

**METACOGNITIVE STRATEGIES USED BY FOREIGN LANGUAGE PROGRAM
STUDENTS IN THE ENGLISH LEARNING PROCESS AS A FOREIGN
LANGUAGE.**

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Página de aceptación

Gratefulness

“The achievements of an organization are the results of the combined effort of each individual.”

Vince Lombardi

Our most sincere thanks to all those who participated in the realization of this project, for the invaluable collaboration that they selflessly gave us to achieve our goals, specially to our advisor and research teachers, who patiently guided us for the investigation path. To participants because without their contribution; this work would not have been possible. Also, to our families for supporting us while we were working on this dream. Finally, to ourselves as coworkers, and friends to encourage us constantly to continue, especially in the difficult moments that each one experienced in the last days before delivering the conclusions of this fruitful study.

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ABSTRACT

Currently, in the field of teaching and learning a new language, we find different theories and methodologies. Nowadays, new approaches are focused on learning and students' needs because they are an important and interactive piece to achieve the goal in that process. The students' role as a participative and active agent in the learning process is relevant, especially when they make their own reflections about the knowledge that they are acquiring. It is here where the metacognition appears offering a series of strategies that allow students to be conscious about the learning process they are developing.

Research intention was to determine foreign language teaching students' experiences regarding the use of metacognitive strategies to enhance their English language level. All this, to inquire around the students' conceptions about metacognitive strategies in their language learning process, also, identify the most common metacognitive strategies used by the students, and explore the students' challenges according to their views. For this work, we adopted the systematization of experience and utilized the semi-structured interview and an interactive resource (Google jamboard) to access the participant answers for the data collection.

As a conclusion, this paper allows us to highlight the most common metacognitive strategies employed by the students like reflection, self-regulation, self-assessment, monitoring, and planning. Regarding the aforementioned strategies, we infer they are closely related to the experience of applying them. Consequently, they have a relevant impact, in consideration that they permeate all of us at different levels, as students, and also as teachers.

key words: Metacognitive strategies, learning, experiences, conceptions, and challenges.

Metacognitive Strategies used by Foreign Language Program Students in the English Learning Process as a Foreign Language.

LITERATURE REVIEW

Metacognition plays an important role in education because it has become a way to allow students to be part of their own learning process, mostly in the learning process of English as a foreign language. In that order of ideas, previous studies have shown some factors that describe metacognition strategies applied to different contexts. A first study, for instance, was implemented by Diaz (2015) at *Universidad de Córdoba*, a public university located in Monteria, Colombia, that offers different teaching languages processes in its language resource. Its goal was to study the effect of metacognitive strategy training using learning journals in the students' ability to improve their vocabulary retention. The participants were third, fourth and fifth grade students whose ages oscillated between 8 to 10, thus, a total of six girls and four boys with an A1 English level were selected, because they had difficulties in class conversations, also they did not manage the necessary vocabulary to express ideas according to their level.

This descriptive qualitative research performed different observational methods to elicit information including a questionnaire, a mind map, student journal and field notes. Those methods were selected according to students' age and language proficiency level. Diaz (2015) after collecting the data and basing on the grounded theory approach explained by Strauss and Corbin in 1990 as "the construction of theory from data that implies to extract and develop concepts from the data collected" (p. 278). The researchers analyzed the information tagging individual phrases in an excel document with different colors. Additionally, the information was divided into three categories and five subcategories as a way to group and organize the validity of the information through a triangulation.

Researchers found that the training in metacognitive strategies, in that case for improving vocabulary using journals, contribute increasing students' vocabulary learning, because it demonstrated that students can be more conscious about the tools, they can use in order to find ways to improve their vocabulary skills, when they have different difficulties, also when they do not have the enough vocabulary to communicate; according to their English level. Furthermore, in a positive way, this study was useful for teachers who may see this process as the starting point to improve methods applied by students in vocabulary learning and expand to other language necessities.

In the same way, another study was carried out by Peñuela (2018) at a private language center located in Bogota, Colombia. Its purpose was to analyze the impact of language awareness and metacognitive strategies for intelligibility in the context of English as an international language. During this research, it examined the impact of using three metacognitive strategies (overviewing, goal setting and self-evaluation) to raise adults' awareness of stress and intonation.

A group of ten adult learners who have been studying English for approximately one year at the institution were selected to participate in the study. The participants, whose ages ranged from 18 to 30, were professionals who aimed to learn English to enrich their professional profile. This research was based on qualitative action research, in which three different data collection methods: Learning logs to perceive students' insights, recordings to save students' production and observations to note the impressions and behavior obtained. At the end, the data were systematized and organized in a matrix to analyze the relationships among the pieces of data.

After obtaining the data, the researchers found that this study had important implications for the teaching of pronunciation, specially, for teaching suprasegmental (Stress and intonation). In that order of ideas, the first result considers that English students in Colombia do not mainly interact with native speakers, which it is unnecessary to teach suprasegmental because it means to foster students to do as a native speaker. Second, the suprasegmental teaching process may be related to a more realistic approach in which students are exposed to interact with Colombian English speakers. Finally, although the participants developed almost one awareness strategy, some of them did not show interest in continuing using it, according to researchers, it happens because the new strategies sometimes provoke limitations or simply are a question of individual interests.

Another study was held in two Colombian Public Schools, (School 1 located in Bogota D.C and school 2 located in Ibague Tolima, Colombia) by Alvarez, Barón and Martinez (2018), with the aim to identify how the development metacognitive and vocabulary learning of strategies influences the students' performance in a vocabulary learning, and their levels of learning autonomy. A total of 40 students from both schools received the invitation to participate, however, only 30 students (14 boys and 16 girls), all eighth-graders aged 12 to 15 with English level A1 with similar linguistic needs, agreed through the consent of their legal guardians and the school principals to participate in the study.

This study was based on a mixed approach where the data validity was supported through the collection of the information using several instruments, according to the type of approach, in which quantitative data, elicited through questionnaires and self-assessment checklist, were collected to provide how students used metacognitive strategies to improve their vocabulary. In the same way qualitative data, got through student learning logs, a semi

structured interview, and a mind map, informed about learners' reflection on and opinions towards the metacognitive and vocabulary learning strategies. Also, it is important to mention that students used Spanish to answer the questions involving reflection on the use of strategies to facilitate their ideas and expressions now of getting information.

Finally, after analyzing the quantitative and qualitative data, the researchers found and described three relevant results according to the use of metacognitive strategies: the first one was related with the use of strategies appropriated to support learning vocabulary outside the classrooms. The second one described the positive influence of metacognitive strategies, which allow developing an engagement with, in this case, related to vocabulary learning. Finally, the third description affirmed that students who find personal satisfaction through the effective use of metacognitive strategies are thereby motivated to continue using them.

This process of literature was difficult to study. First, because we did not find many studies in the field related to our intention. Furthermore, metacognitive strategies are a way to enhance just an English skill and not in a simultaneous way. However, it was interesting to perceive how others have interest in implementing those strategies to improve in their performance, and mainly to help students be aware of their own individual process.

STATEMENT OF THE PROBLEM

Education should be a starting point of social change and community development. Professors, who are the base of academic education in schools, education centers and universities, should have a commitment with their process because they are the ones in charge of educating students; who become the reason for this profession in different concepts and knowledge which can be helpful for their lives. Independent of our specific area, as future

teachers, we are called to be critical and dominant of our own training process, which carries us, first to think in our own progress as students in the way to become teachers, and second in how those strategies could be useful to achieve a meaningful learning.

This research proposal had its foundation in our interest in understanding how foreign language students program from *Universidad Católica de Oriente* (hereafter UCO), who are teachers in training, use different strategies to improve their academic English process when they have already finished their integrated English courses, which are part of the syllabus of the foreign language program curriculum prescriptions, characterized for unifying the four skills of the English language: listening, reading, writing, and speaking. It means, students are not obligated to reach a set of goals according to the curriculum, but the process becomes an individual responsibility where metacognitive strategies would play a relevant role. Although it is not the purpose of this project, it is essential to understand the meaning of metacognition. Nevertheless, it will be exposed in the conceptual reference part. Thus, metacognition refers to a personal reflection process useful to regulate learning procedures and intellectual functions related to the knowledge, where each one could take advantage of to appropriate their learning process to build new knowledge through the application of a set of strategies. That becomes an opportunity to have control over our own learning process.

Base on foregoing, this study seeks to describe academic mature, foreign languages UCO university students program experiences, that is to say students who have had a significant time of being studying at the university program, regarding the use of metacognitive strategies, without taking into account our strategies as researchers, to enhance their English level to complement their professional profile, and how those have influence in their training as future English teachers. In connection to Tesouro (2005) who expressed that people

frequently tend to reason in an inferior way that they really know. Also, he invites students in training to become teachers to constitute forces to develop thinking abilities. It means, first that professors need to know and to explore an amount of study strategies to provide practice options to their pupils, but it is also important that teachers apply those strategies in order they can have an experience before sharing the ideas with their students .

Therefore, learning a foreign language has become an important issue to people. Furthermore, this process is characterized to have a set of arduous and complex steps, due to learning a new language, as in the case of English, has a large number of variables that cover the process as Bonilla and Diaz (2016) also expressed.

JUSTIFICATION

Allen (1894) described education as a phenomenon that could change, he added that we do not allow that the school will intrude in our education. From this appreciation, we could infer that the academic process goes beyond what we learn in a classroom. It encouraged us to think about how we as students could find the path through a set of strategies to regulate what we know and how to enhance our knowledge.

As foreign language teaching students, currently in training to be teachers, we have seen the importance of research in order to face the different phenomena that could be found in the large educational background. In the case of foreign language program at UCO, students have implemented studies focused on the different phenomena such as pre-services teacher practicum experiences, meanings of different terms related with education, the importance of English into urban and rural contexts, different English skills, the role of assessment in the process of teaching and other issues. After identifying a few existing studies in the

undergraduate program, and having some discussions to approach several phenomena that could be studied, we noted an absence of researches related in how teachers in training learn associated with the metacognitive strategies, they use to regulate their process of learning as an hermeneutic element, it means, how those future teachers interpret their knowledge.

Thus, in the field of teaching and learning English, it is possible to find different approaches, theories and methodologies that have taken students to follow instructions which have been focused on languages' features (Dowling, 2007). However, new approaches are focused on learning and students' needs, because they find out how important the role of students are as participative and active agents in the learning process and the importance of their own reflection about the knowledge they are acquiring (Bonilla & Diaz, 2016). In that order of ideas, metacognition appears as a tool of strategies that allow students to be conscious in the learning process they develop.

In this way, Metacognitive strategies process, as cognitive resources for our knowledge, it is a general facilitator of learning and it has great relevance into aspects as learning and teaching of a foreign language, owing to those aspects becoming a new task to then solve new problems and finally to start building new knowledge. Thus, the person who is conscious of his potential capacity to solve problems, also improves their skills (Salazar & Batista, 2006). The learner related previous cognitive structures with meaningful learning to create self-comprehension, process and procedures during the new linguistic system (Delmastro, 2009). All this process is called a metacognitive issue. Besides, we see this phenomenon as important because of the information we could find. Firstly, it would help us, also to our colleagues, to understand how part of our own learning is. Secondly, it would be useful for us as students and also as future teachers to recognize ourselves as learners in terms of our strengths and aspects

to improve our most outstanding strategies to approach learning. In order to help our future students to find the ways; and to have meaningful learning through the use of metacognitive strategies to understand their own learning process of a foreign language.

In addition, we also see it as a need to get out of the traditional scheme where we often focus on results and do not take part in analyzing how the results would affect an entire learning process, this because we do not understand the real meaning of self-assessment, which must carry us to think in this as a permanent process to reflect upon and to get conscious about how the learning process is going on. Furthermore, our idea is to raise awareness and make known the importance of how a metacognitive analysis can generate a change of perspective in the way we educate ourselves, or how we teach and have clear objectives that are expected during these processes, in which we also seek to promote trust, participation and the generation of new questions about ourselves and our environment in order to respond to needs.

OBJECT

To describe foreign language pre-service teachers' experiences of the use of metacognitive strategies in their English learning process.

QUESTION

What are foreign language pre-service teachers' experiences of the use of metacognitive strategies in their English learning process?

INTENTION

To describe foreign languages students program experiences regarding the use of metacognitive strategies to enhance their English language level, after completing integrated English courses.

SPECIFIC OBJECTIVES

- To inquire students' conceptions about metacognitive strategies in their language learning process.
- To identify the most common metacognitive strategies used by the students after finishing the English integrated courses.
- To explore the challenges by the students according to their views.

CONCEPTUAL REFERENCES

In their attempt to respond to different conceptions and the main contributions coming from theoretical lines to understand the metacognition concept, some psychologists, especially those who belonged to the field of developmental psychology in the 70s, started to clarify views to appropriate of a concept that seemed to be a fuzzy idea with a not clear delimitation, but with a big quantity of elements that looked for understanding how humans can control the learning process owing to its close relation with metamemory operations, and how the author Weinert called “feeling-knowing” or the introspective self-report or measurement of the knowledge, and how we can be controlled (Hartman, 1998). Besides, as the mental theory that allows understanding how the information process becomes a natural development of the mind.

Metacognition concept is associated with the American psychologist Flavell, who in 1979 started using the term trying to explain how humans have control above their knowledge.

Furthermore, Weinert in 1985 makes reference to that process like thinking about the thinking, and which occurs in humans' brain as the ability to regulate and to know each cognitive activity, also as the innate ability in humans being to learn to learn (Hartman, 1998).

Nowadays, Education can be defined as the foundation of the life of humans' beings because it is a natural process of learning and teaching that occurs in any place or with anyone. Thankfully, people manifest their perfection as men and instruct their mind, open it into knowledge and understanding. Thus, it is necessary to provide students with appropriate tools to stimulate critical, creative thinking through the metacognition as part of knowledge. The development of these features allows the student to become a thinking being where they evaluate their alternatives in terms of efficiency and quality, which have a close relation with the environment where the knowledge is built, besides with the interaction and the academic experiences each student has . In fact, those aspects contribute to increasing meaningful learning, this is also helped by the strategies that students apply to enhance their academic level, when they are instructed in a set of topics and concepts in order to improve their understanding (Botero, et al, 2017).

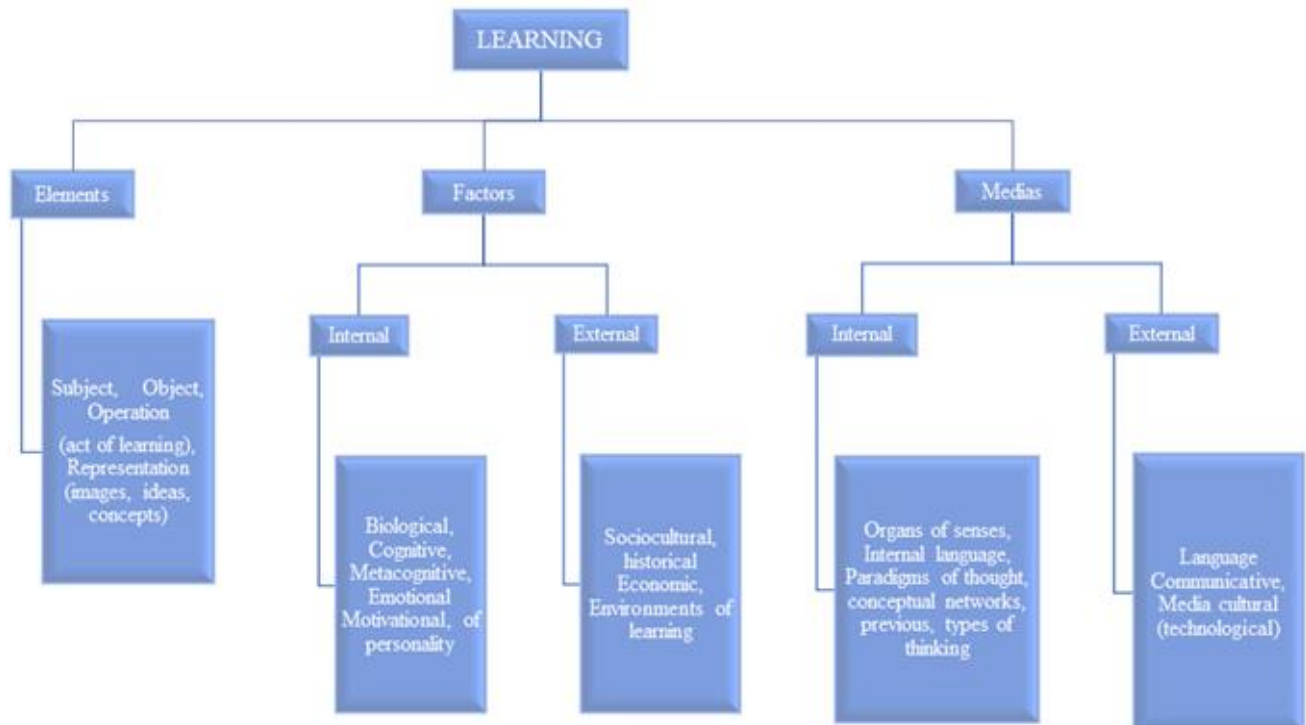
To better understanding about of metacognitive strategies used by students of Foreign Language Program in the process of learning English as a foreign language, it is important to keep clarify in some specific concepts such as: learning, cognitive, metacognitive, self-regulated learning, strategies, foreign languages and experience, according to different authors who add valor to this study.

Learning

On the other hand, according to Klimenko and Alvares (2009) learning is a complex process into the brain that involves several factors as internal and external elements and have

different levels of participation into awareness as we would see in a Graphic 1. In addition, this allows the fixation or learning of new knowledge, which is used in our daily routines, also now to solve different problems we face as humans.

Graphic 1.



Note. Adapted from Klimenko, O., and Alvares, J. L. (2009). *Aprender cómo aprendo: la enseñanza de estrategias metacognitivas*. *Redalyc*, <https://www.redalyc.org/pdf/834/83412219002.pdf>

Cognition

The mental action or process of acquiring knowledge and understanding through experience, and the senses. Cognition refers to thinking and memory processes, and cognitive

development refers to long-term changes in these processes. One of the most widely known perspectives about cognitive development is the cognitive stage theory of a Swiss psychologist named Jean Piaget.

Metacognition

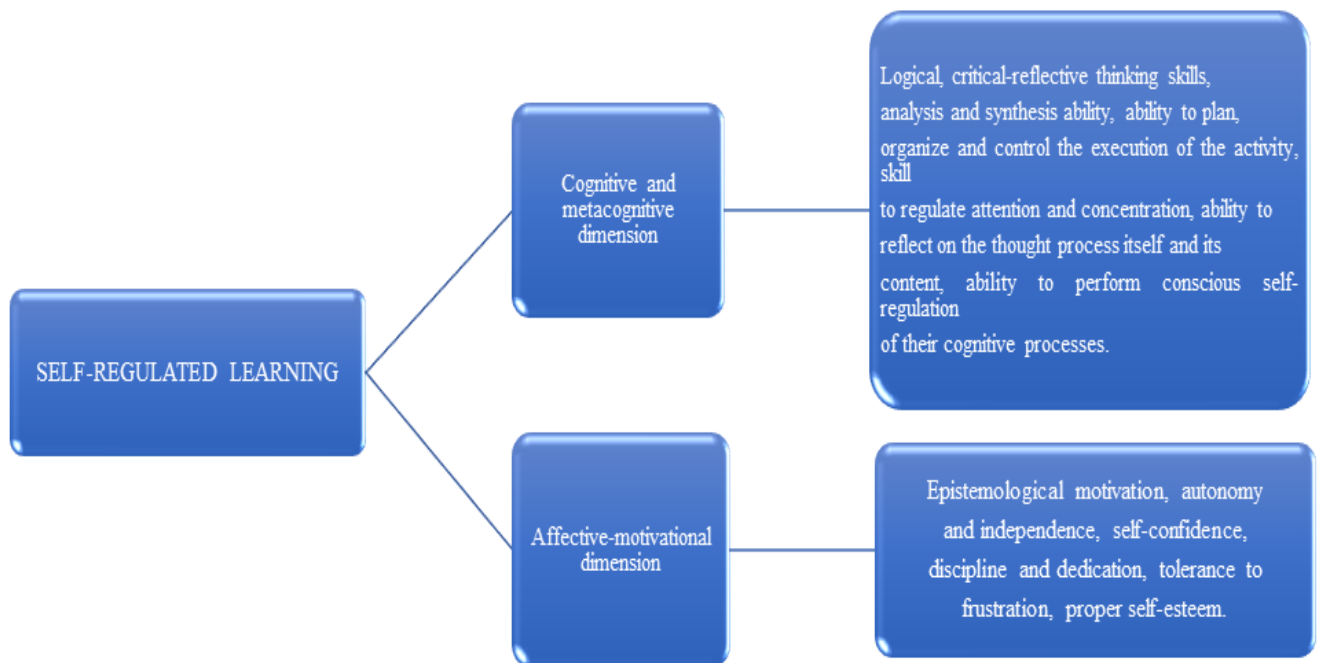
Based on previous descriptions, metacognition is a personal reflection process useful to regulate learning procedures and intellectual functions related to the knowledge where each one can take advantage of to appropriate their learning process to build new knowledge. It is composed of a set of elements that include planning, monitoring, and evaluation of cognition in general, allowing the use of resources, in order to improve the performance of tasks and making own learning conclusions, with the idea to make decisions that can be effective to complement the educational processes that we are doing with which you can identify the main problems you have when learning and what can be done to improve. Researchers assert that metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning (Oz, 2005).

Self-regulated learning

Another important term mentioned by Klimenko and Alvares (2009) is self-regulated learning, that refers to the student's ability to appropriate their learning through metacognitive strategies. It is due to the learner being the protagonist, he or she is empowered and manages his or her process to build new knowledge or aim his or her goals. As it will be presented in the Graphic 2, self-regulated learning involves two dimensions to take place: the cognitive and metacognitive dimension that include aspects like: logical, critical-reflective thinking skills, analysis and synthesis ability, capacity to plan, organize and have control to execution of the activity, skills to regulate the attention and concentration, capacity to reflect on the thought

process itself and its content, faculty to perform conscious self-regulation of their cognitive processes. Whereas, the affective-motivational dimension is the motivation, autonomy and independence, self-confidence, discipline and dedication, tolerance to frustration, proper self-esteem.

Graphic 2



Note. Adapted from Klimenko, O., and Alvares, J. L. (2009). *Aprender cómo aprendo: la enseñanza de estrategias metacognitivas*. *Redalyc*, <https://www.redalyc.org/pdf/834/83412219002.pdf>

Strategies

According to the definition strategy “is a plan that is intended to achieve a particular purpose” (Oxford dictionary, w.d.). In the same way, it is not clear whether they are to be

perceived as behavioral or as mental processes. Furthermore, language points out that language strategies stimulate the growth of communicative competences. For instance, direct strategies (e.g., memory, cognitive, and compensation) involve the target language directly. They aim at helping learners perform better in specific tasks in the target language. Indirect strategies, on the other hand, support language learning, focused on indirect strategies to guide students to raise awareness of their own learning process and oral production.

English as a foreign language

According to Cambridge English as a foreign language is English as taught to people whose main language is not English and who live in a country where English is not the official or main language. In addition, learners of English as a foreign language face enormous challenges in the pursuit of fluency. As mentioned by Peñuela (2018) who quoted to Richards (2008) “states that one of the problems they encounter is that even though their language production may be adequate, it often lacks the characteristics of intelligible speech”.

Experience

Supported by two authors that wrote separately about the concept of the experience, we could describe the experience as a personal tale lived by a person. This story is the origin of knowledge because the individual vision becomes the base of evidence where the explanation produces the knowledge. In other words, it is a type of conscience supporting the perception of the subject and reality. On the other hand, people do not only experience their own experiences like ideas of their thinking but also, experience feelings. It is important to understand those feelings like cultural rules, familial obligations, values into their life or religious beliefs (Scott, 1992). While Larrosa (2006) described the experience as something that occurs to me and

permeates my being. It is common to think of the experience as something that passes although it is something across me.

METHODOLOGY

The term methodology could be associated with the way in which we approach problems and seek answers (Taylor, Bogdan & DeVault, 2016). In the social sciences, like education, the term is applied to how research is conducted. “Our assumptions, interests, and purposes shape which methodology we choose” (Taylor, et al, 2016, p. 17). Considering the intention of this study, which is to describe foreign languages students program experiences regarding the use of metacognitive strategies to enhance their English language level, after completing integrated English courses. This part of the text is focused on presenting the research nature, the type of research, and the participants that comprise our study. Furthermore, it describes the data collection method we have decided to apply; and the description of the ethical considerations as an important part of our study to keep the reliability and confidentiality during the development of our project.

First, it is appropriate to illustrate what a paradigm is. In this vein, according to Kivunja and Bawa (2017) who quoted Mackenzie and Knipe (2006) “in educational research the term paradigm is used to describe a researcher’s ‘worldview’” (p. 1). This worldview is the perspective, or thinking, or thought, or set of shared beliefs, that informs the meaning or interpretation of research data. Also, Creswell (2012), who quoted Guba (1990), “I have chosen to use the term worldview as meaning “a basic set of beliefs that guide an action. Others have called them paradigms” (p. 6). So, it refers to the different phenomena we face in the field of education and the interpretation an individual makes, considering personal beliefs, and

perspectives to understand realities. It is also necessary to specify that the theory presents three different paradigms such as positivism, which looks for verifying phenomena through a set of results and becomes objective. Secondly, we have an interpretivism paradigm that is subjective, and it focuses on the process and not on the results to understand realities. Finally, we find the socio-critical paradigm which mixes positivism and interpretivism paradigms, based on changing and interpreting the realities.

Research Nature

Following the intention of our study, the nature of our research is stipulated in an interpretivism paradigm, which pretends to understand a reality; thus, this paradigm becomes a hermeneutic approach because it is focusing only on the interpretation. Besides, it also matters to affirm that the study is based on personal experiences, where a situation can be understood from participants' points of view, values, discourse and cultural background, and the information they provide. The study is subjective, that means, it is individualized instead of being generalized where the answers and ideas from the participants are our starting point because we want to know what they do for themselves and which are the strategies they use to keep and to improve in the performance of the language to then be described.

According to the previous explanation, this study follows a qualitative approach, because it is focused on personal opinions and experiences a group of people has regarding the use of metacognitive strategies to enhance their English level. Based on Creswell (2012) “qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to the different realities they live” (p. 4). As well as Taylor, et al (1984) defined a qualitative approach as the methodology that allows understanding the complex world of lived experiences from the point of view of the participants who live them; and “which is

concerned with the meaning people attach to things in their lives” (p. 7), “in order to understand how those people see things” (p. 8). Moreover, it explores and understands through the set of data collection methods making an interpretation about the use of metacognitive strategies students apply, in relation to their learning process, which becomes subjective, Creswell (2012), oriented to an inside process building from particulars to general themes, where the source is the reality. Thus, we as the researchers will have the chance to make interpretations to then describe them in relation to metacognitive strategies participants employ.

Creswell (2012) defines a research design as a plan and the procedure for research that span the decisions from broad assumptions. Those are understood as the worldwide or paradigms, besides, it is stated that the overall decision involves the assumptions, which are the purpose and the approach, a researcher brings to the study, to inform which design should be used (Creswell, 2012). So, to design our research we selected the systematization of experiences more than to codify information. It is stated that “qualitative researchers develop concepts, insights, and understandings from patterns in the data rather than collecting data to assess preconceived models, hypotheses, or theories” (Taylor, et al, 2016, p. 22).

Thus, we want to analyze the people’s experiences regarding their training as future teachers into the UCO, especially, in the degree of the foreign language. The idea of our research project is to identify those metacognitive strategies that students usually use to then be described. Also to analyze their experiences in relation to that in their process, how they use that to enhance their level of the language. It is here, where the interaction of different reality’s spheres with personal and collectives’ aspects of events, will be building the experiences to finally become dynamic and complex socio-cultural processes, therefore, generate knowledge from that to enrich it (Jara, 2018).

Concerning Barragan and Torres (2017), in relation to systematization, is something that allows the interpretation of real-life and the experiences are focused on understanding social factors and points of view. Such as the hermeneutic circle of Gadamer where the concept base is the social knowledge process, he indicated that start with a preconception about phenomena and after that to have contact to study it, the bias is modified, become in a new judgment with a new perception and it is how to start the circle again.

Methods to gather data

Throughout the hermeneutic perspectives, human beings have been immersed in interpretative situations to better understand the world. Thanks to that, who uses systematization is someone who creates new knowledge involving the participants who live, feel, think, and do through their emotions and personal dynamics to open upon new situations, actions, discernments. In other words, new experiences just introduce qualitative approaches that are part of the research process (Barragan & Torres, 2017).

Semi structured interview

In correspondence with our research project structure and the information that is required; we decided to use interviews as a data collection method, because it is the closest tool to our research study; and which allow us to recollect students' participants' experiences regarding the use of metacognitive strategies. Likewise, we know and identify different realities that they have. Additionally, we consider interviews as instruments that help to interpret systematization of experiences from different points of view, needs, and situations that contribute to enhancing the English language level of the collaborators.

In that way, we propose semi-structured interviews, as one of the kinds of the short group of interviews. To gather the data shared by our participants, through a set of mixing formal and informal questions. Furthermore, we highlight from semi-structured interviews that they become similar to a dialogue, where the assistance could feel free to express their ideas and point of view. Taking these in account, it is another characteristic of an interpretivist approach where there exists a deep communication between the participants and the researchers about what they think in relation with the questions that we are asked.

Google jamboard

Concerning social situations we are facing owing to the pandemic, and also protests in our country, we decided not to have a second semi structured interview. Instead of that, we chose to apply an interactive tool, which could have an easy access form part of participants. In this line, we will work on a Google jamboard platform. Here, students will have the chance to answer some questions regarding the major challenges they think exist when using metacognitive strategies.

Ficha de recuperación

We consider an extra alternative to use for data collection method as learning reconstruction sheets by Jara (2016), the reasons are that they will help us to recover significant information, thus, to keep it organized and save that material to complement our project or to share with other people and researchers would be interested in what we are doing.

Participants

Before that, we will choose the participants that are Pre-service teachers of foreign languages degree. Specially, 7th and 8th semester of UCO, the criteria to choose those

participants is because they are at a higher academic level in reference to the language process, where they take control of themselves with the training after complete integrated English courses. Those partakers are students that have completed the majority of the process and some are in practicum. They are students that have a long-time studied foreign language, and identify different elements that contribute or affect their proper learning process. Their experiences are important just to identify their proper beliefs, conceptions, ideas, points of view.

Ethical Considerations

Supporting us in the word of Kumar (2011) “Ethical issues in research can be looked at as they relate to research participants, researchers and sponsoring organizations” (p. 248), and “Researchers need to protect their research participants; develop a trust with them: Promote the integrity of research” (Creswell, 2012, p. 86). Relating to these authors about ethical issues, our research project is considered respectful and responsible with participants, they are part of the main elements to identify real situations, experiences, and give us a big contribution to work in our proposals. For that reason, it is important to clarify the research project intentions, the role that they will as participants develop, and an informed consent, where it explains the intention of the research project. Additionally, all the information will be kept confidential, always, it will be shared respecting the anonymity of all participants. In case that the collaborators have doubts we will be in disposition to answer each question that they have, we will respect the information without modifying their answers. Reliability is an important element in our project, the information recollected is only for this research project and only for academic purposes. The data was carefully managed and contributed to the analysis of our research project. We need to be honest and transparent with the research process, the research should contain validity and a constant evaluation.

Data Analysis

For our data analysis, we focused on the two main data collection methods applied to elicit the information from participants, one semi-structured interview and the interactive tool, called Google jamboard, as well as *ficha de recuperación* provided by researchers with the intention to triangulate the information and validate it when contrasting also with previous studies related to this research project.

After implementing our three data collection methods we went through the process of codification. According to Kabir (2016) which entails listening to, segmenting, organizing, and categorizing the responses provided by participants through a set of different strategies such as using paper and digital tools transcriptions, a Google jamboard format and a matrix chart where information was organized in colors, regarding our specific objectives.

To arrange the information we designed a matrix, which enabled us to identify those specific aspects and answers provided by participants. Those data allowed us to reflect upon participants' views regarding their previous knowledge in relation to metacognition, strategies, and learning. Also, about major challenges they face when practicing English by implementing some strategies and activities. Moreover, and not less important, concerning the most relevant actions they usually do to improve in their learning process. Firstly, codes and information emerged were arranged in the matrix. Secondly, they were distinguished by colors with the aim to find the main categories for this project to a better understanding of the information. Finally, categories and subcategories were named after having all the information.

For the semi-structured interview, we created some questions to understand participants' perceptions about metacognitive strategies; and the most common ones they use to enhance

their language learning process. To do this, we used the Teams platform as the tool to record the individual meetings with our participants. After keeping them, all the information was transcribed in a word format. This was arranged in folders, which were also named with each one of the participants' names. In the first step, we made a preliminary analysis, which allowed us to read line by line to remark on the most relevant ideas, expressions, sentences, and words we elicited from the participants. Codes emerged in this first analysis were fundamental to guide the following data collection to complete with the categories selected for the matrix chart.

In a second place, the data gathered from the interactive technique, which was a Google jamboard, was also analyzed and selected regarding the purpose of the answers and the missing information to clarify our specific objectives. In this method, participants responded to different questions in small color charts, which permitted us to rewrite the information in an easy way to then be codified. This helped us to complete first described categories, but also it carried us to find new ones.

After the codification process, four main categories emerged: Perceptions and conceptions, Factors which take place in the learning process, metacognitive strategies, and challenges. These will be presented, with their respective subcategories, in the next section findings and results. Additionally, to organize the codification process, our participants were identified with numbers one to eleven. and the letter (P), moreover with the source in which the information can be found. For instance, P1 (Interview). To clarify, this information was quite helpful to keep in mind the third data collection method, *ficha de recuperación*. In this, researchers had the chance to share their experiences; regarding the use of metacognitive strategies, and views after reading about the topic and hearing participants in the different discussions.

FINDINGS AND RESULTS

This section describes findings and results derived from the codification process applied after gathering the information from our participants. As mentioned before, this study is framed under a systematization experience design; that seeks to describe what are the most common metacognitive strategies pre-service teachers use in their learning process. To achieve this purpose we categorized, analyzed, and triangulated the information, to finally group it in four categories. To support those categories we considered participants' voices, our experiences as researchers but also previous studies mentioned in the literature review section.

Perceptions and conceptions

A first category refers to participants' previous knowledge and beliefs regarding the conceptions they have based on their experiences as pre-service teachers; and also, as future English professors. Those terms will be presented below, and they correspond to the subcategories belonging to this first topic.

Metacognition

We found that most participants interpreted metacognition as a word related to cognition that helps us to know, perceive and analyze what we learn in a natural way instead of being imposed. In relation to this P3 expressed “*metacognition is like the strategies or the ways I searched, or I use to learn something new, something that I want to learn. It is also like the tools, strategies, methods that are used to teach myself*” (Interview, April 2021). Likewise, P7 claimed: “*es como esa capacidad que tenemos para identificar de que nuestro aprendizaje es pues algo que hacemos porque queremos, porque nos interesa y que no es algo impuesto*”

como muchas veces pasa en el colegio” (Interview, April 2021). It also noticed interesting interventions in which participants described metacognition as a way of finding out those capacities we might perceive and understand different things we learn (P7). Moreover, P2 inferred it is something related to some strategies like self-assessment, self-regulation, and reflection about learning (interview, April 2021). This is complemented by Flavel (1984) who points out that metacognition is given differently in each student and it comprehends evaluation, regulation and mainly reflection about what is learned.

Additionally, it is also important to highlight about metacognition as a deep individual reflection, and as researcher Y.A added *“a well use of it, carry us to achieve meaningful learning because we develop the ability to think about what we do to learn”* (Ficha de recuperación, 2021). To clarify this P10 affirmed *“es un proceso constante. O sea, uno cada vez tiene que ir buscando, como conocimiento, no sé, como un proceso”* (Interview, April 2021), besides it is stated that *“[...] ya aquí también lo relaciono con lo del aprendizaje, me lleva a la manera de aprender, tratándose de un paso a paso en la adquisición del aprendizaje y cómo se llega al ser humano directamente”* (P6, Interview April 2021)). In general, those perceptions showed clear evidence that students relate metacognition with a mental process, which becomes conscious when it is applied by us to improve our individual learning process.

Learning

This subcategory explains how pre-service teachers perceive learning as one of the main factors we have to reach knowledge. Answering the question: What do you understand by learn to learn? Most of our participants focused on the idea that learn to learn is a process which represents paths and manners, it means those things we do and we have to learn, where we could finally reach meaningful learning. As a way of illustration P3 said *“I think it depends on the conceptions that we have all learned because it could be a process and also it could be something that we acquire”* (Interview, April, 2021). In the same way P1 *“it is like the*

strategies, the methodologies like some ways to learn something” (Interview, April week 1, 2021), to complement that “*you are able to control the learning according to the experiences and necessities, moreover, from my view as teacher, learn to learn is also the capacity to think about we know and what other manners exit to acquire knowledge*” (Researcher, Ficha de recuperación Y.A, April 22, 2021). By the way, we infer learn to learn not just comprehends the process by you acquire information, but also it understands those experiences carry out to find the best environment to learn, as well as, it includes the experience, positives or negatives emotions, which have a close relation with an intrinsic motivation but also with extrinsic motivation, it means how the context affects my process of learning and how I feel. (Researcher, Ficha de recuperación Y.A, April 22, 2021)., and clearly expressed by Larrosa (2006) when says that experience has to do with exteriority; there is no experience without the appearance of something that is exterior to me.

To add, a conclusion gave for the study carried out by Alvarez, Barón and Martinez, 2018 describes the importance of the use of appropriate strategies to support learning outside the classrooms, it means, learning is a constant phenomenon, and when you learn it is because it creates a meaningful process and it not something of the moment, here you acquire experience. In consequence, as researchers we consider that experience is fundamental in a learning process, because it helps to develop perceptions and a deep analysis of our own training as agents who learn.

Self-assessment

To this subcategory, participants were asked about the importance of self-assessment in their own learning process, here answers gave us some insights on how this process occurs, also it is considered as a conscious and deep analysis of how their learning is. To support this

idea P3 argued that *“I think it is pretty important because when we can evaluate ourselves, we also can learn to be honest with ourselves that help us to be better”* (Interview, April 2021). However, during the information analysis, researchers also perceived self-assessment as an opportunity we have of examining what really as students we learn and what it is necessary to improve, besides it the way of describing their experiences such as one of the most common strategies used to evaluate themselves. As an illustration, P10 expressed *“La autoevaluación me parece que es súper importante, porque ahí es donde yo me doy el tiempo de analizar realmente lo que hice en clase o en la materia”* (Interview, April ,2021), and many studies standardized self-assessment as the ability to examine yourself to find out how much progress you have made.

In addition, we also figured out perspectives that described self-assessment as the proper process about yourself, as P5 mentioned *“Pues la verdad me parece que es como el momento en el que uno se pone a reflexionar acerca de lo que realmente ha aprendido, ósea es una auto reflexión para uno mismo”* (Interview, April 2021). Although, it also was interesting to see how this is related to previous studies which expressed self-assessment as the ability to examine yourself to find out how much progress you have made. It was also seen how others influence in the process of self-assessment because we know is difficult to find those weaknesses in ourselves, and the support of others, in this case P7 mentioned that as human being is difficult to look for those personal mistakes, so he considers external people may be one of the main mediums to discover those errors (personal interview). In this line, as future teachers we are called to identify how our students learn, to then help our students to apply a correct self.-assessment, because regarding our experiences it is not an easy task and our participants manifested difficulties when we were asked to do this.

Self-Regulation

For this subcategory participants perceived self-regulation as a limit that each one sets, it is an autonomous process and there is no external imposition, if there is something external it is the person who decides to do it, or take control. It also takes into consideration an analysis of the processes and phases, where limits are established by which errors are interpreted and how they may be controlled. To depend these perceptions, P2 said *“podría pensar como que regular es ponerle un pare a ciertas cosas, pero no es así; autorregulación es darme cuenta de que estoy haciendo, como lo estoy haciendo, y si debería hacerlo para que algo se de bien”* (Interview, April 2021). In other words, *“it is like that ability to control and manage myself like we can with my actions. Sometimes my thoughts, the way I do things ”* (P1, Interview, April 2021). Here according to the definition provided by Anderson 2020 who stated that Self-regulation involves various ways. In the most basic it comprehends controlling one's behavior, emotions, and thoughts and in a more specific one self-regulation refers to the ability to manage disruptive emotions and impulses. As we can perceive, self-regulation is seen as a strategy that needs to be presented before making a decision, concerning learning, and it establishes a set of emotions that affect those decisions on the way we apply it.

Some factors which influence English learning process

Another category refers to all those moments and spaces where the participants consider the development of the learning process occurs, also how this has a great impact on their lives, from their views as English teachers in training, where historical moments and experiences are considered to a better understanding of participant's interventions. Four subcategories emerged from this session.

Context, place, and moments to learn

A first subcategory emerged from the idea of recognizing what are the specific moments where learning occurs. Moreover, it comprehends the idea about what has happened throughout their lives in these spaces and moments, and where there is a starting point to think about their own learning and training processes as future teachers. Some relevant findings were described by P1 who said:

In short words I can say the learning occurs at the moment a person makes contact with a topic or a subject. The process of learning depends obviously on the person, in this case students, that the learning process starts when being in a classroom. (Interview, April 2021). Furthermore, P3 added he thinks learning occurs constantly and it is necessary to our life.

In contrast, some participants established learning is given constantly and it may play an important role in the development of obtaining knowledge. It is supported by P8 who said *“para mí el aprendizaje ocurre en todo lugar, uno puede aprender tanto en su casa como en un establecimiento educativo formal;”* (Interview, April 2021). We noticed previous studies stating that learning is constant, and it might be found in many places, for this reason it is necessary to help students to be conscious of learning and make it meaningful concerning their desires. Additionally, P5 said *“el aprendizaje no ocurre pues obviamente en el aula sino que en cualquier momento de la vida - en la casa”* (Interview, April week 1,2021), but also P10 added *“en el salón, en la casa. para mi el ambiente es súper importante* (Interview, April 2021) which enables us to set up; there exists a larger consciousness over the learning which might become meaningful when practicing, but also regarding the environment and our own perception of it. As well as, those different results lead us to interpret that students in educational processes have influence in different stages of their lives, where process emerged in relation with context necessities, and context stimulation that helps to create our own beliefs and experiences above learning.

Learning Styles

In a second subcategory we explored those different styles that pre-service teachers have used to learn during their training process. According to Sarasin, “teaching cannot be successful without a knowledge of learning styles and a commitment to matching them with teaching styles and strategies” (p.7). In fact, we figured out learning styles allowed participants to empower themselves with their own knowledge and help them to improve in their performance. In this stage, data emerged related to those things they do to feel more confident and safer when practicing. For instance P1 said “*I always try to look on the internet and read interesting things I like*” (Interview, April w,2021) while P2 expressed that it is also important to write and take notes in class. Another answer was given by P9, who explained that she obtains results watching videos in English every day for around 20 minutes. In addition, those ideas are supported by Alvarez, Barón and Martinez (2018), who in the conclusion of their study noted learning strategies to influence students’ performance. Also, in their levels of learning autonomy regarding their learning styles. We as researchers consider those styles to be adapted for each student, regarding his or her experience and own confidence when facing the learning process.

Emotions

In this way, a third subcategory emerged from our intention as researchers to keep in mind those emotions that involve the process of learning, and how they make part of the strategies at the moment of being applied. Thus, participants think emotions have a deep influence in their learning process, because they may be the medium of demonstrating how we feel with something; and how we can improve in our performance. As one of the participant expressed from his perspective as pre-service teacher in which to be prepare for class it is the

chance to raise confidence in security in ourselves, he described *“it is important to say that an English teacher needs to be really prepared and they need to be very self-aware about what they know and what they do not know”* (P1, Interview A, 2021). While other participants claimed that difficult topics could provoke us to make the decision of stopping in our training, or in the future is something we might hate. Also, some of them said negative emotions such as frustrations, helps us to face some challenges to obtain better results, as P7 described:

cuando a uno le da dificultad o de alguna forma se siente frustrado por estos temas, yo creo que uno trata de aprenderlo de la forma que pueda para poder dejarlo a un lado, uno se enfoca más en lo que le va bien, y eso es muy normal en las personas y ante cualquier cosa, entonces yo considero que,; pues en mí, “lo que a uno lo frustra uno como que lo odia”. (Interview, April 2021).

P6 added *“Pues digo que una vez pues sí pensé yo, será que si es lo mío; pero no precisamente por el inglés sino pues como por otras materias”* (Interview, April 2021). Likewise, motivation given by teachers and classmates, but also the environment in a classroom and the common support, may increase confidence in the different learning process. In this sense, P11 considered *“pues mi proceso en la universidad ha sido muy ameno, los profes muy chéveres, muy claros, muy justos y eso es lo que me ha gustado de la carrera”* (Interview, April 2021). Finally, P10 considers teachers need to have confidence in their students to help them to be more participative in class.

From *ficha de recuperación*, one of the researchers inferred that thanks to the different thoughts presented by colleagues, it gives us a general idea of how education has worked, how the context plays an important role that marks the ways of learning, making decisions, how they transform the reality of a student, and in our case that we will be teachers understand how to develop different activities that generate awareness and positive stimulation in our students,

to meet their needs and have an appropriation of learning (J.L, P2). In summary, Emotions are presented in our learning process, and this process involves things we like; but also, those we do not like. However, all of them are important for our performance.

How a foreign language is learned

A final subcategory is related to how a foreign language is learned. This stage is also important for this study since we identify it as quite correlative with emotions. Additionally, English represents our specific area of developing our profession. In general, this subcategory exposes from our participants' view that a foreign language is learned through practice; and that practice is born from an intrinsic motivation; but it also has some parts that are touched by extrinsic ones. To clarify this P6 claimed *“bueno el principal elemento para mí es la práctica, aunque la verdad no lo hago con mucha”* (Interview, April 2021). In the same way, the study carried out by Peñuela (2018) in Bogotá, Colombia. says the purpose is to analyze the impact of language awareness and metacognitive strategies for intelligibility and practice of English as an international language. Also, P8 said *“Por medio de la práctica constantes, es demasiado importante práctica”* (Interview, April ,2021). As you see in the description, practice is the way of acquiring a good level of English. It is not enough to know a large quantity of information without being applied in a real context. Here we find the importance of connecting practice with theory. In short words because they complement one another.

Metacognitive Strategies

After discussing and clarifying metacognitive strategies and their relationship with activities, which become the ways to raise those strategies. Participants undergo a process of constant reflection about what we do to learn. Therefore, this category focuses on those metacognitive strategies pre-service teachers use to enhance your English level performance;

but also, it considers activities they do to support strategies and make them effective. Regarding this important topic, five subcategories were drawn after participants were clarified in some terms and had the chance to share their ideas through the second data collection method applied.

In consequence, our first subcategory concentrated on aspects which follow the principle about how our participants reflect upon their learning, hence, we found out information related to educational practicum influences. For instance, most participants consider practice helped them to be more conscious about the role of tasks and activities. It means, they now take the time to check the information and the importance of it in their practice-learning process (P2-4). Besides, P3 manifested that she makes a constant reflection because it is important to overthink about what she learns (Interview, April 2021). Additionally, we really highlight what P11 expressed “{..} *esa reflexión es un momento bonito porque es cuando uno dice, juepucha no puedo creer todo lo que he avanzado*” (Interactive method, May 2021)

To support it, the study carried out by Alvarez, Barón and Martínez (2018) concludes that students who find personal satisfaction through the effective use of metacognitive strategies, are thereby motivated to continue using them. Mostly, because they reflect about what is the best way to take. As researcher J.L also interpreted, it is important to do a proper reflection about the different processes we have. This helps us to find a meaningful connection between teaching and learning, and because we acquire more consciousness about the things we do before and after learning. In addition, we consider reflection is important because we obtain awareness of the progress or stagnation in the learning, but also, we could make a direct connection of what we already know and what is being learned.

Self-assessment

In this second subcategory participants considered self-evaluation as an opportunity to indicate what they have done in a delimit time. They expressed this is given mostly at the end of some courses, in this case university, and the purpose of that, it is to give student the chance to describe what he/she learned, where his/her progress and achievements are emphasized, but also some shortcomings that occurred in the process; and which could be possible manners to improve in them. In addition, they described that it is a tool that helps them to be aware of what is learned, and they relate it to commitment and responsibility with their own process. For instance, we have some intervention from P6 “*Normalmente la autoevaluación se trata de poner una nota diciendo o explicando el por qué merecemos o no la nota, escribiendo que hice bien, o mal*” (Google jamboard, May 2021). In the same way P10 manifested self-evaluation is present in most of the courses. This is given because the idea is that we could be conscious above our process, which conducts us to a constant reflection.

Self-assessment also has an important place as a metacognitive strategy, however, we do not know how to apply it, I consider we concentrate our attention on numerical grades; but the real purpose of self-assessment is that you have the capacity to make a retrospective and intrinsic evaluation of your process of learning to give your ideas about what difficult or not is your process (Ficha de recuperación Y.A), Besides, “*Normalmente la autoevaluación se trata de poner una nota diciendo o explicando él por qué merecemos o no la nota, escribiendo que hice bien, o mal*”. (P5, Interactive method, May 2021).

After discussing and clarifying metacognitive strategies, participants undergo a process of constant reflection about what we do to learn. They also interpreted them as conscious

progress or stagnation in their learning, but also, they make a direct connection of what they already know with what is being learned. In this discussion P2 affirmed *“Es el ser conscientes de lo que sabemos, lo que hacemos, ahí empieza ese proceso de conocimiento y de aprendizaje, entonces al nosotros reflexionar podemos darnos cuenta de que nos falta o que nos sobra en el proceso”* (Interactive method, May 2021) while P4 added *“tener como cierto momento, cierto orden o cierta capacidad de poder decir, hoy no hice esto, entonces voy a ver de qué manera, lo puedo mejorar”* (Interactive method, May week 1,2021) and P5 *“Pues haber de lo que he inferido de la entrevista creo que las estrategias metacognitivas tienen que ver algo con la autorreflexión cierto como con la auto reflexión que nos hacemos nosotros mismos”* (Google jamboard). As well, other participants talked about metacognitive strategies as the way applying different methods and have different moments to learn, as in the case of P3 who stated that *“metacognitive strategies are the methods, the activities, all the things we use to learn by ourselves”* (Interactive method, May 2021). Finally, we conclude this is an important stage in our process, it is constantly present, but it is difficult to get used to applying it correctly.

Specific metacognitive strategies

Although, there exists a lack of theory in which other studies inquired about the use of metacognitive strategies in a learning process. This subcategory represents what are those specific things students do to improve in their learning. Thus, participants were asked about those metacognitive strategies they use concerning their learning process. It focused on these strategies that would play a significant role in their process to manage themselves as pre-service teachers. As one of the participants mentioned, there are different strategies that help to improve her training. One of them is planning, where she could organize tasks, the time to work, and the time to develop the activities or pieces of homework (P5, Google jamboard, May 2021). Also, P1 claimed planning is a common strategy in his process. This allows him to

arrange the time and to classify more important activities first and then others. We also figured out information about monitoring, which is understood as a way you have to collect and analyze information, to then make decisions above your own process. In relation to that, for instance, P5 said she records videos in English. Then she can check it, see her body expressions, words, and sentences she uses.

According to Jaque and Thomson (2017) self-regulation is defined as an ability to control responses within self. This includes emotions, thoughts and actions we do, which directly affect our performance. P8 in this case manifested that she listens to music in English, while checking new vocabulary and pronunciation. She also said it makes her confident in the process and in the improvement (2021). Additionally, Londoño (2021) as researcher infers that self-regulation also provokes a self-criticism which is motivated by external factors, mostly people such as teachers and classmates. To complement, the study developed in Bogota had the aim to examine the impact of using overviewing, goal setting and self-evaluation, as metacognitive strategies to raise adults' awareness of stress and intonation, related to practice (Peñuela, 2018). In other words, about strategies students use. In general terms, we infer that students apply different activities, but they do not know how to name them as strategies. However, it is interesting to see how they try to look for the best way to improve and to support their learning process.

Activities - A helpful tool to reach metacognitive strategies

Another subcategory that emerged, refers to those activities students carry out in their training process, and how they conduct the elements that contribute to improving or solving situations that they do not understand, and one of the common factors is the use of tools. Therefore, findings make reference to YouTube videos, e-books, pages in which you could

measure English level, and others. For instance, P2 expressed he uses google to look for information, but also to design and to learn new things (2021). Moreover, about activities, P5 said:

con canciones, con pequeñas lecturas, aunque muy de vez en cuando y más que todo pues, con la música y las series. He estado hablando con una amiga en inglés, a través de audios y así, entre las dos nos estamos ayudando, pues, como se dice esta palabra o como digo esta frase entera, pero más que todo es con las series y la música (Interview, April 2021).

To complement, P9 said *“Busco en internet Busco tutoriales en YouTube pues que me ayuden a entender este tema mejor, y así pues la verdad uno a veces entiende mejor a través de tutoriales”* (Interview, April 2021). Thus, this type of answer demonstrates that there is not enough information you get in class. By the way, it is necessary to use your own resources for researching and clarifying specific topics. Also, it is a good idea to use tools and have different sources where to look for information and to practice.

Metacognition in the educational process

A final subcategory describes the role of metacognition in the educational process; this was discovered when comparing some answers obtained about the terminology of this research work, covered in our first category, and also the answers related to the role of metacognitive states for the teaching process. Thus, we consider as researchers, our participants now have a clear idea about the object of our work, and participants demonstrated how these metacognitive processes contribute to their own learning process, but even more to their teaching process. Something to highlight is that they claim not to have had good and clear information from these means of knowing how learning occurs, so they differ and believe it is important that they should be applied and taught to their students. They affirm from a teacher's

point of view that this generates a critical awareness of learning since when the student knows and applies these processes adequately, they are able to more easily identify their strengths and difficulties. It is considered that everything is linked to self-reflection and constant monitoring of what I do to learn and that it should not be seen as something difficult to apply, it is more these strategies should be made known so that the student has tools and can be guided in what you can do with your learning and have it done critically. It is inferred from our participants that the student is the agent who learns but he also teaches, likewise the teacher as an agent who teaches also continues in constant learning.

Therefore, P1 said *“Promover el aprendizaje autónomo en los estudiantes es algo muy importante, ya que les permite desarrollar su propio pensamiento de manera que ellos puedan aprender acerca de sus propias capacidades”* (Google jamboard, May 2021). Moreover, as a future teacher I consider applying different strategies to help students to develop the capacity to ask themselves by the way they learn (2021)”. Following this line, Metacognition as we mentioned before, involves an important role in education, because it has become a way to allow students to be part of their own learning process, mostly in the English learning process as a foreign language. Besides, we as researchers think, those strategies help ourselves as students but in the future as teachers, because they complement the process of acquiring information and what to do with it.

Challenges

This final category explains those challenges students might face when applying some metacognitive strategies, as we know this is not an easy task, and it is significant to be aware of managing phenomena and select an appropriate strategy and activities to achieve it concerning learning styles.

When monitoring

A first subcategory explains challenges When monitoring learning, here the majority of participants consider that monitoring of learning occurs constantly and should be done from something very personal, however, participants expressed that time management when applying this strategy is hard since it is a task that takes time and is difficult. On this way, P1 said *“Una de las maneras en la que monitoreo mi aprendizaje es por medio del tiempo. Si veo que me estoy demorando en alguna actividad más de lo normal y estoy consciente de que estoy realmente demorando porque me distraigo”* (Interactive method, May 2021). In addition, most of them expressed they are not constant, or there is a lack of commitment for the development of this. Thus, P5 manifested that he constantly monitors his process, but he is not conscious how many times it could be taken. Also, he added that learning English involves constant practice, it is not easy but application of monitoring is fundamental for the improvement.

As participants described, monitoring is constant. However, in their answers they showed us that they have difficulties to take it seriously, and it is necessary to gain this trust in themselves.

When planning

To this second subcategory, each student demonstrated different thoughts concerning planning from their training and learning development. Here, participants emphasized the importance of activities to achieve personal objectives when planning. this to learn more, and regarding their needs. Thus, P10 said *“soy muy consciente de que debo hacer algo en la semana para practicar el inglés, así sea algo muy mínimo, siempre busco la manera de hacer algo para mejorar”* (Interactive method, May 2021). On the same vein P1 added, at the moment he

plans to do an activity or a task, it is important for him to give priority to some activities to be more organized with the date and the time he needs to use for each of them (2021). Finally, P5 wrote that it is also a good strategy to plan specific moments to watch videos, series or listen to podcasts, but in cases it is difficult to understand and to organize, and that can be boring. Here, the study implemented by Diaz (2015), and also the one carried out by Peñuela (2018) described the positive influence of metacognitive strategies, which allow developing an engagement with, in this case related to vocabulary learning or intelligibility. Finally, another description affirmed that students who find personal satisfaction through the effective use of metacognitive strategies are thereby motivated to continue using them.

Concerning self-assessment

In a third subcategory, pre-service English teachers were asked about their beliefs and experiences with respect to the impact of self-assessment in their training. Besides, which would be the main challenges when engaging it. Therefore, in a deep analysis, it helps us to determine certain moments that permeate this learning, such as understanding their weaknesses and strengths to be aware of this. It gives a great contribution to the management of your training, to give you a more personal look at how the process is developing, what is important, and why it is developing in a certain way. It is not considered an easy task and the accompaniment of the teacher is necessary, but in summary they consider self-evaluation as something that impacts a learning process and that has an important place in personal performance. As an illustration, P10 mentioned “*Considero que la autoevaluación es muy significativa en todo el proceso del aprendizaje de una lengua, porque es donde pensamos mejor y nos tomamos el tiempo de cuestionarnos en qué aspectos debemos mejorar,*”. Moreover, P5 said “*es una de las mejores estrategias para el aprendizaje. Es muy importante*

recibir la retroalimentación de los maestros". In this way from ficha de recuperación Y.A established that:

I had in some of my courses, like Integrated English 5, where the teacher all the time tried to help us in to find those difficulties we had in the process of learning English, from this I concluded that it was an excellent strategy teacher used to helps to be more conscious about how we learn an what are the most common challenges we have, but also I think that when students are shy to share with others their weaknesses to learn, or they are also shy to know others know how they learn and what they do for themselves the process becomes more difficult. Even for me, it is difficult to be conscious about those things I do and what are the weaknesses I face. It is hard work to evaluate ourselves and it needs a deep, constant, and time-consuming commitment when we have a clear idea how to achieve a goal in learning.

When facing Self-assessment

A final subcategory that belongs to this category was named when applying self-assessment, as a complement of previous subcategory, but in this part of the text we concentrate on specific details that pre-services teachers consider important. In this sense, as researchers, we inferred from participants` answers that the application of self-assessment has been initially influenced by an extrinsic motivation and denoted from a quantitative point of view, mediated by the feeling of whether things are going well or not but determined by a grade. Several of them have understood the intention of this strategy and have included self-assessment in their learning process as a means by which they analyze the pros and cons of their training. Here, intrinsic motivation is already given to the empowerment of evaluating oneself and taking that evaluation from a critical and conscious perspective of each one. As we can see from ficha de recuperación, which was described that Self-assessment has an important place as a metacognitive strategy, however, we do not know how to apply it. I consider we concentrate

our attention on numerical grades; but the real purpose of self-assessment is that you have the capacity to make a retrospective and intrinsic evaluation of your process of learning to give your ideas about what is difficult or not is your process. Also, we confuse self-assessment with co-evaluation, although it is also an important part because to evaluate ourselves is not an easy task, and others can more easily identify the strengths, awareness and difficulties we may have in our own process.

In relation to this situation P5 stated that: *“Antes veis de manera diferente la autoevaluación, considerando que antes la hacía por cumplir con un requisito y una nota más del curso. Actualmente me tomo la autoevaluación como un paso muy importante y significativo en mi proceso”* (Interactive method, May 2021). In the same way P6 considers self-assessment is now an easy task, because she is more aware about the real purpose of it, to improve in our learning process and not to have a grade. (2021) Finally P10 said *“En la medida de lo posible siempre trato de ser muy honesta conmigo misma y tomar ese tipo de evaluaciones como se debe”* (Interactive method, May 2021).

In a view of the above, you could discover through the findings interesting discussions from the conceptions about important terms concerning this research project. Moreover, about those metacognitive strategies, in relation to activities we can apply to enhance our performance as students, but also as future teachers. Until the challenges that emerge in the way, that means this process of learning comprehends emotions, difficulties, and new manners to face realities. In the next section you will find those conclusions we set after having recovered all the and to give answers to our question and those objectives belonging to this study.

CONCLUSIONS

Our work has led us to conclude there are some metacognitive strategies students usually employ as useful tools and rather than improving to reflect upon their process, to be aware of the strengths and weaknesses in their training as pre-service teachers. Additionally, those strategies are presented unconsciously, but the constant use of them helps students become more conscious over the learning. From this researcher we could highlight the most common ones are reflection, self-regulation, self-assessment, monitoring, and planning. Regarding the strategies, we infer they are closely related to the experience of applying them. Consequently, they have a relevant impact, in consideration that they permeate all of us at different levels, as students, and as teachers.

Furthermore, this study made contributions to our field, which allow us to amplify the vision of our contexts, and understand how future teachers learn and what they do to improve, to get over and to practice the things they are learning. From our perspective, the most significant one is about pre-service teacher's views concerning self-evaluation, where students now understand that it means assessing themselves in relation to the educational process, and not concentrated upon a quantitative perception. Furthermore, it carried to a constant reflection and monitoring over the things we do during a determined period. Also, as researchers and future English teachers, this contributed to our development since we have the opportunity to explore how our classmates learn and identify those strategies in ourselves.

On the other hand, it is relevant to mention the interest of participation that we receive from our participants. They inquired about those important concepts and engaged actively in the definitions we gave to clarify some differences and mistakes, for instance when talking about strategies and activities. Additionally, the absence of information, the suitable training in class and the few knowledge teachers have about the use of metacognitive strategies, became the most relevant challenges they have when applying them, so they need to create their own

ways to find out the appropriate manner to do the best in their performance, concerning also feelings and learning styles, characterized of each one of the agents who learn.

In addition, current study was limited by the lack of enough studies and theory related to metacognitive strategies to enhance English level. In the literature there are no clear discussions about this concept, and it was quite difficult to find researchers focused on strategies such as reflection, planning, self-assessment or monitoring. In this line, previous studies described just one strategy to improve in one English skill, but not in a general learning process. Moreover, we needed to search outside the program university, because there does not exist any study that talks about Metacognition and strategies in the context. Another limitation we had was the time to gather information and the difficulty to contact our participants when implementing the second data collection method. Likewise, participants had different academic responsibilities, also they were active participants in protest concerning the social situation we live in Colombia. Thus, it was not an easy task to agree on the schedules. Consequently, we could not have our eleven participants, just six of them attended for the second part of data collection.

On the other hand, throughout the project it is fundamental to maintain the stricter order to build the good structure, and thus achieve the goal. At the same time, we should be flexible because in the middle of the process we confront different situations that change the course of our plans. However, all these circumstances lead us to prove to ourselves that we can do it better or simply demonstrate how we can resolve the challenges to overcome the obstacles. In addition, after we finished all this research process, we could say as a conclusion that research is a process where it is important to conserve the order and each part requires enough time to develop it. Therefore, the investigation takes time. At the beginning, we have a lot of ideas,

and sometimes we could lose the path by the wish to take it all, but the most important is not to forget the focus, conserve your concentration in your specific objectives because there is the guide to take control over our purpose.

Finally, we present some suggestions for future researchers who are interested in carrying out a similar project. Firstly, we recommend working more on metacognitive strategies from the first semesters, in academic programs. Thus, bachelor's degree students could create the awareness about how to regulate a learning process; and not to wait until previous semesters to be aware they exist as a medium to learn to learn. Secondly, we suggest teachers take the time to review the importance of these strategies. Similarly, as future teachers we would say those strategies are a helpful tool that could be applied in an educational practicum, to improve in our skills as teachers to then teach and help our students in a better way

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APPENDIXES

Note: Majority of the participants requested and responded in Spanish.

Apendix A. Consent Form

Estudiantes del programa Licenciatura en lenguas extranjeras
Universidad Católica de Oriente
Rionegro – Antioquia
2021-1

Consentimiento Informado de Investigación

EXPERIENCIAS DE LOS ESTUDIANTES DE PRÁCTICA DE LA LICENCIATURA EN LENGUAS EXTRANJERAS CON RESPECTO AL USO DE ESTRATEGIAS METACOGNITIVAS PARA MEJORAR SU NIVEL DEL IDIOMA INGLÉS

Fecha:

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Propósito del estudio:

Nuestro proyecto de investigación describe las experiencias de los estudiantes de prácticas de la licenciatura en lengua extranjera de la Universidad Católica de Oriente, sobre el uso de estrategias metacognitivas para fortalecer su nivel de inglés.

Procedimiento

Nuestro proyecto está siendo conducido bajo el diseño de una sistematización de experiencias. Buscamos identificar las experiencias con las estrategias metacognitivas que los estudiantes utilizan para incrementar su nivel de inglés. Por lo tanto, para recopilar la información sobre los estudiantes. Diseñamos una entrevista semiestructurada para acercar a los investigadores a las visiones de los participantes en relación con el uso de estrategias metacognitivas en su proceso de aprendizaje, además, el segundo método a ser aplicado será un grupo focal con la intención de validar la información.

Confidencialidad

Los investigadores harán todo lo posible para preservar su confidencialidad, incluidos los siguientes:

- La(s) entrevista(s) y los grupos focales serán el principal medio para recopilar información de los profesores de inglés en formación con el fin de conocer sus experiencias utilizando estrategias metacognitivas.
- La información proporcionada por los participantes será utilizada por los investigadores sólo con fines académicos, es decir, sólo será expuesta en espacios académicos.
- Los investigadores mantendrán la confidencialidad de los datos personales de los participantes. • Los resultados de este estudio también se compartirán con los participantes o en cualquier momento que ellos soliciten la información.
- Siguiendo las reglas de bioseguridad para la pandemia COVID-19, hemos decidido utilizar las computadoras como plataformas digitales, con el fin de tener una reunión para registrar y guardar la información proporcionada por los participantes, para evitar cualquier contagio y cuidarlos.

Voluntariado

Su participación en este estudio es voluntaria. Depende de usted decidir si participa o no de él. Si decide participar en este estudio, se le pedirá que acepte un formulario de consentimiento antes de comenzar la entrevista. Una vez que decida participar, aún puede retirarse en cualquier momento y sin dar una razón. Agradecemos su participación gratuita. Si tiene alguna pregunta o duda, no dude en hacérselo saber.

Este formulario de consentimiento será leído una vez más antes de iniciar la entrevista para confirmar su participación libre en el estudio.

Consentimiento

Después de leer y comprender la información proporcionada y haber tenido la oportunidad de hacer preguntas. Entiendo que mi participación es voluntaria y que soy libre de retirarme en cualquier momento, sin dar una razón y sin costo alguno. Entiendo que recibiré una copia de

este formulario de consentimiento. Acepto voluntariamente participar en este estudio.

Nombre del Participante Firma del Participante _____

Firmas de los Investigadores

Yeferson Esteban Agudelo Gallo Maiby Natacha Puerta Espinosa

Jesús Armando Londoño Amariles

Appendix B. Interview

EXPERIENCIAS DE LOS ESTUDIANTES DE PRÁCTICA DE LA LICENCIATURA EN LENGUAS EXTRANJERAS CON RESPECTO AL USO DE ESTRATEGIAS METACOGNITIVAS PARA MEJORAR SU NIVEL DEL IDIOMA INGLÉS

Este proceso es parte del proyecto de investigación que estamos realizando para nuestro programa de pregrado. Esta entrevista semi – estructurada fue diseñada con la intención de aproximarnos a los puntos de vista de los estudiantes del programa de lenguas extranjeras con respecto al uso de las estrategias metacognitivas para fortalecer su nivel en la lengua inglesa.

Los participantes objeto de este estudio son los estudiantes quienes están en los últimos semestres del programa haciendo su ejercicio de prácticas. La información obtenida a partir de

este método de recolección de datos; se utilizará sólo con fines académicos y para comprender cómo los futuros maestros conciben e implementan las estrategias metacognitivas en su aprendizaje del inglés. Los datos serán accesibles en cualquier momento que usted lo requiera.

Para esta entrevista, por favor fundamente sus respuestas de acuerdo a su experiencia en la licenciatura en la universidad.

1. ¿Cómo y dónde ocurre el aprendizaje?
2. a.) ¿Cómo se aprenden las lenguas extranjeras?
b.) ¿Cómo ha sido su proceso aprendiendo inglés?
c.) En términos de estrategias y actividades, ¿Cuáles de ellas son las más comunes y usadas por usted en el aprendizaje de inglés?
d.) ¿Qué hace usted por usted mismo cuando el tema es difícil de entender?
3. ¿Qué sabe usted o entiende acerca de la metacognición?
4. ¿Cómo entiende usted la siguiente apreciación “aprender para aprender”?
5. ¿Con qué frecuencia reflexiona usted acerca de su propio proceso de aprendizaje?
a.) ¿Qué hace usted con esta reflexión?
6. ¿Qué significa para usted la auto regulación?
a.) ¿Cómo toma lugar la autorregulación en su proceso de aprendizaje del inglés?
7. ¿Cómo ha sido su experiencia con respecto al seguimiento de su proceso de aprendizaje?
8. ¿Cuál es su percepción acerca de auto evaluación?
a.) ¿Cómo ha sido su proceso de autorregulación?
9. De acuerdo con la discusión y los diferentes momentos durante la entrevista:
 - a.) ¿Infiere usted algo acerca de lo que son las estrategias metacognitivas y cómo pueden ser usadas en su proceso de aprendizaje?
 - b.) Considerando que usted será un futuro profesor, todos estos temas son importantes para guiar el proceso de nuestros estudiantes. ¿Qué piensa usted?
10. ¿Desea agregar algo más para complementar?

<https://jamboard.google.com/d/1QICpbtihLEUJjJMLZ7puLNKNsrK5mZxv6iYsUBWKrsc/edit?usp=sharing>

Individual perceptions- Challenges

Establecer fondo | Borrar marco

1/10

Compartir

Hello dear participants:
This is the second part in our study to gather the information to know about your experiences regarding the use of metacognitive strategies. Please, follow the next steps to answer the different questions.

- 1- You will find 7 questions in total
- 2- Select one adhesive note to give the answer to each question, you can write them in Spanish or in English.
- 3- At the end of your answer please write the first letter of your name, and also the first letter of your last name.

Here you can find and example

learn to learn refers to the ways we have and apply to acquire new knowledge. M.P

Metacognition refers to the control we have over knowledge that carries us to use some strategies to reach and objective, for instance learn a foreign language. J.L.

A strategy could be understood as the main objective that help me to organize in set of steps ideas to achieve a goal, it is the how I do the process Y.A.

Individual perceptions

Establecer fondo | Borrar marco

2/10

Compartir

What are the most common metacognitive strategies you use in your learning process? What are the most common challenges you cope with in this process?

C.Q.C Podria decir que las estrategias más comunes que uso son el hacer videos donde estoy hablando en inglés para poder analizar como me expreso, como está mi expresión corporal, también para corregir los errores de pronunciación y gramática. Esto lo hago principalmente cuando debo presentar exposiciones. En cuanto a la comprensión oral, esta ha sido una de mis debilidades en el aprendizaje de inglés, la estrategia que he usado es escuchar audios o podcast de hablantes nativos y tomar apuntes de lo que voy entendiendo, después vuelvo a ver el video de este pero con subtítulos para poder verificar y caer en cuenta de los errores. Sin embargo, puedo decir que no ha sido un aprendizaje

A.S.H. Una de las estrategias que más utilizo para mi proceso de aprendizaje es practicar frente a un espejo, trato de ser consciente de lo que estoy hablando, pienso mucho en las estructuras gramáticas, me fijo en mi postura, en los gestos, trato de ser muy consciente del inglés y no pensar tanto en el español ya que es un error muy común. Además de que trato de ver la mayoría de programas en inglés, como series, películas, la tele. Practico mucho esto, porque para mi la producción oral es la habilidad que mas se me dificulta, pero con estas estrategias que he aplicado, he logrado mejorar poco a poco.

Una de las estrategias mas comunes que uso a la hora de mi aprendizaje es organizar las tareas que debo cumplir, es decir a la hora de empezar algún

Las estrategia metacognitiva que mas uso en mi proceso de aprendizaje son: pronunciar en voz alta, mirar los movimientos de mi boca frente al espejo y tratar de imitar las letras de las canciones y escuchar emisoras en inglés. Pienso que el mayor reto para mi en este proceso es la constancia pues aunque considero que estas estrategias son de gran ayuda para mi en el aprendizaje del inglés algunas veces paso varios días sin practicar, o ni siquiera tengo algún acercamiento al inglés. S.Z.

las estrategias mas comunes que utilizo son: ver películas en inglés con subtítulos, para practicar mi escucha y la pronunciación. L.H.

La estrategia que más utilizo es escuchar música y leer la letra de las canciones al mismo tiempo para idéntica Roa pronunciación de cada palabra CT

Appendix D. Link to access to data analysis

https://drive.google.com/file/d/1zqgdVxrmkD5OFspuLJvF_Ph4H0jPSbWq/view?usp=sharing

CATEGORIES	SUB-CATEGORIES	WERE FOUND	P1	P2	P3	P4	P5
Perceptions and conceptions of our participants	Metacognition	Interview	I don't really, I don't remember but I know that we at least we practice that topic (Par. 6)	Pues no que puedo inferir es que estas estrategias van de la mano de la autorregulación, de la autoevaluación, y de la reflexión de cada proceso, para mí es algo como muy reflexivo y muy propio (Par.37)	metacognition is like the strategies or the ways I searched or I use to learn something new, even easy for college or just something that I want to learn is like the tools, the strategies, the methods that are used to teach myself. (Par. 6) I think learn to learn is be able to find it adequately, adequated it strategies to, to be able to teach ourselves. (Par. 7)	Como los saberes que ya uno ha tenido y que los está poniendo como en cuestionamiento, o algo así. (Par. 8) Yo digo que es cuando uno aprende algo y de alguna manera lo aprende de otra forma, por ejemplo aprendí a, a jugar un video juego, de la manera que alguien me enseñó. ¡Ciertol, pero, después como uno probándolo uno ya tiene como una manera en que uno hace lo suyo. (Par. 9)	Pues no se Diría que pues no sé la verdad, algo como del proceso mental, pero no sé la verdad así no se si es memorización (Par. 17). Pues haber de lo que he inferido de la entrevista creo que las estrategias metacognitivas tienen que ver algo con la autorreflexión cierto como con la hacemos nosotros mismos (Par. 40)
	Learning	Interview	learn to learn . it's something like interesting, you know, like for example, we have the opportunity to look for ourselves to look for information. I mean, like I don't know how to speak English and I want to learn. I'm looking for information, but in the end I am learning something am I doing correctly. I don't know how to say, like guide you: how to make a meaningful learning. We can try to learn something but at the end it is like the way how you do it, like if you don't do it correctly or you don't put the effort, or you just do it just for a note without an effort or for whatever	o la entiendo desde el lado más de estar dispuestos a aprender porque si estamos cerrados, si estamos tipo no quiero aprender esto, esta difícil, esto no me gusta, ahí no estamos aprendiendo a aprender, y también aprender es aprender a equivocarse, y aprender a aprender de esos errores, entonces no es solo sentarse a estudiar, sino tener open mind para poder entender todo este proceso que lleva el aprendizaje (Par.26)	I think it depends on the conceptions that, we have all learning because it could be a process and also it could be something that we acquire. (Par. 1)	None information found	cuando uno aprende algo pero realmente lo está aplicando como a la vida, de si lo está implementando y no como algo de momento, o por una nota de memorización, no, sino que algo que si nos queda realmente. (Par. 21)
	Perceptions and conceptions of our participants		self-assessment. Sometimes it's difficult because it's more easier if someone tells you about your mistakes or what you have to do to keep improving your language. So about self assessment sometimes it is difficult, or in my case it is difficult because, for instance I can tell you in this moment like okay I know that I	Para mí es algo super bueno y super significativo porque cuando nos auto evaluamos estamos con nosotros mismos viendo qué hacemos y cómo lo hacemos, lo que no estoy como muy de acuerdo es que está en ciertas materias se le de un puntaje, pero darles un puntaje a su pronta		None information found	Pues la verdad me parece algo super importante es como el momento en el que uno se pone como a reflexionar acerca de lo que realmente he aprendido de cómo se siente o sea es una auto reflexión para uno mismo me parece super importante. (Par. 37)

Metacognitive Strategies	Metacognitive strategies	Interview	maybe metacognitive if something relating how we learn something and in how we do it, for instance like self-regulation, if you use self-regulation, if you make some self assessment, if you try to like the way how you express this like, yes they are the way how to teach them. Sorry it is like the way you learn and put that learning on practice (Par. 11)	Pues yo digo que al ser conscientes de lo que somos, de lo que hacemos, ahí empieza ese proceso de conocimiento y de aprendizaje, entonces al nosotros reflexionar podemos darnos cuenta de que nos falta o que nos sobra para poder llevar un buen proceso (Par.39)	metacognitive strategies are the methods, the activities, all the things we use to learn by ourselves. (Par.16)	tener como cierto momento, cierto orden o cierta capacidad de poder decir, hoy no hice esto, entonces voy a ver de qué manera, lo puedo mejorar. (Par. 15)	Pues haber de lo que he inferido de la entrevista creo que las estrategias metacognitivas tienen que ver algo con la autorreflexión cierto como con la autorreflexión que nos hacemos nosotros mismos (Par.40)	pues digamos que son estrategias de aprender, estrategias en el aprendizaje que tener mucho control hora de enseñarla a un grupo de porque con el conocimiento poder cómo se comportan ellos, que estén quedan mejor, que es bueno y que bueno hacer con ellos. (Par. 7)
	Specific metacognitive strategies		PLANNING) Una de las estrategias más comunes que uso a la hora de mi aprendizaje es organizar las tareas que debo cumplir, es decir a la hora de empezar algún trabajo.				(MONITORING) son el hacer videos donde estoy hablando en inglés para poder analizar como me expreso, como está mi expresión corporal, también para corregir lo errores de pronunciación y gramática	(MONITORING) Ver películas en escuchar música en inglés y ver l
	Activities	Interview	I tend to look out for information on the internet. Sometimes I watch your videos (sometimes or rarely) I tend to look out for other people's help (Par. 4). I try to get I have like a way to study, to learn. I try to look for some sources, look out for videos. I try to look out for some grammar (Par. 7). I tend to look... try to find more stract...	Bueno, obviamente tenemos la herramienta que es google, entonces ahí empiezo a buscar y a tratar de desfogar, entonces muchos de nuestros temas que tienen es algo que vimos anteriormente, entonces tratar de hacer esa retroalimentación, buscar y buscar videos me sirve.	I watched a lot of TV series, listened a lot of music in English (Par. 4) usually, if I need to study the topic, I will go to documents or looking for videos or something like that. (Par. 5) I like search more information (Par. 9)	con canciones, con pequeñas lecturas, aunque muy de vez en cuando y más que todo pues, con la música y las series, yo digo que eso es como más de práctico, eso es de práctico, realmente. (Par. 4) en estos días he implementado más práctica, he estado hablando con una amiga en inglés, a través de audio y así, entre las dos nos estamos ayudando, pues, como se dice esta palabra o como digo esta frase entonces, pero más que todo es con las series, y la	investigar muchos pues buscar en internet en todas las fuentes de datos que puedan y ya en el último caso pues hay si como pedir ayuda a el profesor (par.15)	yo misma buscaría un video en yo pues ya en google pues, en internet (Par. 6 - Par. 4)