metacognitive strategies to support their learning in a virtual context.

### **Recommendations for Further Research**

This study opens several paths for future research in the areas of metacognitive strategies, learner autonomy, and virtual language education. First, it is recommended that similar studies be conducted with larger and more diverse groups of students to gain broader insights and allow

for more comparative analysis across different levels of English proficiency, academic programs, or even institutions. Expanding the sample could help confirm or challenge the findings of this research and provide a deeper understanding of how metacognitive strategies are applied in different educational contexts.

Second, future research could focus on designing and testing intervention-based studies that include explicit instruction in metacognitive strategy use. These studies could examine how training students in planning, monitoring, and evaluating their learning affects their autonomy and academic outcomes over time. In addition, it would be valuable to explore the emotional aspects of learning in more depth, especially how feelings such as stress, motivation, or confidence influence the use of metacognitive strategies. Finally, given the increasing role of digital tools, future research could investigate how specific technologies or platforms support the development of autonomous learning in virtual environments.

## **Conclusions**

The value of this study lies in exploring and understanding how metacognitive strategies can support the development of autonomy. However, given the small number of participants and the nature of qualitative research, these results are not generalizable. They do, however, provide meaningful insights that can inform future studies, teaching practices, and program design, especially in virtual language education. It is hoped that these findings encourage more intentional support for helping a broader range of students become more reflective, strategic, and independent in their learning journeys. This research contributes to a deeper understanding of how metacognitive strategies support learner autonomy among English VII students in the LILEI program at UNAD. Through a questionnaire and a focus group analysis, it became evident that

not many students are actively engaging in planning, selecting strategies, monitoring, and evaluating their learning; some do it in an unstructured or unconscious way.

The findings show that metacognition is not a one-size-fits-all process. Each student experiences it differently depending on their emotional responses, personal routines, and access to digital tools. While some learners thrived using flexible strategies and immersive digital environments, others needed to adjust their approach after experiencing stress or a lack of structure. This demonstrates that autonomy is not a fixed trait but a capacity that can be developed with time, reflection, and the right support (Holec, 1981; Anderson, 2008).

The LILEI program's distance education model naturally supports autonomy by encouraging students to take charge of their learning. However, to strengthen this effect, it is essential that educators and program designers integrate more explicit training in metacognitive strategies from the first academic period. This could include structured reflection tools, guided goal setting, emotional regulation practices, and feedback mechanisms to help learners become more aware of how they learn and why. Then, fostering metacognition is key to promoting autonomy, especially in virtual learning environments. When students become more aware of their learning strategies and reflect on their progress, they become more confident, motivated, and independent learners' qualities that are essential not only for language learning but for their future roles as educators.

The results from both the questionnaire and focus group revealed that while many students used metacognitive strategies in a flexible and personal manner, their application was often unconscious or inconsistent. This partially aligns with Anderson's (2008) model, which outlines a structured five-stage process (planning, selecting, monitoring, orchestrating, and

evaluating), but also highlights the need for more explicit instruction and reflection to move students toward conscious and strategic use.

In accordance with Cao and Lin (2020) and Mahdavi (2014), the findings support the idea that metacognitive strategies are teachable and learnable. The students who demonstrated being autonomous were those who had begun to internalize these strategies, integrating them into their daily routines and learning beyond the classroom context. This reflects Flavell's (1979) view of metacognition as a dynamic process of self-regulation, and supports Çakıcı's (2015) assertion that learners can construct personalized learning environments when motivated and properly guided.

The study also found that students' emotional states such as motivation, frustration, and confidence significantly influenced their ability to use metacognitive strategies effectively. This aligns with Littlewood's (as cited in Çakıcı, 2015) and Vygotsky's (1978) theories, which emphasize the social and emotional dimensions of cognitive development and learner autonomy.

Regarding the program's context, the LILEI model inherently promotes autonomy by encouraging students to manage their own learning within a virtual and distance education environment. This design aligns with Little's (1991) view that autonomy can grow when learners receive structured support and opportunities for reflection. However, the absence of immediate tutor feedback or guided instruction in strategy use, as described by some students, limited the effectiveness of this model for those who lacked prior metacognitive awareness or emotional self-regulation. This confirms Moore's (1993) theory of transactional distance, where the degree of structure, dialogue, and learner autonomy shapes the educational experience.

Finally, the findings suggest that although students did not strictly follow the metacognitive strategy cycle, their use of personalized, flexible strategies combined with digital

tools like AI, social media, and online resources indicates a meaningful shift toward self-directed learning. These results reinforce Anderson's Interaction Equivalency Theorem, which posits that strong interaction whether with content, instructors, or peers can support effective learning, especially in online settings.

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## Appendixes

### Appendix A

#### *Resumen Analítico de Estudio RAE*

<b>1. Información general</b>	
<b>Tipo de documento</b>	Tesis de grado de maestría
<b>Acceso al documento</b>	A research document submitted to Escuela de Ciencias de la Educación ECEDU in partial fulfillment of the requirements for the degree of Magister en Mediación Pedagógica en el aprendizaje del inglés.
<b>Título del documento</b>	Exploring the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD
<b>Autor (es)</b>	Angi Lucero González López
<b>Publicación</b>	2025
<b>Palabras claves</b>	Metacognición, autonomía, planear, monitorear y evaluar.
<b>2. Descripción</b>	
<p>Este trabajo de investigación, realizado en el marco del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la UNAD, analiza el uso aparente de estrategias metacognitivas por parte de estudiantes del curso English VII y cómo estas estrategias contribuyen a fomentar y sostener procesos autónomos de aprendizaje del inglés en un modelo educativo a distancia.</p> <p>La investigación se desarrolló bajo un enfoque cualitativo de tipo estudio de caso, empleando como instrumentos un cuestionario y un grupo focal, aplicados en dos fases. Los datos obtenidos fueron analizados mediante codificación en dos ciclos, siguiendo los lineamientos de Saldaña (2015) y el análisis temático propuesto por Braun y Clarke (2006). El marco teórico se fundamenta principalmente en el modelo de metacognición de Flavell (1979) y categorías metacognitivas de Anderson (2008) y en los principios de autonomía del aprendizaje. A través de la voz de cinco participantes, el estudio busca comprender cómo los estudiantes planifican, regulan y evalúan su propio aprendizaje, y de qué manera estas prácticas reflejan el desarrollo de su autonomía dentro del contexto virtual del programa LILEI.</p>	
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#### 4. Contenidos

Este trabajo de investigación está organizado en cinco capítulos que describen de forma estructurada cada una de las etapas desarrolladas para alcanzar los objetivos propuestos. En el Capítulo I se presenta el planteamiento del problema, la formulación de la pregunta de investigación, así como los objetivos generales y específicos. También se incluyen la justificación, las delimitaciones y el contexto en el que se llevó a cabo el estudio, el cual se enfoca en el uso de estrategias metacognitivas y su relación con la autonomía del aprendizaje del inglés en estudiantes del programa LILEI de la UNAD.

En el Capítulo II, se expone el marco teórico que sustenta el estudio, incluyendo los aportes de autores clave en las áreas de metacognición y autonomía, como Anderson (2008), Flavell (1979), Holec (1981) y Little (1991). Además, se revisan investigaciones previas relacionadas con el aprendizaje autónomo y el uso de estrategias metacognitivas en entornos virtuales, lo que permite contextualizar los hallazgos en un marco académico amplio y pertinente.

El Capítulo III describe el enfoque metodológico de corte cualitativo con diseño de estudio de caso, así como los instrumentos utilizados para la recolección de datos: un cuestionario validado por un experto y un grupo focal revisado por el director del trabajo. También se detalla la muestra seleccionada, el proceso de validación de instrumentos (incluido en el Apéndice D) y los procedimientos seguidos para llevar a cabo el análisis.

En el Capítulo IV, se presentan los resultados obtenidos del análisis del cuestionario y del grupo focal. El tratamiento de los datos se realizó mediante codificación en dos ciclos según Saldaña (2015) y el análisis temático de Braun y Clarke (2006), permitiendo construir categorías y temas que emergieron directamente de la experiencia de los participantes como se evidencia en el Apéndice F. La información se organiza en relación con los objetivos de investigación y se acompaña de una discusión que integra teoría y evidencia empírica.

Finalmente, el Capítulo V expone las conclusiones del estudio, las implicaciones pedagógicas y académicas, así como las recomendaciones para futuras investigaciones. También se reconocen las

limitaciones del trabajo y se reflexiona sobre la importancia de promover estrategias metacognitivas como herramienta clave para fortalecer la autonomía en contextos de educación a distancia.

### **5. Metodología**

La presente investigación se desarrolló bajo un enfoque cualitativo con diseño de estudio de caso, orientado a comprender cómo los estudiantes del curso English VII del programa LILEI de la UNAD aplican estrategias metacognitivas para fomentar su autonomía en un entorno de educación a distancia. Se utilizaron dos instrumentos de recolección de datos: un cuestionario y un grupo focal. Ambos fueron previamente validados por expertos; el cuestionario fue revisado por el profesor Edwin Londoño (Apéndice D), y el guion del grupo focal fue ajustado con base en las observaciones del Magíster Juan Carlos Acosta. (Apéndice E). La muestra estuvo compuesta por cinco estudiantes seleccionados intencionalmente por su aparente uso de estrategias metacognitivas. El análisis de la información se realizó mediante un proceso de codificación en dos ciclos según Saldaña (2015), complementado con el análisis temático propuesto por Braun y Clarke (2006), lo que permitió identificar categorías y temas vinculados con los objetivos del estudio.

### **6. Resultados**

Los resultados de este estudio revelan que los cinco estudiantes participantes aplican estrategias metacognitivas de manera diversa y flexible en su proceso de aprendizaje del inglés dentro del modelo de educación a distancia. Aunque no todos siguen las etapas de la metacognición de forma estructurada según el modelo de Anderson (2008), sí demuestran conciencia sobre la importancia de planificar, seleccionar estrategias, monitorear y evaluar su propio aprendizaje. A través del cuestionario y del grupo focal, se evidenció que los estudiantes integran herramientas digitales, recursos personales y rutinas adaptadas a sus contextos individuales, lo que refleja un grado significativo de autonomía. También se identificaron factores emocionales y motivacionales que influyen en el uso de estas estrategias, así como la necesidad de flexibilidad frente a las exigencias del aprendizaje virtual. Estos hallazgos muestran que la autonomía no es un punto de partida, sino un proceso que los estudiantes construyen mediante la autorregulación y el uso consciente de sus recursos en contextos mediados por la tecnología.

### **7. Conclusiones**

Las conclusiones de este estudio muestran que el uso de estrategias metacognitivas contribuye significativamente al desarrollo de la autonomía en estudiantes del programa LILEI en modalidad virtual. Aunque los participantes no aplican de forma sistemática todas las etapas del modelo

metacognitivo de Anderson (2008), sí evidencian prácticas de autorregulación que les permiten planificar, organizar y evaluar su aprendizaje del inglés. La autonomía, en este contexto, se entiende como una construcción progresiva influenciada por factores personales, emocionales y contextuales. Los estudiantes participantes adaptan sus hábitos, utilizan recursos digitales y establecen metas personales, lo cual refleja su capacidad para tomar decisiones conscientes sobre su proceso de aprendizaje. No obstante, al tratarse de una muestra pequeña, los resultados no son generalizables a toda la población estudiantil del programa, pero sí ofrecen pistas valiosas sobre cómo fortalecer la autonomía a través del acompañamiento y la formación en estrategias metacognitivas.

<b>8. Elaborado por</b>	Angi Lucero González López		
<b>9. Fecha de elaboración del Resumen</b>	10	Septiembre	2025

## Appendix B

### *Informed Consent*

Entregado en el mismo Google forms del instrumento 1-cuestionario en google forms <https://forms.gle/Zt3bigq4uKKTQk9H7>

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD- INSTRUMENTO DE RECOLECCIÓN DE INFORMACIÓN.

#### Consentimiento Informado

La investigadora de este estudio es la estudiante de posgrado Angi Lucero González López, quien cursa la maestría en *Mediación Pedagógica en el Aprendizaje del Inglés*. Puede ser contactada a través del correo institucional [angi.gonzalez@unad.edu.co](mailto:angi.gonzalez@unad.edu.co) o al número telefónico 3223688034.

#### **Nombre del estudio:**

Exploración del rol de las estrategias metacognitivas en el fomento de la autonomía entre los estudiantes de LILEI de la UNAD. (LILEI-Licenciatura en Lenguas Extranjeras con Énfasis en Inglés)

#### **Propósito del estudio:**

Analizar el papel de las estrategias metacognitivas en el fomento de la autonomía entre los estudiantes de LILEI de la UNAD.

#### Objetivos específicos:

- Identificar a los estudiantes del curso Inglés VII en la UNAD que aplican aparentemente metacognitivas en su proceso de aprendizaje.
- Explorar las experiencias de los estudiantes LILEI del curso Inglés VII en el uso de estrategias metacognitivas para fomentar y mantener un aprendizaje autónomo del inglés dentro del modelo de educación a distancia.

- Describir cómo el contexto del programa LILEI influye en el uso de estrategias metacognitivas por parte de los estudiantes para el aprendizaje autónomo.

### **Participantes en el estudio:**

El estudio recopilará datos en dos fases:

1. En la primera fase, se solicitará a los estudiantes del curso Inglés VII responder un cuestionario cualitativo para identificar aquellos que aplican exitosamente estrategias metacognitivas. De todos los participantes, se seleccionarán aleatoriamente 20 estudiantes para continuar con el estudio.
2. En la segunda fase, se seleccionarán 5 estudiantes que hayan demostrado un uso destacado de estrategias metacognitivas para participar en un grupo focal, con el fin de recopilar información sobre sus percepciones respecto al uso de dichas estrategias para fomentar y mantener un aprendizaje autónomo del inglés dentro del modelo de educación a distancia.

### **Descripción de riesgos:**

Los participantes únicamente deberán responder los instrumentos de recolección de datos, los cuales no representan ningún riesgo para su integridad o bienestar. La investigadora se compromete a preservar el anonimato de los participantes y proteger los datos recopilados, almacenándolos en su computadora personal.

### **Participación en el estudio:**

La participación es completamente voluntaria. Si algún estudiante del curso Inglés VII decide no participar, esto no tendrá consecuencias en sus calificaciones ni en su proceso académico.

Asimismo, cualquier estudiante que desee retirarse podrá hacerlo sin repercusiones para su desempeño académico o relación con sus tutores. Únicamente los estudiantes de la UNAD, del

curso "ENGLISH VII", podrán participar en el diligenciamiento de la información para el análisis de la investigación.

### **Resultados del estudio:**

Los resultados integrarán los datos obtenidos mediante los dos instrumentos utilizados, realizando un análisis cualitativo basado en la triangulación de las fuentes validadas. Esto mejorará la credibilidad y confiabilidad de las conclusiones del estudio, contribuyendo a la literatura actual sobre enseñanza del inglés como lengua extranjera al arrojar luz sobre el papel de las estrategias metacognitivas en el fomento de la autonomía en estudiantes que aprenden inglés. Este consentimiento informado detalla información sobre el propósito y procedimientos del estudio, explicando que las respuestas al cuestionario y al grupo focal no implican riesgos ni beneficios potenciales. La información será recopilada de forma anónima. Por lo tanto, es decisión personal participar y firmar este consentimiento. La investigadora agradece su participación en este estudio.

### Consentimiento para participar en la investigación

Al participar en el cuestionario, sus respuestas formarán parte del estudio titulado "Exploración del rol de las estrategias metacognitivas en el fomento de la autonomía entre los estudiantes de LILEI de la UNAD", como opción de grado en la maestría "Mediación Pedagógica en el aprendizaje del inglés" de la Universidad Nacional Abierta y a Distancia UNAD.

He comprendido la información del estudio proporcionada por la investigadora, y estoy de acuerdo con lo siguiente:

- He sido informado sobre la investigación que se está llevando a cabo en este estudio y su propósito.

- He formulado al investigador las dudas sobre las implicaciones del estudio y los resultados, y he recibido respuestas a todas mis preguntas.
- Acepto que mis palabras puedan ser citadas en los resultados, publicaciones y fines de investigación del investigador.
- He sido claramente informado de que puedo retirarme en cualquier momento de la investigación.
- Acepto participar en el cuestionario respondiendo a las preguntas en este formulario.

## Appendix C

### *Data Collection Instrument I- Questionnaire*

Tipo de instrumento: Cuestionario con preguntas abiertas y checklist.

Modo de implementación: En línea a través de google forms.

<https://forms.gle/Zt3bigq4uKKTQk9H7>

#### INSTRUMENTO DE RECOLECCIÓN DE INFORMACIÓN.

**Estimado estudiante,**

Su respuesta sincera y real será una parte fundamental de la investigación. Agradezco su disposición y tiempo para responder a las preguntas.

**Investigadora:** Angi Lucero González López

**Objetivo:** Identificar a los estudiantes del curso Inglés VII en la UNAD que aplican exitosamente estrategias metacognitivas en su proceso de aprendizaje.

Existen cinco categorías de estrategias metacognitivas basadas en Anderson (2008), que describen un proceso cíclico de aprendizaje consciente. Estas categorías incluyen la preparación y planificación para el aprendizaje, donde los estudiantes establecen metas y definen cómo lograrlas. A continuación, la selección y uso de estrategias implica elegir métodos de aprendizaje adecuados. El monitoreo del uso de estrategias permite a los estudiantes rastrear su progreso. La orquestación de varias estrategias implica coordinar múltiples enfoques para optimizar el aprendizaje. Finalmente, la evaluación del aprendizaje implica reflexionar sobre la efectividad de estas estrategias para ajustar los procesos de aprendizaje futuros.

**Consideraciones éticas:** Su participación en este cuestionario es voluntaria, y tiene derecho a retirarse del estudio en cualquier momento sin penalización alguna. Las identidades de los participantes serán anónimas, y los datos se almacenarán de manera segura, con acceso restringido solo al personal de investigación autorizado.

**Instrucciones:** Encontrará dos tipos de preguntas: preguntas abiertas donde debe describir sus respuestas y otras con afirmaciones dónde debe elegir entre las opciones de nunca, en ocasiones, regularmente o siempre. Debe elegir la opción que mejor describa sus elecciones en el contexto real de aprender inglés como lengua extranjera.

**Todas las preguntas van enfocadas específicamente al aprendizaje del inglés como lengua extranjera.**

### Categoría 1: Preparar y planear el aprendizaje

#### Categoría 1: Preparar y planear el aprendizaje \*

	Nunca	En ocasiones	Regularmente	Siempre
Establezco objetivos claros para lo que quiero lograr en el aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planifico cuándo y cómo estudiaré inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reúno los materiales y herramientas necesarios para un aprendizaje efectivo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mantengo una rutina regular para estudiar inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparo y planifico mis actividades de aprendizaje del idioma inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Qué tan frecuentemente estableces objetivos para alcanzar metas en el aprendizaje del inglés? ¿Podrías dar ejemplos? \*

Tu respuesta \_\_\_\_\_

¿Cómo influye la estructura del programa LILEI (por ejemplo, plazos, recursos, diseño del curso) en tu capacidad para planificar de manera efectiva? \*

## Categoría 2: Seleccionar y usar estrategias de aprendizaje

### Categoría 2: Seleccionar y usar estrategias de aprendizaje \*

	Nunca	En ocasiones	Regularmente	Siempre
Selecciono estrategias de aprendizaje de inglés que se ajustan a mis estilos de aprendizaje y objetivos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aplico diversas técnicas para aprender inglés de manera efectiva.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pido ayuda si tengo dificultades para comprender o desarrollar actividades de inglés en mi tiempo libre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pruebo nuevos métodos y estrategias de aprendizaje del inglés para ver qué funciona mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Cómo decides qué recursos (por ejemplo, herramientas en línea, discusiones con compañeros) utilizar para el aprendizaje autónomo del inglés? \*

Tu respuesta \_\_\_\_\_

¿Cómo el programa LILEI te incentiva a estudiar de manera independiente y a utilizar estrategias adecuadas para tu proceso de aprendizaje del inglés? \*

Tu respuesta \_\_\_\_\_

### Categoría 3: Monitorear la estrategia

#### Categoría 3: Monitorear la estrategia \*

	Nunca	En ocasiones	Regularmente	Siempre
Reviso regularmente cómo estoy progresando respecto al aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconozco qué habilidades del inglés necesito mejorar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acelero o ralentizo mi aprendizaje del inglés según mi comprensión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifico cuándo necesito practicar una habilidad adicional en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizo herramientas como pruebas para monitorear mi propia comprensión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Cómo monitoreas tu progreso en el aprendizaje del idioma inglés? Describe cualquier herramienta o método que utilices (por ejemplo, diarios, pruebas personales). \*

Tu respuesta

---

¿De qué maneras el entorno de aprendizaje a distancia en la UNAD facilita el seguimiento de tu progreso de aprendizaje de inglés? \*

Tu respuesta

---

#### Categoría 4: Orquestar estrategias

##### Categoría 4: Orquestar estrategias

	Nunca	En ocasiones	Regularmente	Siempre
Utilizo varias técnicas juntas para mejorar el aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cambio mi enfoque si una estrategia de aprendizaje del inglés no funciona	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alineo mis estrategias de aprendizaje del inglés de forma autónoma con lo que quiero lograr en el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribuyo mi tiempo de manera inteligente entre diferentes estrategias de aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garantizo de forma autónoma un equilibrio entre lectura, escritura, escucha y habla, en el aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quando trabajas en tareas complejas de inglés, ¿eres consciente de cuándo cambiar entre diferentes estrategias de aprendizaje (como lectura diaria, llevar un diario en inglés, memorización, práctica y colaboración con compañeros)?  
Explica con ejemplos. \*

Tu respuesta \_\_\_\_\_

¿Cómo las interacciones con los tutores o compañeros en el programa LILEI influyen en la forma en que eliges tus estrategias de aprendizaje del inglés? \*

Tu respuesta \_\_\_\_\_

### Categoría 5: Evaluar proceso, y el uso de las estrategias

#### Categoría 5: Evaluar proceso, y el uso de las estrategias \*

	Nunca	En ocasiones	Regularmente	Siempre
Evalúo si mis estrategias autónomas de aprendizaje de inglés están funcionando.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflexiono sobre lo que he aprendido en inglés y cómo lo he aprendido.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cambio de forma autónoma mis estrategias de aprendizaje del inglés si no son efectivas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pido retroalimentación a los tutores o compañeros sobre mi proceso de aprendizaje del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verifico el progreso del inglés de forma autónoma (exámenes, talleres, pruebas, juegos) para saber cómo he mejorado mis habilidades con el tiempo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¿Cuáles son los criterios que utilizas para evaluar tu propio proceso de aprendizaje del inglés de forma autónoma con el fin de mejorar tu rendimiento? \*

Tu respuesta \_\_\_\_\_

¿Qué elementos del modelo de aprendizaje a distancia de la UNAD consideras que mejor potencian tu autonomía al implementar estrategias para mejorar tu inglés? \*

Tu respuesta \_\_\_\_\_

## Appendix D

### Protocolo de Validación por Experto



#### UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA

#### Protocolo De Validación Por Experto

##### **Nombre del estudio:**

Exploring the role of metacognitive strategies in fostering autonomy among LILEI students at UNAD.

Exploración del rol de las estrategias metacognitivas en el fomento de la autonomía entre los estudiantes de LILEI de la UNAD. (LILEI-Licenciatura en Lenguas Extranjeras con Énfasis en Inglés)

##### **Propósito del estudio:**

To analyze the Role of Metacognitive Strategies in Fostering Autonomy among LILEI Students at UNAD.

Analizar el papel de las estrategias metacognitivas en el fomento de la autonomía entre los estudiantes de LILEI de la UNAD.

**Tipo de instrumento:** Se propone utilizar un cuestionario cualitativo para identificar a los estudiantes del curso de Inglés VII de la UNAD que aplican con éxito estrategias metacognitivas en su proceso de aprendizaje. Este cuestionario está diseñado en base a las categorías de metacognición propuestas por Anderson (2008), las cuales describen el proceso cíclico del proceso consciente de aprendizaje. Estás son cinco, preparar y planificar el aprendizaje, seleccionar y utilizar estrategias adecuadas para **alcanzar** los objetivos, monitorear el aprendizaje, orquestar estrategias y finalmente evaluar el aprendizaje.

**Modo de implementación:** Se implementará en línea a través de este enlace:

<https://forms.gle/fVLAm6ADrP6D3HNs9>

#### **Instrucciones**

Por favor evalúe cada uno de los segmentos del cuestionario de acuerdo con los siguientes criterios e indicaciones:

**Pertinencia:** el criterio se cumple de manera satisfactoria si las preguntas permiten generar respuestas en los participantes que suministren información sobre las categorías que enmarcan cada una de ellas.

**Claridad:** Se refiere a la manera como se estructuran y se presentan las preguntas y enunciados del cuestionario. Este criterio se cumple si no existe ambigüedad en las preguntas, y si éstas son entendibles y de fácil comprensión para los participantes.

**Relevancia:** El criterio se cumple si las preguntas formuladas o enunciados están en consonancia con el alcance del estudio de investigación, si las preguntas solo recogen información necesaria para resolver el problema y si no se desvían del tema principal del estudio.

**Adecuación en función de la unidad de análisis:** Este criterio se cumple de manera satisfactoria si las preguntas o enunciados son apropiados para que sean respondidos por los estudiantes del programa de licenciatura en lenguas extranjeras con énfasis en inglés de la UNAD.



Marque 1 si el criterio evaluado no se cumple, 2 si el criterio evaluado se cumple, pero debe atender algunas observaciones y 3 si el criterio se cumple de manera satisfactoria.

## QUESTIONARIO

### Sección 1: Consentimiento informado

#### Sección 2

**Estimado estudiante,**

Su respuesta sincera y real será una parte fundamental de la investigación. Agradezco su disposición y tiempo para responder a las preguntas.

**Investigadora:** Angi Lucero González López

**Objetivo:** Identificar a los estudiantes del curso Inglés VII en la UNAD que aplican exitosamente estrategias metacognitivas en su proceso de aprendizaje.

Existen cinco categorías de estrategias metacognitivas basadas en Anderson (2008), que describen un proceso cíclico de aprendizaje consciente. Estas categorías incluyen la preparación y planificación para el aprendizaje, donde los estudiantes establecen metas y definen cómo lograrlas. A continuación, la selección y uso de estrategias implica elegir métodos de aprendizaje adecuados. El monitoreo del uso de estrategias permite a los estudiantes rastrear su progreso. La orquestación de varias estrategias implica coordinar múltiples enfoques para optimizar el aprendizaje. Finalmente, la evaluación del aprendizaje implica reflexionar sobre la efectividad de estas estrategias para ajustar los procesos de aprendizaje futuros.

**Consideraciones éticas:** Su participación en este cuestionario es voluntaria, y tiene derecho a retirarse del estudio en cualquier momento sin penalización alguna. Las identidades de los participantes serán anónimas, y los datos se almacenarán de manera segura, con acceso restringido solo al personal de investigación autorizado.

**Instrucciones:** Encontrará dos tipos de preguntas: preguntas abiertas donde debe describir sus respuestas y otras con afirmaciones donde debe elegir entre las opciones de nunca, en ocasiones, regularmente o siempre. Debe elegir la opción que mejor describa sus elecciones en el contexto real de aprender inglés como lengua extranjera.

Segmento o categoría	Pregunta o enunciado	Criterio				Observaciones
		Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
Segmento inicial	Introducción					
	Objetivo					
	Instrucciones					



### 1. Información personal

1.1 Nombre: \_\_\_\_\_

1.2 Correo electrónico: \_\_\_\_\_

1.3: Confirmación si es estudiante UNAD de LILEI \_\_\_\_\_

1.4 Confirmación del curso de inglés en el que se encuentra en el programa de LILEI \_\_\_\_\_

Segmento o categoría	Pregunta o enunciado	Criterio				Observaciones
		Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
<b>1. Información personal</b>	1.1 Nombre	3	3	3	3	
	1.2 Correo Electrónico	3	3	3	3	
	1.3. Confirmación si es estudiante UNAD de LILEI	3	3	3	3	
	1.4. Confirmación del curso de inglés en el que se encuentra en el programa de LILEI.	3	3	3	3	

### 2. Categoría 1: Preparar y planear el aprendizaje

2.1. Establezco objetivos claros para lo que quiero lograr en inglés.

2.2 Planifico cuándo y cómo estudiaré inglés.

2.3 Reúno los materiales y herramientas necesarios para un aprendizaje efectivo.

2.4 Mantengo una rutina regular para estudiar inglés.

2.5 Preparo y planifico mis actividades de aprendizaje del idioma inglés.

2.6 ¿Qué tan frecuente pones objetivos para alcanzar metas en el inglés? ¿Podrías dar ejemplos?



2.7 ¿Cómo influye la estructura del programa LILEI (por ejemplo, plazos, recursos, diseño del curso) en tu capacidad para planificar de manera efectiva?

Segmento o categoría	Pregunta o enunciado	Criterio				Observaciones
		Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
<b>2. Preparar y planear el aprendizaje</b>	2.1	2	2	2	2	Establezco objetivos claros para lo que quiero lograr en el <b>aprendizaje del inglés</b> .
	2.2	3	3	3	3	
	2.3	3	3	3	3	
	2.4	3	3	3	3	
	2.5	3	3	3	3	
	2.6	3	3	3	3	
	2.7	2	2	2	2	¿Qué tan frecuentemente <b>estableces</b> objetivos para alcanzar metas en el <b>aprendizaje del inglés</b> ?

### 3. Categoría 2: Seleccionar y usar estrategias de aprendizaje

- 3.1 Selecciono estrategias de aprendizaje de inglés que se ajustan a mi estilo de aprendizaje y objetivos
- 3.2 Aplico diversas técnicas para aprender inglés de manera efectiva.
- 3.3 Ajusto mi enfoque dependiendo de la tarea o actividad de inglés a desarrollar.
- 3.4 Pido ayuda si tengo dificultades para comprender o desarrollar actividades de inglés en mi tiempo libre.
- 3.5 Pruebo nuevos métodos y estrategias de aprendizaje del inglés para ver qué funciona mejor.
- 3.6 ¿Cómo decides qué recursos (por ejemplo, herramientas en línea, discusiones con compañeros) utilizar para el aprendizaje autónomo del inglés? (Open-ended question)
- 3.7. ¿Cómo el programa LILEI te incentiva a estudiar de manera independiente y a utilizar estrategias adecuadas para tu proceso de aprendizaje del inglés? (Open-ended question)

		Criterio	Observaciones
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Segmento o categoría	Pregunta o enunciado	Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
<b>3. Seleccionar y usar estrategias de aprendizaje</b>	3.1	2	2	2	2	“mi estilo de aprendizaje”: debe ser plural ya que uno no aprende con un solo estilo.
	3.2	3	3	3	3	
	3.3	3	3	3	3	
	3.4	3	3	3	3	
	3.5	3	3	3	3	
	3.6	3	3	3	3	
	3.7	3	3	3	3	

#### 4. Categoría 3: Monitorear la estrategia

- 4.1 Reviso regularmente cómo estoy progresando en inglés.
- 4.2 Reconozco qué habilidades del inglés necesito mejorar.
- 4.3 Acelero o ralentizo mi aprendizaje del inglés según mi comprensión.
- 4.4 Identifico cuándo necesito practicar una habilidad adicional en inglés.
- 4.5 Utilizo herramientas como pruebas para monitorear mi propia comprensión.
- 4.6 ¿Cómo monitoreas tu progreso en el aprendizaje del idioma inglés? Describe cualquier herramienta o método que utilices (por ejemplo, diarios, pruebas personales).
- 4.7. ¿De qué maneras el entorno de aprendizaje a distancia en la UNAD facilita o dificulta el seguimiento de tu progreso de aprendizaje de inglés?

Segmento o categoría	Pregunta o enunciado	Criterio				Observaciones
		Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
<b>4. Monitorear la estrategia</b>	4.1	2	2	2	2	1. Reviso regularmente cómo estoy progresando <b>respecto al aprendizaje del inglés.</b>



	4.2	3	3	3	3	
	4.3	3	3	3	3	
	4.4	3	3	3	3	
	4.5	3	3	3	3	
	4.6	3	3	3	3	
	4.7	3	3	3	3	

### 5. Categoría 4: Orquestar estrategias

- 5.1. Utilizo varias técnicas juntas para mejorar el aprendizaje del inglés.
- 5.2 Cambio mi enfoque si una estrategia de aprendizaje del inglés no funciona.
- 5.3 Alineo mis estrategias de aprendizaje del inglés de forma autónoma con lo que quiero lograr en el inglés.
- 5.4 Distribuyo mi tiempo de manera inteligente entre diferentes estrategias de aprendizaje del inglés.
- 5.5 Garantizo de forma autónoma un equilibrio entre lectura, escritura, escucha y habla, en el aprendizaje del inglés.
- 5.6 Cuando trabajas en tareas complejas de inglés, ¿eres consciente de cuándo cambiar entre diferentes estrategias de aprendizaje (como lectura diaria, llevar un diario en inglés, memorización, práctica y colaboración con compañeros)? Explica con ejemplos.
- 5.7. ¿Cómo las interacciones con los tutores o compañeros en el programa LILEI influyen en la forma en que eliges tus estrategias de aprendizaje del inglés?

Segmento o categoría	Pregunta o enunciado	Criterio				Observaciones
		Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
<b>5. Orquestar estrategias</b>	5.1	3	3	3	3	
	5.2	3	3	3	3	
	5.3	3	3	3	3	Autónoma lleva tilde
	5.4	3	3	3	3	
	5.5	3	3	3	3	Autónoma lleva tilde
	5.6	3	3	3	3	
	5.7	3	3	3	3	

### 6. Categoría 5: Evaluar proceso, y el uso de las estrategias

- 6.1 Evalúo si mis estrategias autónomas de aprendizaje de inglés están funcionando.
- 6.2 Reflexiono sobre lo que he aprendido en inglés y cómo lo he aprendido.
- 6.3 Cambio de forma autónoma mis estrategias de aprendizaje del inglés si no son efectivas.
- 6.4 Pido retroalimentación a los tutores o compañeros sobre mi proceso de aprendizaje del inglés.
- 6.5 Verifico el progreso del inglés de forma autónoma (exámenes, talleres, pruebas, juegos) para saber cómo he mejorado mis habilidades con el tiempo.
- 6.6 ¿Cuáles son los criterios que utilizas para evaluar tu propio proceso de aprendizaje del inglés de forma autónoma con el fin de mejorar tu rendimiento?
- 6.7. ¿Qué aspectos del modelo de aprendizaje a distancia de la UNAD sientes que más apoyan (o dificultan) tu autonomía al aplicar estrategias para mejorar el inglés?

Segmento o categoría	Pregunta o enunciado	Criterio				Observaciones
		Pertinencia	Claridad	Relevancia	Adecuación en función de la unidad de análisis	
<b>6. Orquestar estrategias</b>	6.1	3	3	3	3	
	6.2	3	3	3	3	
	6.3	3	3	3	3	
	6.4	3	3	3	3	
	6.5	3	3	3	3	
	6.6	3	3	3	3	
	6.7	1	1	1	1	No creo que sea correcto decir que hay aspectos del modelo de aprendizaje a distancia de la UNAD que dificultan la autonomía. No se debe incluir eso en la pregunta.



### Opinión de aplicabilidad

Se avala aplicabilidad ( ).

Aplicable después de corregir. ( X ).

No aplicable. ( ).

#### Nombre del experto (a)

**Edwin A. Londoño Alape.**

#### Especialidad

**Enseñanza de lenguas**

#### Firma del experto (a)

A handwritten signature in black ink, which appears to read 'Edwin A. Londoño Alape', is written over a light blue horizontal line.

**El presente protocolo de validación por experto se firmó el día 12 del mes 04 del año 2025**

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## Appendix E

### *Data Collection Instrument 2- Focus Group Script*

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD

INSTRUMENTO DE RECOLECCIÓN DE DATOS

Tipo de instrumento: Grupo Focal

**Modo de implementación:** En línea a través de Teams de forma sincrónica.

Fecha: 23 de agosto 2025

Hora: 9:00am

Bienvenida e Introducción (2 minutos)

Cordial saludo, les doy una cordial bienvenida y les agradezco sinceramente por su participación en este grupo focal.

Mi nombre es Angi González, soy estudiante/investigador(a) del programa de maestría en mediación pedagógica en el aprendizaje del inglés y estoy desarrollando un proyecto de investigación titulado:

"Exploración del rol de las estrategias metacognitivas en el fomento de la autonomía en los estudiantes del programa LILEI de la UNAD."

El objetivo de este grupo focal es conocer sus experiencias, percepciones y reflexiones personales sobre el uso de estrategias metacognitivas en su proceso de aprendizaje autónomo del inglés en el contexto de la educación a distancia.

Pautas éticas y normas de participación (2 minutos)

Antes de iniciar, quisiera recordar algunas consideraciones importantes:

Esta conversación será grabada, únicamente con fines académicos y con su consentimiento.

Su participación es voluntaria y pueden retirarse en cualquier momento sin ninguna consecuencia.

Todas sus respuestas serán confidenciales y anónimas en los resultados del estudio.

No hay respuestas correctas o incorrectas; lo que buscamos es conocer sus vivencias y opiniones auténticas.

Les pedimos respetar el turno de palabra y permitir que todos puedan participar.

Si en algún momento no desean responder alguna pregunta, pueden omitirla con total libertad.

¿Están todos de acuerdo con estas condiciones? (Esperar consentimiento verbal).

Presentación de los participantes (5 minutos)

Ahora, para romper el hielo, les invito a que se presenten brevemente con su nombre y el lugar dónde se encuentra.

Breve explicación de conceptos (13 minutos)

Aprendizaje autónomo

El aprendizaje autónomo es la capacidad del estudiante para tomar el control de su propio proceso de aprendizaje. Esto implica que la persona planifica, organiza, ejecuta y evalúa sus actividades de estudio de forma independiente, con responsabilidad y motivación personal, sin depender completamente de un tutor o guía externa.

Ejemplo: Un estudiante que establece su propio horario de estudio, busca recursos adicionales cuando no entiende algo y evalúa su progreso por sí mismo, está practicando aprendizaje autónomo.

Estrategias metacognitivas

Las estrategias metacognitivas son técnicas o acciones que permiten al estudiante pensar sobre su propio aprendizaje, es decir, planificar cómo aprender, supervisar lo que está aprendiendo y evaluar qué tan efectivo ha sido su aprendizaje.

Estas estrategias incluyen:

Preparar y planear Planificación (¿Qué necesito aprender? ¿Cómo lo voy a hacer?),

Seleccionar y usar estrategias

Monitoreo del aprendizaje (¿Estoy entendiendo lo que leo o escucho?),

Orquestrar estrategias

Evaluación (¿Qué tan bien aprendí? ¿Qué debo mejorar?).

Desarrollo del grupo focal (40 minutos aprox.)

A continuación, vamos a conversar sobre algunos temas clave relacionados con su experiencia como estudiantes de Inglés VII en el programa LILEI.

Pregunta 1:

¿Podrían compartir alguna experiencia significativa donde sintieron que aplicaron estrategias para aprender inglés de forma más autónoma?

¿Cómo identificaste que esa estrategia te servía para mejorar tú nivel de inglés?

¿Planifican o siguen alguna rutina?

¿Establecen objetivos personales en el aprendizaje del inglés?

¿Utilizan herramientas o recursos específicos?

¿Reflexionan cada cierto tiempo sobre lo que han alcanzado en el aprendizaje del inglés?

¿Cómo aplican la autonomía en el aprendizaje del inglés?

Pregunta 2

¿De qué manera consideran que el modelo de educación a distancia de la UNAD (sus recursos, tutores, metodología) ha influido en su forma de aprender inglés de manera autónoma?

¿Cómo organizan su proceso de estudio del inglés en la modalidad a distancia?

¿Qué recomendaciones darían a otros estudiantes que desean mejorar su autonomía y uso de estrategias metacognitivas para aprender inglés en este contexto?

Cierre (2 minutos)

Muchísimas gracias por su participación y por compartir sus valiosas experiencias. Sus aportes son muy importantes para esta investigación, ya que nos ayudan a comprender mejor cómo se vive el aprendizaje del inglés en la modalidad a distancia y qué papel cumplen las estrategias metacognitivas.

Si desean recibir una copia del informe final o tienen alguna pregunta posterior, pueden contactarme a través del siguiente correo: [angigonzalez012@gmail.com](mailto:angigonzalez012@gmail.com)

## Appendix F

### Coding Matrix

Structural Categories	Themes	Type of coding
Planning and preparing	Flexible learning	Open coding Emotion coding In vivo coding
	Emotional and Motivational Factors	
	Strategic Planning and Goal Setting	
Selecting strategies	Physical and digital learning tools	
	Learning techniques	
Monitoring	Lack of follow-up	
	Continuous monitoring	
Orchestrating strategies	Lack of strategies selection	
	Use of diverse strategies	
Evaluation	Periodical evaluation	
	Lack of evaluation	
Autonomy	Lack of autonomy	
	Self-regulated and strategic use	
Virtual and distance model	Appropriate learning-teaching methodology	
	Lack of immediate tutor support	
	Suitable learning model	

Structural Categories	Theme	Type of coding	Codes	Literal citation
Planning and preparing	Flexible learning	Open coding	Not routine	S1- "como tal realmente no tengo rutina para estudiar inglés" "cuando inicié realmente sí, ...pero me sentí como estresada, cargada y entonces dije, no" "no tengo rutina de que hoy tengo que hacer esto, es porque yo personalmente sentí que eso me estresaba, que como que entonces yo más bien tomo mi tiempo libre y escojo a alguna de las habilidades y practico."
	Emotional and Motivational Factors	Emotion Coding	Overwhelmed	S1- "Cuando inicié me sobrecargué, pues al final me di cuenta que como que me estresaba"
	Strategic Planning and Goal Setting	In Vivo Coding	"Mi objetivo"	S2- "Mi objetivo es antes de terminar el último trabajo, tengo que salir con B2"
	Strategic Planning and Goal Setting	Open coding	Learning routine	S2- "yo sí tengo, como no digamos una hora específica, pero dentro de mis rutinas diarias" "en la mañana trabajo, el speaking y la pronunciación. En la tarde la escucha y en la noche también trabajo la speaking, con chat GPT, así todos los días 3 veces al día" "ya es como que algo que está enfascado en mí siempre." "siempre utilizo música en inglés, entonces diariamente, aparte de las 3 veces que me exijo, pero diariamente cuando estoy haciendo el almuerzo, estoy barriendo, cuando lavo loza me encanta escuchar música en inglés"
	Flexible learning	Open coding	Not routine	S2- "tiempo libre para ver videos random, por decirlo así, ahora lo utilizo viendo videos en inglés, comedias en inglés, entrevistas"
	Emotional and Motivational Factors	Emotion Coding	Negation	S2- "Un choque de negación de no quería, no me acomodo, no me gusta"
	Strategic Planning and Goal Setting	In Vivo Coding	"yo igual no tengo una rutina establecida"	S3- "Se pone una meta que es aprender un nuevo idioma" "yo igual no tengo una rutina establecida," "Me pongo a revisar tiktok, hay muchas páginas donde ofrecen muchas cosas de inglés, como también podcast, lecturas, pero no tengo una rutina como establecida." "En mi caso sí, particularmente es casi todos los días porque pues la verdad ahorita la aplicación de Tiktok es pues muy conocida y uno pues siempre está como conectado en esa herramienta." "Mi meta era pues tener por lo menos B2 para iniciar como mis prácticas porque uno iniciaba las prácticas"
	Emotional and Motivational Factors	Emotion Coding	Negation	S3- "pues sentía que pues al principio pensaba que no lo iba a lograr"
	Emotional and Motivational Factors	Emotion Coding	Negation	S4- "que yo me negaba porque siempre he querido reforzar mi speaking"
	Strategic Planning and Goal Setting	In Vivo Coding	"actualmente no tengo objetivos"	S4- "Al inicio sí tenía objetivos, pero actualmente la verdad que no"
	Strategic Planning and Goal Setting	In Vivo Coding	"La meta por ejemplo llegar a B2, luego a C1"	S5- "La meta por ejemplo llegar a B2, luego a C1" "Empezando los semestres, sí tenía unos objetivos, dije, bueno, el primer semestre voy a darte duro, hice cursos en donde me certificaba de A1 tercer semestre a dos y así por el estilo hasta que llegué al B2, entonces ya como que dije, Bueno, no sé, naturalmente dejé de hacerlo."
	Emotional and Motivational Factors	Emotion Coding	Negation	S4- "en mi caso yo tengo un amor, odio con las rutinas, se me cuestan un montón"

Selecting strategies	Physical and digital learning tools	In vivo coding	"tengo aquí mi cuaderno de notas"	S1- "tengo aquí mi cuaderno de notas, aparte de todo, que es cuando busco cualquier cosita. Veo un video, no lo hago todos los días, realmente no lo hago todos los días porque en ocasiones hay días que no puedo"
	Physical and digital learning tools	In vivo coding	"hablo con chatGPT"	S2- "estoy leyendo, traduciendo y pronunciando los videos cortos o historias que busco en tiktok" "hablo con chatGPT. Hablo hasta que me diga que ya tengo que mejorar" "siempre utilizo música en inglés, entonces diariamente, aparte de las 3 veces que me exijo"
	Physical and digital learning tools	In vivo coding	"Me ayudaba con videos"	S3- "Desde el primer semestre, pues empecé con con mi autonomía de tratar de aprender lo que más podía, con videos, lecturas, cosas, así" "Me ayudaba con videos, una herramienta fundamental de tiktok, donde buscaba como lecturas cortas para poder como"
	Learning techniques	In vivo coding	"la tecnica de traducir con el diccionario"	S4- "la técnica de traducir con el diccionario todo texto que me encontrara así" "leer cómics"
	Physical and digital learning tools	Open coding	Inmersion mediatica en inglés	S4- "yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde hace muchos años escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos, por ejemplo mi mi Instagram y eso está todo en inglés ya prácticamente todo me lo mandan a inglés, Todo lo que yo veo, series, películas, está en inglés y procuro que sean subtítulos en inglés" "Pues en mi caso tengo la costumbre de escuchar música todos los días, o sea, me levanto, hago mis deberes del del hogar y me pongo auriculares y escucho música "
	Physical and digital learning tools	Open coding	Inmersion mediatica en inglés	S5- "Y todo el día, así como exponiéndome al idioma, veo películas en inglés, escucho música en inglés siempre así, como tratando de exponerme al idioma del 100%, a parte de todo el tiempo que paso en el trabajo hablando con extranjeros"
	Learning techniques	In vivo coding	"shadowing technique"	S4 - "El material que me dieron traté de aprovecharlo al máximo, aprendí que existe una técnica llamada, creo que es shadowing "
Monitoring	Lack of follow-up	In vivo coding	"No he evaluado cada uno de los objetivos"	S1- "No he evaluado cada uno de los objetivos que me he propuesto, creo que hago es una evaluación general como tal de todo"
	Lack of follow-up	Open coding	hacer seguimiento de aprendizaje	S2- "hago test para ver en qué nivel estoy, pero no me gusta tanto. No soy partidaria de eso, me gusta más evaluarlo de forma natural, fluida y me siento más cómoda y me siento mejor y pues ahí voy observando" "ChatGPT es mi amigo de confianza, lo utilizé demasiado, hablo con él y es como que la manera que me gusta sentir el seguimiento"
	Continuous monitoring	In vivo coding	"siempre me gusta evaluarme"	S3- "siempre me gusta evaluarme, como lo dije, presentar evaluaciones o cuestionarios, que encuentro online en Internet que son gratuitos" "entonces, eso siempre lo realizo cada mes"
	Continuous monitoring	Open coding	Autoreflexión	S4- "a veces me coge la desesperación y yo pienso, yo no puedo hablar así y yo no tengo esa fluidez y busco formas para poder mejorarlo y la verdad es que trato de controlar eso, porque la verdad es que el aprendizaje es muy, es muy fluido, es muy variado"
	Continuous monitoring	Open coding	Prueba de inglés cada semestre	S5- "yo cada vez que termino el semestre hago una prueba internacional gratuita que no es certificable, pero igual como que mide su nivel de inglés "
Orchestrating strategies	Lack of strategies selection	Open coding	No estrategias específicas	S1- "yo más bien tomo mi tiempo libre y escojo a alguna de las habilidades y practico."
	Use of diverse strategies	In vivo coding	"Entonces decidí cambiar la estrategia"	S2- "Entonces decidí cambiar la estrategia y me doy cuenta de que sí, de que de que sí estoy aprendiendo, voy súper bien" "Yo me pongo frente al espejo y hago que yo soy la profesora y que yo le estoy enseñando a la niña que está frente al espejo, yo comienzo, yo le hablo en inglés y yo le digo, no entiendes que no sé, entonces yo comienzo a explicarle a explicarle."
	Use of diverse strategies	Open coding	Multiple strategies	S3- me ayudaba con videos, una herramienta fundamental de tiktok "buscaba como lecturas cortas para poder como para afianzar un poquito lo de la lectura, lo de la pronunciación" ver películas eso me ayudó bastante "pues entre compañeros nos ayudamos y empezamos a conversar" "herramientas digitales como duolingo, podcasts, educativos Youtube, entre otros"
	Use of diverse strategies	Open coding	Multiple strategies	S4- "yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde desde hace muchos años escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos, por ejemplo mi mi Instagram y eso está todo en inglés ya prácticamente todo me lo mandan a inglés, Todo lo que yo veo, series, películas, está en inglés y procuro que sean subtítulos en inglés" "Pues en mi caso tengo la costumbre de escuchar música todos los días, o sea, me levanto, hago mis deberes del del hogar y me pongo auriculares y escucho música "
	Use of diverse strategies	Open coding	Multiple strategies	S5- "mi forma de aprender favorita es enseñar" "Y todo el día, así como exponiéndome al idioma, veo películas en inglés, escucho música en inglés siempre así, como tratando de exponerme al idioma del 100%, a parte de todo el tiempo que paso en el trabajo hablando con extranjeros"

Evaluation	Periodical evaluation	In vivo coding	"realizo cuestionarios en línea"	S1-"realizo cuestionarios en línea... finalizando semestre para reflexionar y autoevaluarme "
	Lack of evaluation	Open coding	Reflexion	S2-"De pronto soy la única persona que no le gustan los tests" "La forma de yo evaluarme es realizando el speaking, es conversando con mis compañeros". Al no recibir buenos resultados en los tests deprimía muchísimo, yo decía no, no estoy aprendiendo nada y me daba como ansiedad"
	Lack of evaluation	In vivo coding	"Hice unas Pruebas en Internet "	S3-"Hice unas Pruebas en Internet puede realizar sus pruebas para ver más o menos en qué nivel está, y pues obtuve B2, "
	Periodical evaluation	In vivo coding	"yo cada vez que termino el semestre hago una prueba internacional"	S5-"yo cada vez que termino el semestre hago una prueba internacional gratuita que no es certificable, pero igual como que mide su nivel de inglés "
Autonomy	Lack of autonomy	Open coding	"alguna de las habilidades practico"	S1-"me voy a dedicar a los trabajos de la Universidad y en mis vacaciones voy a tomar ese tiempo para no cargarme" "yo más bien tomo mi tiempo libre y escojo a alguna de las habilidades practico."
	Self-regulated and strategic use	Open coding	strategies and resources	S2-"en la mañana trabajo, el speaking y la pronunciación. En la tarde la escucha y en la noche también trabajo la speaking, con chat GPT, así todos los días 3 veces al día" "ya es como que algo que está enfascado en mí siempre." "siempre utilizo música en inglés"
	Self-regulated and strategic use	Open coding	strategies and resources	S3-"Desde el primer semestre, pues empecé con con mi autonomía de tratar de aprender lo que más podía, con videos, lecturas, cosas, así" "Me ayudaba con videos, una herramienta fundamental de tiktok, donde buscaba como lecturas cortas para poder como"
	Self-regulated and strategic use	Open coding	strategies and resources	S4-"yo mi teléfono lo tengo en inglés, mi computador lo tengo en inglés desde desde hace muchos años escucho solo música en inglés y trato de que todo lo que yo veo, series, películas, videos, por ejemplo mi mi Instagram y eso está todo en inglés ya prácticamente todo me lo mandan a inglés, Todo lo que yo veo, series, películas, está en inglés y procuro que sean subtítulos en inglés" "Pues en mi caso tengo la costumbre de escuchar música todos los días, o sea, me levanto, hago mis deberes del del hogar y me pongo auriculares y escucho música ""
	Self-regulated and strategic use	Open coding	strategies and resources	S5-"Yo investigo. Fuentes externas incluso investigo el chaGPT Investigo en ahora que estamos en el tema de la inteligencia artificial y te vuelves muy muy autodidacta, muy autónomo y profundizas un tema que parece muy simple, lo llevas como un extremo, investigas, investigas, lees un libro, te ves un video o los videos que sean necesarios y hasta que no entiendas el tema."
Virtual and distance Model	Appropriate learning-teaching methodology	Open coding	Aprovechar el material que ofrece la universidad	S1-"yo personalmente pienso que la metodología de la Universidad es muy buena, como lo dije al inicio de la Universidad, nos da todo material, pero pues ya depende de nosotros, sí depende de nosotros y nos quedamos ahí solo con eso con, digamos un texto video o depende de mí, si tomo ese tema puedo y lo busco."
	Lack of immediate tutor support	Open coding	Necesidad de indagar más allá	S2-"la Universidad, considero de que su metodología hace que uno sienta la necesidad de no solo quedarse con lo que ellos dijeron" "Lo que nos brinda la Universidad si si funciona, pero el simple hecho de no tener ese tutor presente de inmediato, hace que me frustre por el hecho de tener una pregunta que tengo que hacer y no poder hacerla en el momento, sino hay que esperar que respondan en frustrante, entonces pues hacer uso de la inteligencia artificial"
	Suitable learning model	Open coding	Herramientas y recursos necesarios	S3-"el modelo de la Unad ha influido bastante en mi proceso de aprendizaje, especialmente para ser más autónoma. Este modelo me da las herramienta y los recursos necesarios, pero pues depende de mí pues la organización, el gestionar mi tiempo, el buscar." "la flexibilidad que ofrece la UNAD me ha enseñado a ser responsable con mis actividades" "Esta metodología a distancia me ayuda a desarrollar disciplina y, sobre todo, autonomía, no solo de aprender inglés, sino para seguir aprendiendo en cualquier área"
	Appropriate learning-teaching methodology	Open coding	Aprovechar el material que ofrece la universidad	S4-"La verdad es que ha sido una experiencia muy buena en la UNAD" "el curso de fonética fue fantástico" "todo el material que dan junto a todas las herramientas que hay actualmente" "sí he podido mejorar mis competencias en inglés."
	Suitable learning model	Open coding	Organización del tiempo	S5-"yo siento que, a diferencia de estudiar presencial, estudiar virtual como se lo decía profe, es ser muy autónomo regularmente, cuando estudiamos presencial vamos a la clase, lo que el profesor nos dice, nos lo llevamos a la casa, pero no lo no lo repasamos." "siento que la organización del tiempo es fundamental para lograr los objetivos en una Universidad virtual"