



**Language Learning Stations: Influencing
Learners' Autonomy in the EFL Classroom**

MASTER'S REPORT

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LANGUAGE
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INTRODUCTION

The Colombian National Ministry of Education (MEN) launched the bilingualism policy “Programa Nacional de Bilingüismo 2004 -2019” (PNB). This program is focused on three lines of action: 1) Ethnic education (ethnic languages are the L1 and Spanish is the L2), 2) Bilingual education at the university level and at work-oriented education institutions, 3) the teaching of English in bilingual and monolingual schools. The aim of the bilingualism program with regard to the third line of action is that students reach a B1 (pre-intermediate) level of English by the end of the school in order to anchor the country in the processes of universal communication, global economy and cultural openness, with internationally comparable standards (MOE, 2006, p. 5).

It is important to acknowledge the merits of the national policy such as the investment on English teaching and learning materials for public schools or the qualification programs for English as a foreign language teachers from the public sector. Despite some progress, the policy seems to be far from accomplishing its goal. According to the one of the largest ranking of countries and regions by English skills, EF English Proficiency Index, Colombia is ranked 66 out of 88 countries around the world and 11 out of 17 Latin-American countries (EF, 2019). In the public sector of education, which is the context of this research project, both English as a foreign language (EFL) teachers and students face several obstacles such

as the lack of resources, the low level of English proficiency of teachers in the primary school, the size of classes, and the short time devoted to English instruction. In the particular context of this study, we (teacher and learners) face many of the problems mentioned above.

The objective of this classroom research project is to implement a new strategy in an EFL classroom of a public school in Cali: Language Learning Stations, which aims at fostering independent working among students. This project explores the phenomenon of the implementation of learning stations and their relation with learner autonomy. It is undeniable the value of developing learners' autonomy for pursuing greater achievement not only in the EFL learning process but in life. As Benson mentions, "autonomy (for learners) is primarily concerned with learning, in a much broader sense, and its relationship to their lives beyond the classroom" (Benson, 2008, p. 15). Besides, having more autonomous learners in the EFL classroom would mitigate, as a natural consequence, the short time of English instruction in school (since students would take better profit of the instruction time), as well as the problem of being in a large size class (because the teacher would have the opportunity to have more personalized encounters with some learners while the others are working on the different stations).

RESEARCH PROBLEM

Problem

As I already mentioned in the introduction section, learning and teaching in this particular context of a school from the public sector is challenging due to the several situations such as the lack of time in the English language instruction, the lack of resources and, the poor language education the students receive during the primary school. Added to these situations, in this particular group of students I observed a lack of independent work and learner autonomy. This is a group in which most of the learners are respectful and receptive, and there is a good sense of coexistence. Nevertheless, many of them are too dependent of the teachers' instructions and are used to be told everything they have to do, maximizing the negative impact that comes from the problems mentioned before, since they do not take the most from each class. The following questions and objectives arose from this concern.

Research Questions

The principal research question that conducted this study was if language learning stations influence learners' autonomy in the in an EFL class of 9th graders of a public school in Cali.

Subsidiary question

How do language learning stations influence learners' autonomy?

General Objective

To analyze whether the implementation of learning stations in an EFL class of ninth graders from a public school influences learners' autonomy, and if so, how.

Specific objectives:

- To design a teaching strategy based on learning stations in an EFL class of ninth graders from a public school in Cali.
- To implement the strategy based on learning stations.
- To describe the implementation process.
- To analyze the development of learner autonomy, including agency, metacognition and self-assessment.

REVIEW OF THE LITERATURE

The Colombian Ministry of Education (MOE) launched the bilingualism policy “Programa Nacional de Bilingüismo 2004 -2019” (PNB), aiming that every Colombian student reaches a B1 (pre-intermediate) level of English by the end of the school life in order to “anchor the country in the processes of universal communication, global economy and cultural openness, with internationally comparable standards.” (MOE, 2006, p. 5). Nevertheless, in the Colombian public education (which is the scope of this research project), English as a foreign language learning and teaching is challenging due to the conditions under which these processes take place, such as the size of the groups (usually large), the short time of instruction, or the lack of resources. The motivation of this research project is to implement a different strategy in an EFL classroom of a public school in Cali: Language Learning Stations, which aims at fostering independent work among students. With this study I intended to explore the phenomenon of the implementation of learning stations and its relation with learner autonomy, since it is my assumption that having more autonomous learners would mitigate the impact of learning and teaching under some difficult circumstances.

For the purpose of the organization of this section, first I will address the definition of a learning station and describe when and how it is desirable to apply this classroom strategy. Also, I will summarize and describe some

studies in the language field that imply language learning stations. Second, I will present the theory of autonomy in language learning, specifically I will provide the definition of learner autonomy and the characteristics of an autonomous learner which constitute the categories of analysis for this research project. And finally, I will describe and analyze how learning stations are related to the learner autonomy by presenting some studies in the language field and other fields.

Learning Stations

Learning Stations, are also known as learning centers, rotation stations, or learning corners. There are no references to when or where exactly the learning station model started. Some authors such as Diller (2003) and Cooper (1981), suggest that the idea of using workstations in a learning environment is closely related to Montessori's educational theories because of the importance of creating a proper learning environment (classroom arrangement) that allows learners to experiment with their learning process at the same time that it becomes self-directed. A learning station is a student-centered strategy and it can be implemented under a wide variety of methodologies, in any domain, and at different levels of education. The literature reviewed related to learning stations in this study date from the early 80s (Cooper, 1981; Cheney & Strichart, 1981; and Strauber, 1981) to more recent literature in the domain of literacy (Diller,

2003), music learning and teaching (Baker, 2008); and English language teaching (ELT) in secondary school (Movitz & Holmes, 2007; Lim, 2015).

What is a Station?

For the purpose of this study, I adopted the definition of station by Diller, who is one of the most established writers in the field of Literacy Work Stations in the United States of America. Although this definition is within the domain of literacy (learning how to write and read in the first language) it can be transferred to the foreign language learning domain. In her book she defines a station as an “area within the classroom where students work alone or interact with one another, using instructional material to explore and expand their literacy. It is a time for children to practice reading, writing, speaking listening, and working with letters and words” (Diller, 2003, p. 2). By an “area”, Diller means the existing classroom. Therefore, a station does not need extra space and can be set with the furniture and materials available to the teacher, which is relevant for the context in which this study was developed since there is a limitation of physical space as well as of resources.

Station or Center

In the English as a second language (ESL) or in the English as a foreign language (EFL) fields, the terms “station” and “center” are often used indistinctively. However, there is a central difference between them: centers are usually fixed areas or rooms e.g. a language center, while stations are

desks arranged together in groups for students to complete tasks. Diller (2003), highlights another important distinction, she explains that stations should be used for students' independent work and should be an integral part of instruction, as opposed to centers which are considered something extra to be used after students finish their work in class. Therefore, in this research project, I adopted the term "learning station" instead of "learning center".

When to Use Learning Stations

Movitz & Holmes state that "it is important that I [they] used learning centers as a part of a total curriculum. To balance instruction, I [they] provided direct instruction for many of the skills, systems and, processes" (Movitz & Holmes, 2007, p. 72). Stations are mainly used for lesson review, for providing students better opportunities to practice, extend and demonstrate their knowledge and skills in the target area. Stations are not intended to replace the teacher instruction or modeling. Thus, it is not desirable to use stations for introducing a new topic or concept but to reinforce it or to practice it. The stations proposed in this research project are thought of as a complement for the existent English program, and a strategy used to influence learners' autonomy in the EFL classroom.

How Learning Stations Work

According to Staker and Horn in Lim (2015), the station rotation strategy is

an implementation within a given course or subject on which the students would rotate on a fixed schedule or when the teacher assigns the students. Other teaching modalities in this approach might include small group or full class instruction, group projects, individual tutoring or written assignments. (Lim, 2015, p. 132).

The model of learning stations applied in this research project implies that students rotate from station to station within an established time. Learning stations included group as well as individual work.

Cooper highlights that in order to carry out the learning station strategy it is essential to plan and time the stations, “the more structure there is, the better the results will be” (Cooper, 1981, p. 528). Furthermore, Movits and Holmes highlight the importance not only of planning and timing the stations but of creating them around clear and measurable goals, “students must know the purpose for each activity as well as the way their learning will be assessed” (Movitz & Holmes, 2007, p. 69). The learning stations of this study were used for learners to practice, reinforce topics and concepts, produce in the target language, and assess learning. Whole class instruction continued happening along with the implementation of the stations, especially when explanations and clarifications were required. Another important trait of the learning stations of this study, is that students participated in their creation as they were asked what topics and

activities they expected to find in the stations, involving them in the strategy development.

Autonomy in Language Learning

Learner Autonomy

The concept of autonomy is rooted in different disciplines such as philosophy, psychology, politics and education. It is not an exclusive notion of the educational domain, and it has been widely developed in the domain of second language learning. Furthermore, most of the theory on autonomy in the second language field is discriminated between teacher autonomy and learner autonomy since the variables that affect teacher autonomy might not be the same that affect learner's. As the interest of this study is on learner autonomy, the literature reviewed (Oxford, 2003; Benson 2007; Benson, 2008) emphasized this concept.

Oxford (2003), offers a theoretical model of second language learner autonomy. This model has four perspectives on autonomy. 1) The technical perspective on learner autonomy which focuses on external conditions (context), meaning the situation in which the person learns; the author argues that these situational conditions impact both learner motivation and autonomy. 2) The psychological perspective on learner autonomy that comprises "mental and emotional characteristics of learners who are viewed either as individuals or as members of a rather generalized social or cultural group" (Oxford, 2003, p. 83); in regards with these positions, learner

autonomy is closely related to motivation, self-efficacy, and agency. 3) The sociocultural perspectives on learner autonomy. In this third perspective that author points out the sociocultural perspective 1 and the sociocultural perspective 2. The former perspective conceives agency as the same as self-regulation and it is based on Vygotsky's theory about the "more capable other", where the more capable other (often a teacher or parents) wants learners to develop abilities of self-regulation that enable them to act autonomously. Self-regulation is the autonomy acquired through social interaction with (more) capable others. And in the sociocultural perspective 2, agency occurs in the active participation with experts of the target community. 4) The political-critical learner perspective in which autonomy comprises the power to control one's situation, not being oppressed, and have choices.

Benson (2008) in his book, provides a definition of autonomy from the perspective of the teacher as well as the learner's. From the perspective of the learner, he explains that the terms autonomy and independence are supported by three related tendencies in language education: 1) individualization, because each learner has his or her own preferred learning styles, capacities, and needs; 2) learner-centeredness, due to the constructivism approaches on education, which suggests that learners learn through the experience and are active agents in their own learning; and 3) more and growing recognition of the political nature of language

learning, since there is a growing concern with the social implications of language learning and the development of critical approaches of language development. Benson points out that although the concept of autonomy is not an easily describable behavior, due to its multidimensional and changeable traits, there is a definition of it that has been stable over the years: learner autonomy is “a capacity to control important aspects of one’s language learning” (Benson, 2013, p. 839) . This last definition comprises the general definition of the concept of learner autonomy.

Having in mind this general definition of learner autonomy as the capacity or ability that one has to control or take responsibility for his or her own language learning process, it is important to clarify that, in the context in which this study was held, learners did not have the total freedom to control every single aspect of their learning process given the nature of the formal classroom environment. According to Benson (2007) many authors agree that freedom in the classroom is not exactly the same as autonomy, although for learners to develop their autonomy some degree of freedom is required. Language learner autonomy is a broad concept that has a variety of dimensions and degrees. The scope of this research project involved some specific conceptions that are closely related to learner autonomy and are somehow observable in the classroom context and that are presented below: agency, metacognition, and self-assessment.

Agency

Teng (2019), states that agency implies “that an individual (agent) has the potential for conducting physical, cognitive, affective, and/or motivational actions, and making choices based his/her purposes” (p. 67). The author, also mentions that agency is mediated by the individual as well as by the sociocultural context, which means agency does not depend only on the individual actor but it is connected to historical and cultural backgrounds. According to these statements, a learner who has a high sense of agency is able to exert control over the decisions that would affect the course of his or her life. Thus agency is connected to the notion of control and responsibility that comes from autonomy.

Metacognition

Metacognition has to do with the awareness regarding the learning process. According to Anderson (2012), metacognition refers to the knowledge about the cognitive process. Metacognition implies the recognition of the difficulty or ease of a task and the knowledge of strategies for addressing learning. The metacognitive processes enable learners to make strategic choices in order to achieve a learning goal or to complete a task. Hence, the awareness of how one’s own learning process occurs is essential for the development of learner autonomy.

Self-assessment

Self-assessment is related to the specific part of the learning process that is attached to evaluation. It allows learners to monitor their progress and to identify their needs. Harris (1997) states that self-assessment produces more active and focused learners. Natri (2007) points out that the focus on a continuous self-assessment leads the learners to take “the first steps towards greater learner responsibility and goal determination” (p. 111). This means that self-assessment is crucial for the development of learner autonomy.

The range of this research project was to analyze the learner’s autonomy that occurs inside the formal EFL classroom as the learning stations were implemented, and at the individual level of each participant learner. It did not intend to analyze learners’ autonomy that occurs beyond the classroom, but some social implications were expected since the participants are all members of the same learning community. In other words, this study was focused on the exploration of the psychological perspective on learner autonomy.

Language Learning Stations in the EFL Classroom and Learner Autonomy

Through the literature review made for the purpose of this study, I found common concepts in the language learning stations and learner

autonomy that evidence the link between them. Many authors (Diller, 2003; Baker, 2008; and Movitz & Holmes, 2007) state that one of the benefits of working with learning stations is that they foster learners' autonomy. Baker defines learning stations as "separate spaces in the classroom set up to enable students to work independently of the teacher (individually or in small groups) in the completion of self-regulated tasks" (Baker, 2008, p. 22). Diller (2003) points out that one of the huge benefits of using learning stations is that learners will learn to work more independently. Movitz and Holmes state that during the learning stations "students worked independently on self-selected projects" (Movitz & Holmes, 2007, p. 70). According to these studies, it seems that learning stations contribute to the development of learner independent work and detachment for the instructor.

Smith (2003) poses that there are weak versions of pedagogy for learner autonomy and strong versions of pedagogy for learner autonomy. According to Smith's proposition, the weak version of pedagogy for learner autonomy considers that students have a lack of autonomy and therefore they need training in order to develop it. In the other hand, the strong version of pedagogy for learner autonomy assumes that students are, to some degree, already autonomous, then, the strong version focuses on "co-creating with students optimal conditions for the exercise of their own autonomy, engaging them in reflection on the experience, and in this

manner, developing their capacities, which are then brought to bear in further exercise of learner autonomy” (Smith, 2003, p. 131). Under the strong version perspective, autonomy should be seen as an ongoing education goal rather than a product. This implies that fostering learner autonomy is an ongoing process and focuses on the experiential approach since, as a teacher, one cannot simply transfer learner autonomy.

I stand for what Smith (2003) defines as the strong version pedagogy for learner autonomy. The author points out that there is not a particular methodology for promoting learner autonomy but there are a wide variety of methods, approaches and strategies than can be used. My assumption, as a teacher researcher, was that my students may already possess, at some degree, learner autonomy, which was going to be influenced by the implementation of a student-centered classroom strategy called language learning stations.

RESEARCH METHODOLOGY

In this chapter, making reference to the appropriate literature, I will first describe the methodology that framed the development of this research project. Second, I will refer to the instruments implemented for gathering and analyzing data. Third, there will be a description of the five stages that were developed throughout the process of this study. And fourth, I will provide key information on the context in which this project took place, and on the participants who made it possible.

Action research

As this inquiry explored on the implementation of learning stations in the EFL classroom and their influence on learner autonomy, it was conducted as an action research project. Burns (2010) states that action research involves a reflective practice and the teacher as a researcher. According to Burns, the essential idea of action research is to intervene a “problematic situation” in order to transform classroom practices, these transformations should be based on data that the teacher researcher collected. This kind of investigation is immediate to the teaching situation and pursues positive changes and awareness-raising of the complexities of the world of a classroom.

According to Kemmins and McTaggart (1998) (as cited in Burns, 2010) the process of classroom research comprised four stages in a cycle research: planning, action, observation and reflection. Planning is the stage in which the researcher identifies an issue and develop an action plan in order to look for transformations. Action makes reference to the intervention in the teaching situation, it is the informed implementation of the action plan. Observation is the stage that involves a systematic observation of the effects produced by the action stage on the learning context. And reflection is the stage in which the teacher researcher reflects, evaluates, and describes the effects of the action, in order to have more understanding of the issue that is being explored.

A more holistic approach of action research is proposed by Somekh (2006) who states that the definition of action research rests on eight methodological principles. First, this methodology involves research and action as stages of a flexible cycle rather than separate steps. Second, action research implies a collaborative partnership among participants and researchers. Third, as action research involves participant-researchers, it implies the generation of knowledge and understanding of a unique kind. Fourth, action research should start from a vision of social transformation. Fifth, this methodology comprises a high level of reflexivity to the role of the self. Sixth, action research demands explanatory engagement with existing knowledge from different disciplines such as psychology, sociology or

philosophy. Seventh, through the combination of research and reflection on practice, action research produces powerful learning for participants. And eighth, action research places the inquiry in an understanding of broader historical, political and ideological contexts.

Theories about action research from both authors (Burns, 2010; and Somekh, 2006) are grounded on their own practices as experienced action researchers. Burns (2010) provides a perspective focalized in the classroom settings, in fact her book is compilation of several action research experiences from teachers all over the world. In the other hand, Somekh (2006) provides a broader perspective, placing action research as a powerful tool for social change and development. These two perspectives become relevant for the present research project, ever since it is a classroom localized inquiry whose main purpose is not to have social implications beyond the class environment, but at the same time it is entangled with the concept of learner autonomy which is difficult to detach from the broader social and political context.

It is important to clarify that this project was focused on a single cycle of five stages (review of the literature, data elicitation, design and implementation of the learning strategy, data analysis, reflection and elaboration of conclusions) due to the time availability, since the implementation stage was developed at the end of the school year and there was not extra time for repeating the cycle as it is traditionally suggested by

the action research methodology. Also, it is important to clarify that some authors such Richards (2003), claims that action research may be focused on one cycle due to the limitations that may be encountered during the practical application, which is the case of this inquiry.

Instruments for collecting data

In action research there are several strategies to collect data some of them are based on observation and some of them are based on the information provided by the research subjects. In order to find out how learning stations influenced learner autonomy in the EFL classroom, I implemented strategies based on both, observation and non-observation. For collecting and analyzing data, this study followed a mixed research approach, using quantitative instruments, such as surveys and a qualitative method based on class observations and permanent reflection that were recorded on a teacher's log, also learners' self-assessment questionnaires were implemented and taken as a source of data.

General Surveys

According to Nunan (1992), the main purpose of a survey is to “obtain a snapshot of conditions, attitudes and/or events at a single point in time” (p. 140). With the surveys designed for the present study, I addressed the questions towards the enquiry of learners' agency, metacognition, and self-assessment. For the purpose of this study I designed two online surveys, using Google forms: a pre-survey and a post-survey (see appendix 1). The

former was done by the learners before the implementation of the classroom strategies and the last one was done after the implementation. Both surveys were compound of close questions with a scale of frequency (in order to measure how frequent learners present determined attitudes in the English classroom) and open questionnaires which asked detailed information on the learners' opinion and reality. Both surveys were very similar, since I made a comparison of the information the learners provide before and after the implementation of the learning stations. The pre-survey consisted of 16 questions while the post-survey consisted of 19 questions, the post-survey (see appendix 1) included some questions more related to the learning stations implementation. Both surveys were carried out in Spanish for the purpose of comprehension and reliability.

Teacher's Log

This instrument is a notebook where the researcher takes notes about what he or she is observing. The role I took as an observer was what Burns (2010) called the "other observation", which consisted of me observing others, in this case my own students in our EFL classroom. I employed the teacher's log in order to write comments about my students' behaviors while the implementation of the learning stations, in real time. I also used voice recorded notes. I observed the behavior changes and attitudes which could possibly be related to the variables of agency and metacognition, e.g. whether they rely on a partner or whether they look for solutions to a

problem by themselves, whether they were actively taking part of the activities or whether they were not. In the teacher's log I took descriptive notes as well as reflexive notes.

Learners' Self-assessment questionnaires

Nunan (1992) states that the questionnaires allow the researcher to collect data in field settings. This is the main difference between the questionnaires and the surveys. The surveys are made of questionnaires but the variation presented in this research project is that surveys were online-based and learners were allowed to answer them at home while all of the self-assessment questionnaires were answered in the classroom after the implementation of each session of learning stations. The questionnaires (see appendix 2) consisted of five closed ended statements and an open ended question, they were made with the purpose of providing learners with the opportunity to reflect on their learning process and as a source of data as they are evidence of the learners' perceptions in regards whit their own learning processes.

Stages of the research project

This research project was developed in five stages. After the identification of a research problem or need and the definition of the topics that I was going to focus this inquiry, the first stage was the review of the literature in the main domains: learner autonomy, learning stations, and how these two concepts were connected. The second stage was the design

of the instruments for data collection, this stage was implemented throughout the whole process of research: before the pedagogical implementation (pre-survey), during the pedagogical implementation (observation and learners' self-assessment questionnaires), and after the implementation (post-interview). The third stage was the design and implementation of the pedagogical strategy: learning stations. The fourth stage was the data analysis. And finally, the fifth stage was the reflection which ended up in the elaboration of conclusions.

Figure 1 illustrates the stages of this research project as well as the stages that correspond to the action research method.

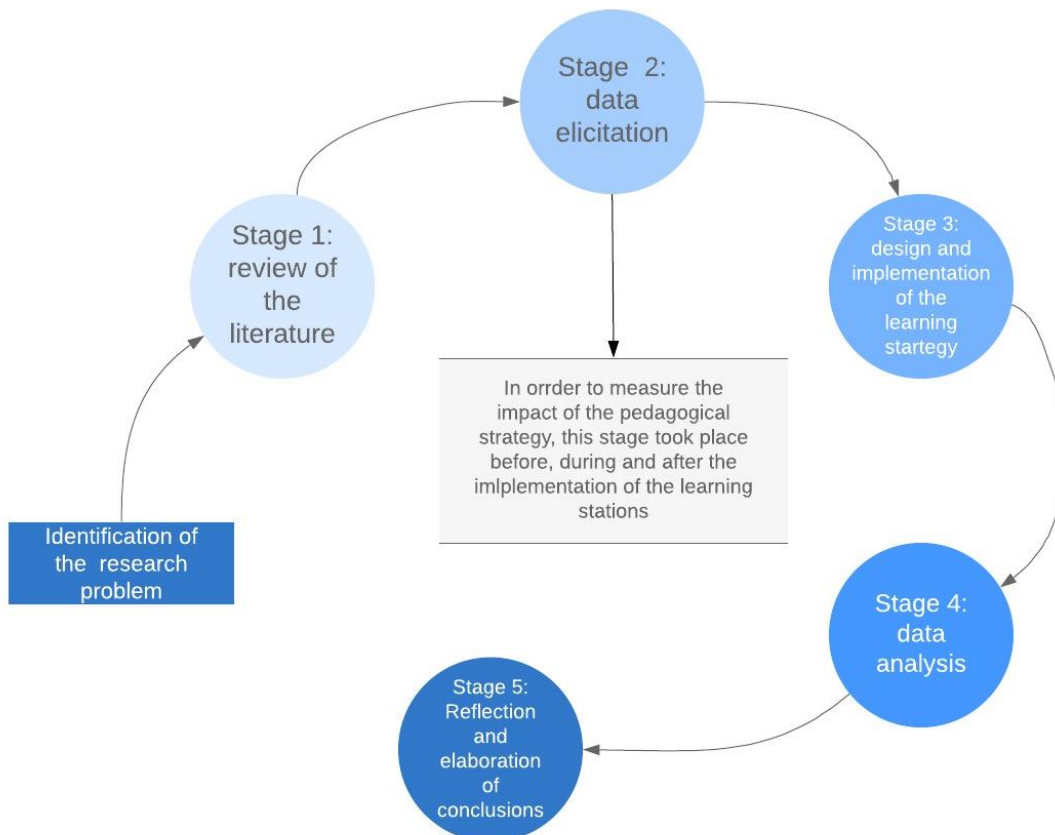


Figure 1. The 5 stages of the research.

This figure illustrates the stages carried out in this research project as well as their relationship with the action research stages mentioned above.

Context and participants

The school

I work as a teacher of English as a foreign language in a public school named Isaías Gamboa which offers preschool, elementary and secondary levels of education. It is a big school attended by around 2.500 students. The school has 5 branches distributed in commune 1, in Terrón Colorado and Aguacatal neighborhoods which are located in a hillside area, near mining exploitation. I work in the biggest branch of the school: Aguacatal branch, in this branch only secondary education from 6th grade to 11th grade is offered. Most of the teenagers that attend Isaías Gamboa School belong to medium-low income families from social class level 1, 2, or 3. This school follows the socio critical model of education. Therefore, the processes of assessment and evaluation are done under the criteria of three main competences: the knowing, the doing, and the being. Isaías Gamboa School aims to educate citizens with profound human values, able to impact their society, and to transform their reality.

The English department

In regards with the English instruction, there are four teachers of English in the school, we all follow the same area plan that is based on the national minister of education references for the teaching of English as a foreign language such as the Learning Basic Rights and Standards for the English teaching. Groups at the secondary level of education, from 6th grade to 9th grade receive three hours of English instruction, but 10th and 11th graders receive two hours per week of English instruction. Students from elementary school receive only one hour of English instruction and they do not have a teacher of English, the homeroom teacher is the one in charge of teaching all the subjects, including English language. In the secondary level of education, we follow the *English, Please!* textbook series by the National Ministry of Education. Other resources such as audiovisual aids, computers, or connectivity are limited.

Ninth graders

During this school year, I have been teaching to 7th, 9th and 10 graders. For the purpose of this research project, I decided to work with students from ninth grade which is a group of 25 students in total, ages ranged from 14 to 17 years old. Among the participants there are 13 girls and 12 boys. This group could be considered as a homogeneous group, since the range of learners' ages is not wide, and there are almost the same number of female students than male students. Also, it can be said that

most of them participate in an active way in the English class, and they all advance at a similar speed. They are a well-behaved group, the environment in the classroom is kind and contributes to the learning and teaching process. Nevertheless, I noticed a general lack of independent work and autonomy among the learners of this particular group. It is also important to mention that I see students from this group in a one-hour class, three times a week. This means we have three classes of sixty minutes each, in three different weekdays.

A usual class with ninth graders would involve the use of the textbook, *English, Please!* We would follow the activities from the book, including vocabulary, grammar, reading, writing, listening, and oral production activities. We would conclude each lesson from the book with a short class project that could be done in groups or individually, this project usually would consist in a creative task that integrates the language content of the lesson, e.g. sketches, oral presentations, posters, recipes, advertisement, letters, poems, or songs. The evaluation and assessment are made according to the pedagogical method of the school, having in mind three dimensions: the knowing, which correspond to the appropriation of the concepts by the learners; the doing, which represents the implementation of the acquired knowledge or concepts; and the being, which comprises attitudes and behaviors of the learners as part of an educational community. Most of the time the classroom organization would

consist of rows, except when they have group work, it is a medium size classroom with just enough room for the group (see appendix 4).

DESIGN AND IMPLEMENTATION PROCESS

In this section of the report, I will focus on a detailed description of the learning stations design and implementation, including the data collection through surveys, class observation, and questionnaires. For the purpose of describing the implementation of the pedagogical strategy, I will narrate the development of each session, and I will refer to significant events related to the attitudes and behaviors that provide information about learner autonomy in the EFL classroom.

Design

For the design of the pedagogical strategy: language learning stations, I decided to work with a whole lesson from the established curriculum, since we are expected to accomplish that program. It is important to clarify that, *English, Please! 1*, the textbook we follow during the school year is hierarchically structured by modules, units, and lessons. Each module is a compound of three units which in turn are also a compound of three lessons each. The lesson that I selected, based on the information of the area plan, was about celebrations around the world. It belongs to a module called Around the World. The learning objectives of this lesson are: to familiarize learners with the language needed to understand in order to produce short descriptive texts about different celebrations; and to value the cultural differences that are present in the different celebrations (MOE, 2016). For

the learning stations design, I used material from the book but also some authentic reading material from a website was incorporated. Besides, learners' opinions (collected in an informal group interview previous to the implementation) about the activities they would like to find during the implementation were taken into account for the design.

Eleven stations were designed with the purpose of covering the content of the lesson. Vocabulary, grammar, reading, and listening activities were done during the implementation but it is important to mention that the main focus was on writing activities. In most of the sessions or classes of sixty minutes there were two stations of 20 minutes each, and at the end of each session there was a time for self-reflection questionnaires. The eleven learning stations were applied during a period of two weeks (six class periods). The planning of each station was done carefully and in detail. All the instructions were presented to the learners in both, orally and in written and all the materials were displayed and available for the students when they arrived to the classroom.

		Class	Learning objective	Station	Materials
Module 4 - Unit 3 - Lesson 3: Around the World Language Learning Stations Strategy	Session 1 Vocabulary and language focus 1 hour	To activate and learn the vocabulary necessary for describing a celebration	Station 1: create poems (group work)	Word bank	
			Station 2: celebrations chart puzzle (group work)	Chart puzzle	
			Station 3: prepositions of place and time (individual work)	Students' Books	
	Session 2 Reading 1 hour	To understand the main ideas from expository texts about different celebrations from Colombia and other parts of the world	Station 1: Reading about different celebrations (individual work)	Copies of the readings and word banks, copies of the graphic organizer for main ideas	
			Station 2: Share and compare the main ideas from the different celebrations (group work)	Copies of Venn's diagram for learners to complete	
	Session 3 Listening 1 hour	To identify specific information from a spoken description of different celebrations (place, time, activities, name of celebration).	Station 1: Draw what you listen (individual work)	Copies of the charts for learners to complete	
			Station 2: Write what you listen (individual work)	Copies of the charts for learners to complete	
	Session 4 Pre- writing a paragraph about a celebration 1 hour	To brainstorm ideas for the text and to organize the main ideas of the paragraph	Station 1: Select a possible topic for creating a celebration (brainstorming)		
			Station 2: The journalist questions. Structuring the paragraph (pair work)	Copies of the graphic organizers	
	Session 5 Writing and revising the paragraph 1 hour	To draft and revise the paragraph	Station 1: Writing the paragraph (pair work)	Notebooks, and notes from previous sessions	
Station 2: Revising and editing the paragraph (pair work)					

Table 1. Design of the pedagogical strategy: Language Learning Stations.

This table illustrates the content of the learning stations as well as their learning objectives, materials and time. It provides a general idea of the organization of the content of the lesson and the learning stations design.

The layout of the classroom was designed having in mind the amount of students in the group and the time available for each session (1 hour). Initially, in the first session I thought that designing three stations of fifteen minutes each would be appropriate, but after the implementation I realized that the time was not enough. Thus, from the second session on, I designed two stations of 20 minutes each. Each station was repeated three times so that the students could group comfortably. In this sense, students were able to work in groups of four or five people and each student would cover both stations in a maximum time of 45 minutes, having 15 minutes of the class available for the self-assessment questionnaire. Also each student would rotate or change from station to station just once, they would rotate in the same group.

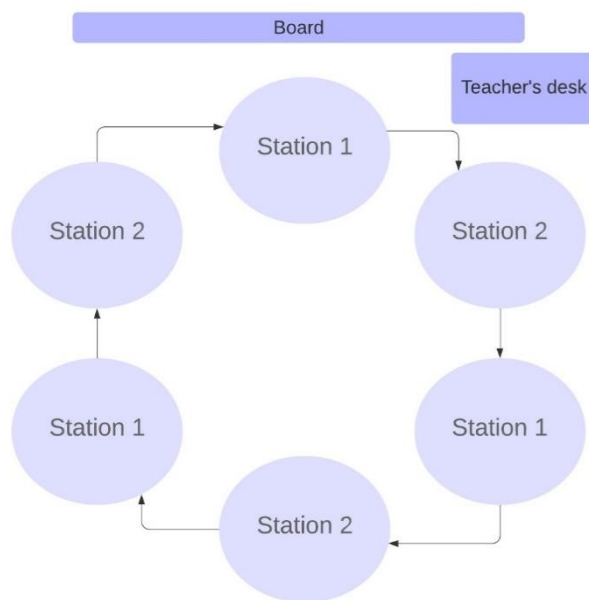


Figure 2 shows the final classroom organization and the rotation followed by the learners during the implementation.

Implementation of the pedagogical strategy: language learning stations

Pre-survey

The pre-survey (see appendix 1), as I already mentioned, was an online survey. It consisted of 16 questions in total, 14 closed ended questions, and 2 open ended questions. The closed ended questions were measured with a frequency scale with five options: never, almost never, sometimes, almost always, and always. The questions were addressed to find out how frequent the learners have attitudes or behaviors related to the variables of agency, metacognition and self-assessment (Teng, 2019; Anderson, 2012; and Harris & Natri, 2007) during the English classes. Question 4, 6, 7, 8, 9, 10, 12, and 14 referred to agency; questions 11, 13, and 15 referred to metacognition; and question 16 referred to self-assessment. The survey was done in Spanish and the answers of all the participants were collected in a period of a week.

Data from this source was collected before the implementation of the learning stations in order to have initial insights to be compared with the information collected after the implementations. Participants were asked to answer the survey with freedom since the answers were not going to be judged (with bad or good grades). As a teacher, I agreed with the learners

that this survey would not have a grade so that they felt free to answer honestly. In order to have all the participants answer the survey, I repeatedly checked who was missing with the attendance list and the information from google forms. The implementation of the learning stations did not start until all the participants had completed the survey. Some of the participants did take longer to answer, they argued that they did not have access to phones, computers or internet connectivity

Session 1

This was the first experience with learning stations for both, participants and myself as a teacher researcher. At this time, I had talked to my students about what we were going to do, they were aware that we were having a new strategy in the English class and they were aware that we were doing it with the aim of having an impact on learner's autonomy. By the time they arrived to the classroom they found the stations already organized and all the material on their desks. I asked them to sit wherever they felt comfortable and with whoever they wanted to be in the stations.

This session had a as learning objective to activate the vocabulary needed for understanding and producing short descriptive texts about celebrations (verbs, nouns and adjectives from the domain of celebrations, and months, prepositions of place and time to talk about important dates). Session 1 was designed for learners to complete three learning stations of 15 minutes each but it was not possible because we did not have enough

time and students worked slowly as they understood the strategy. We only had 60 minutes and it took more than 20 minutes for the learners to complete 1 station. As the class was going on, due to the lack of time, I decided that they were going to complete only two of the three stations. We reviewed the activities from this session in a whole-class instruction lesson so that learners had the necessary input to start the second session (reading about celebrations).

Session 2

In order to improve time management and to have a more comfortable rotation, for this session (and the rest of the sessions) I designed two learning stations of 20 minutes each. This session was focused on reading and its learning objective was to identify the main ideas of the texts and share them with their partners. For this session, I included some authentic material, I selected 6 one-paragraph readings about different important celebrations around the world that were not mentioned in the text book. Station number one involved individual work, each student was assigned a different celebration, thus each student had to identify the main ideas of the text and write them using a graphic organizer. Station number two involved cooperative work, they had to complete a Venn's diagram with the main ideas of the celebrations they read about. Before starting this session, conversations with students about the importance of using the class time wisely and taking part in the activities took place.

During this session, time was managed in a more appropriate way, all of the participants had the time to complete the proposed stations, few of them did not finish (3 participants) because they were doing other activities not related to the class. Also the process of rotation was more comfortable (they had the idea of leaving backpacks in a different place of the classroom and take with them only the necessary material to work in the stations). The majority of the participants seemed engaged, this time they did not ask too many questions to the teacher as I told them to refer to the written instructions when they had doubts about the procedures. They also were using support from their partners and relayed on materials such as the bilingual dictionary, on their own initiative.

An important event to highlight during this session was that one of my students who has been mostly passive and unfocused, who regularly complained of the English class, saying that "*it is too difficult*", and who spent a significant part of the class on his cellphone, was making important attempts to do something in the class. He approached me asking for help and for the first time in the school year I saw him engaged in a class activity, at least trying to do something. I believe this new behavior has to do with the dynamic that learning stations brought to the classroom since they are always working around their partners, then it is easy for the ones who do not work, to get in the rhythm of working, as it is something contagious.

Session 3

This session was focused on listening. I used the material from the textbook series. The listening consisted of oral descriptions of some celebrations. Participants had to identify specific information (what celebration, where it was celebrated, who celebrated it, when it was celebrated, and why it was celebrated) as they listened. In one station they had to register the specific information by writing, and in the other station they had to register the information by drawing.

Session 4

During sessions 4 and 5 we worked on writing a paragraph about a celebration, created by the learners. This session was focused on the pre-writing part of the process. Since the students arrived in the classroom, I asked them to group in pairs, since the production of the paragraph was going to be done in groups of two. Station 1 consisted of a brainstorming list and Station 2 consisted of responding to journalist questions, having in mind the new celebration. Both stations on this session were focused on prewriting activities. They were encouraged to use their notes from the previous sessions, and to find unknown vocabulary in the dictionary.

During this session, learners were motivated to create their own celebration and write about it. Some of them expressed their concerns about writing in English because they felt they were not able to do so. I did not pressure them that hard on the English language in this first part of the

writing process because I wanted them to be creative, I even allowed them to write in Spanish what they could not write in English and allowed some time to find a way to express those ideas in the foreign language. I observed most of them felt confident by working with partner, they relied more on themselves and their peer than on the teacher. Most of them achieved the objectives of both stations, which means that time management and concentration had improved.

Session 5

During this session the focus was on the production of the paragraph. I made emphasis on producing a short and coherent paragraph with good use of punctuation, spelling and grammar. The first station was about making the first attempt to write a paragraph about the celebration they had created and the second station was about editing this paragraph. In this session there was no rotation, they all were in station number 1 at the same time and in station number 2 at the same time, since in this case it was not possible for some learners start in the second station which corresponded to the editing part. In order to edit they should have first written a paragraph.

In the final session some learners finished before others, most of them expressed that working through the stations gave them the necessary input to produce the paragraph with less difficulties. Some others needed more support and help from the teacher but were equally engaged in writing their

paragraphs. Most of them finished this session having a paragraph about a celebration that was created by themselves. The writing process required a lot more support from the teacher than was required in the sessions focused on other language abilities.

Self-assessment questionnaire

During each of the five sessions we took the last 15 minutes to answer a self-assessment questionnaire (see appendix 2). The questionnaire was made of five to six closed ended statements and one to three open ended question. The closed ended questions were addressed to make learners reflect on their own performance in the class in regards with the attitudes related to learner autonomy. They had to grade themselves on a scale on how well they performed, the items of the scale were: excellent, very good, good, and need to improve. The open ended questions asked learners' opinions on the learning stations and their performance.

Post-survey

The post-survey was almost the same as the pre-survey. The only difference between them is that the post-survey had two more close ended questions about the work with the stations and one open question about the language learning process. These new questions were made to know learners' opinions about the implementation of the learning stations and about how they had affected them. The post-survey had a total of 19 questions. Question 4, 6, 7, 8, 9, 10, 12, and 14 referred to agency;

questions 11, 13, and 15 referred to metacognition; question 16 referred to self-assessment; and questions 17,18, and 19 referred to learners' opinions on the learning stations. The data from this source was collected in a period of one week.

RESULTS, ANALYSIS, AND DISCUSSION

In this chapter I will present the most relevant findings of this research project, the findings will be grounded on the evidence (data) and the appropriate literature. The first category of learner autonomy I will make reference is agency, then I will focus on metacognition, and finally I will refer to the learners' self-assessment process.

Agency

As Teng (2019) states, agency has to do with the role of the learner as an active agent in learning a foreign language, and with the learners' choices on taking action or on not in order to achieve an objective, in this case, a learning objective. I will make reference to the main findings regarding learners' agency. After the implementation of the learning stations, the analysis of the data revealed that learners: a) became more independent, b) felt that they had more incidence in their own learning context, and c) took more advantage of the instruction time in order to learn.

Figures below support the statements just mentioned. The blue color represents the results of the pre-survey (before the implementation of the learning strategies) and the red color represents the results of the post-survey (after the implementation of the learning stations). Figures 3, 4, 5, 6, 7, 8, and 9, illustrate the comparative results of the questions from the surveys related to agency.

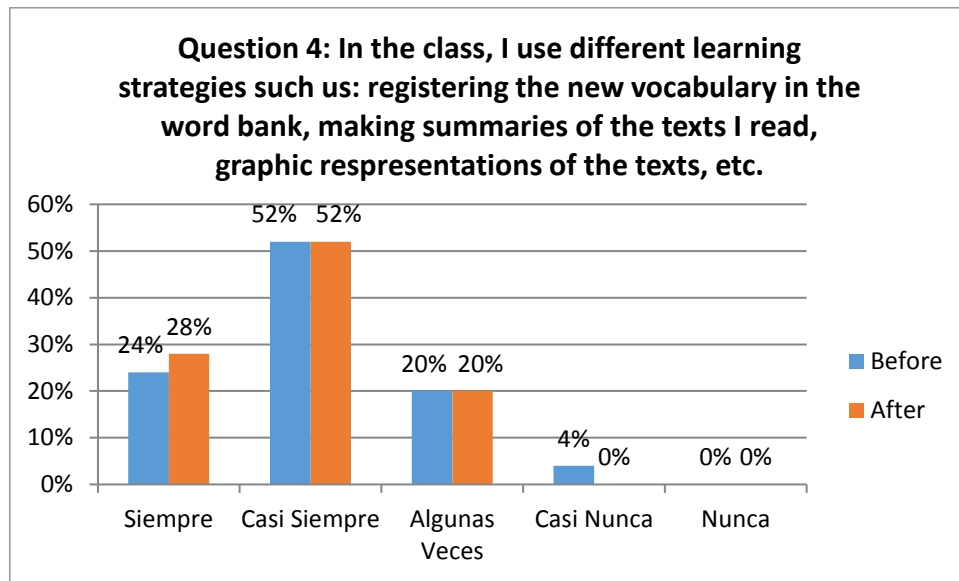


Figure 3. Comparative results of question 4 from the pre-survey and the post-survey.

The figure demonstrates that more participants always relied on several learning strategies after the implementation of the learning stations than before it. Also the number of participants who reported almost never using learning strategies decreased from 1 to 0. And none of the participants reported never or almost never using learning strategies after the implementation of learning stations.

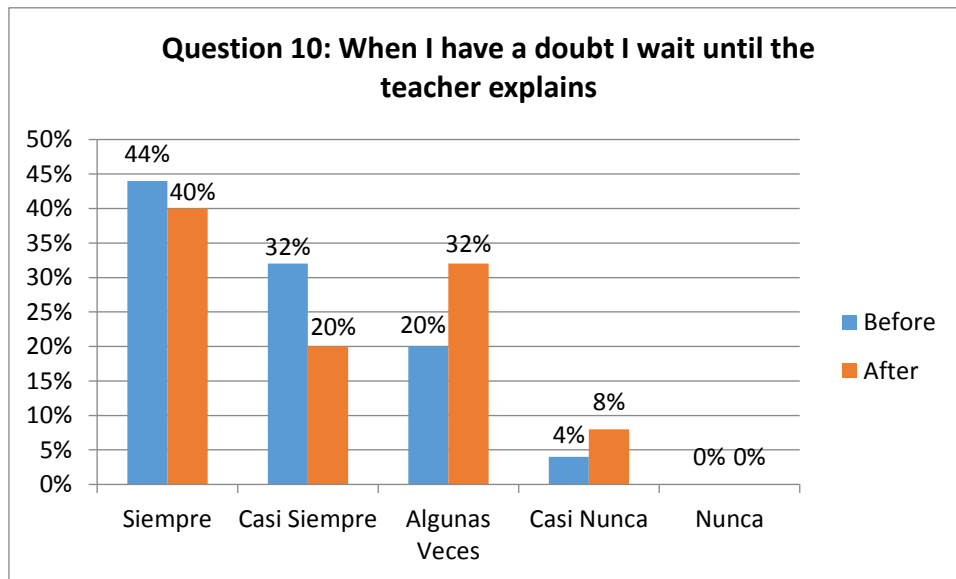


Figure 4. Comparative results of question 10 from the pre-survey and the post-survey.

Figure 4 shows how participants were more independent as they reported that, after the implementation of the learning stations, they relied less on the teacher, waiting for her to explain or to solve the problem. They took different actions that led them to a more independent dynamic during the English class. This was also observed during the classes. During the first station students did not start to work until all the questions had been answered by the teacher. During the last sessions, students went back to written instructions or found what had to be done with their partners.

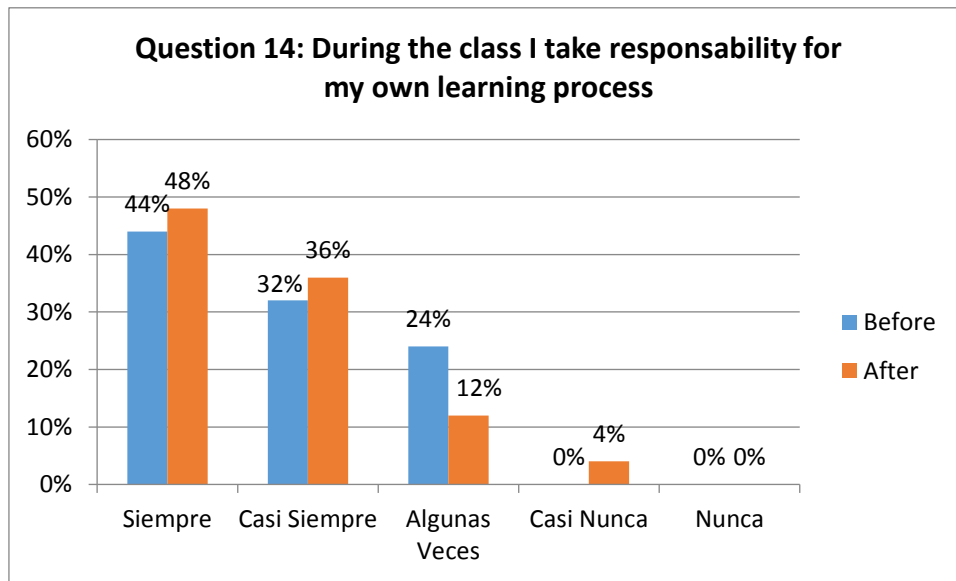


Figure 5. Comparative results of question 10 from the pre-survey and the post-survey.

Figure 5 shows that, after the implementation, most of the learners always and almost always had the feeling of being responsible for their learning process. It is also observable that, after the implementation, one participant reported that he/she almost never took responsibility for his/her own learning process, which may indicate that working with the learning stations made him/her realize that there was a situation that needed to be addressed in order to improve.

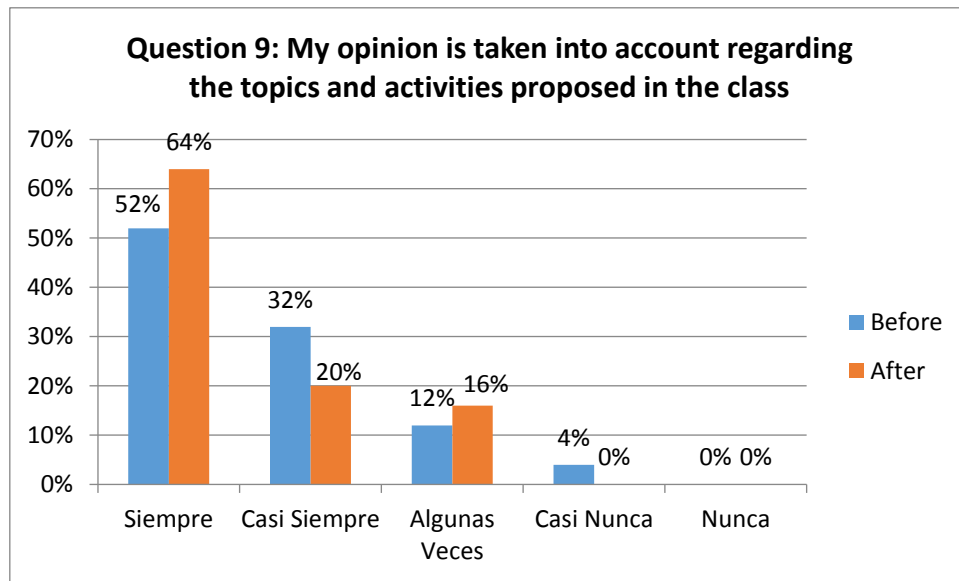


Figure 6. Comparative results of question 9 from the pre-survey and the post-survey.

Figure 6 shows that after the implementation of the learning stations, more participants felt that their opinions and preferences (collected during the informal group interview previous the implementation) were included in the class, thus they have more incidence in their learning context.

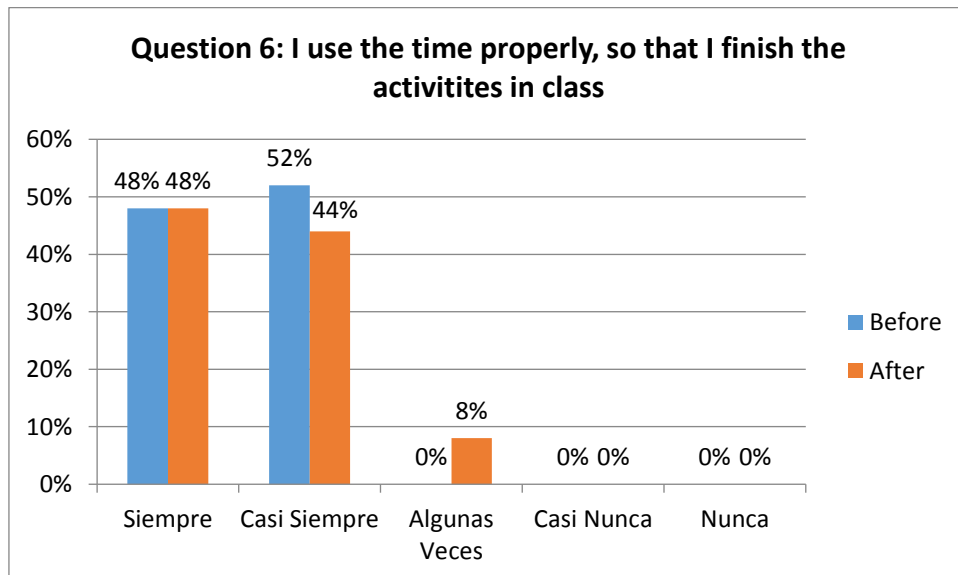


Figure 7. Comparative results of question 6 from the pre-survey and the post-survey.

In general, figure 7 shows that participants used the time of the class more appropriate before the implementation than after it. This result may have various interpretations. First, learners realized they have more control of the time before working with learning stations because, although the rhythm of the class was set by the teacher, the class did not advance until everyone was at the same point, while working with stations provided them with the power of using the time as they wanted, and they were not used to doing so. Second, as learning stations provide more learning opportunities than a whole-class instruction, they had problem to manage the time to accomplish the proposed activities. In fact, as I already mentioned, time was something difficult to manage for all of us at the beginning of the implementation. A positive result to highlight is that they may have realized that timing is a key factor in order to achieve a learning goal.

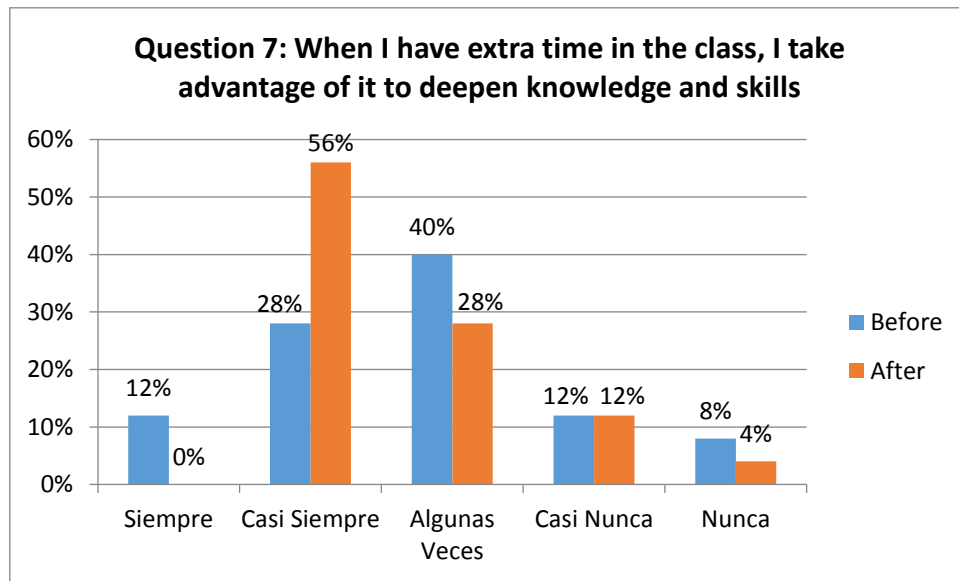


Figure 8. Comparative results of question 9 from the pre-survey and the post-survey.

Figure 8 shows that after the implementation of the learning stations, the number of participants who never took advantage of the extra time in class decreased. Also, it shows that more than half of participants reported to almost always use their time wisely. In general, it can be said that participants took more advantage of the extra time in classes in order to have more learning opportunities.

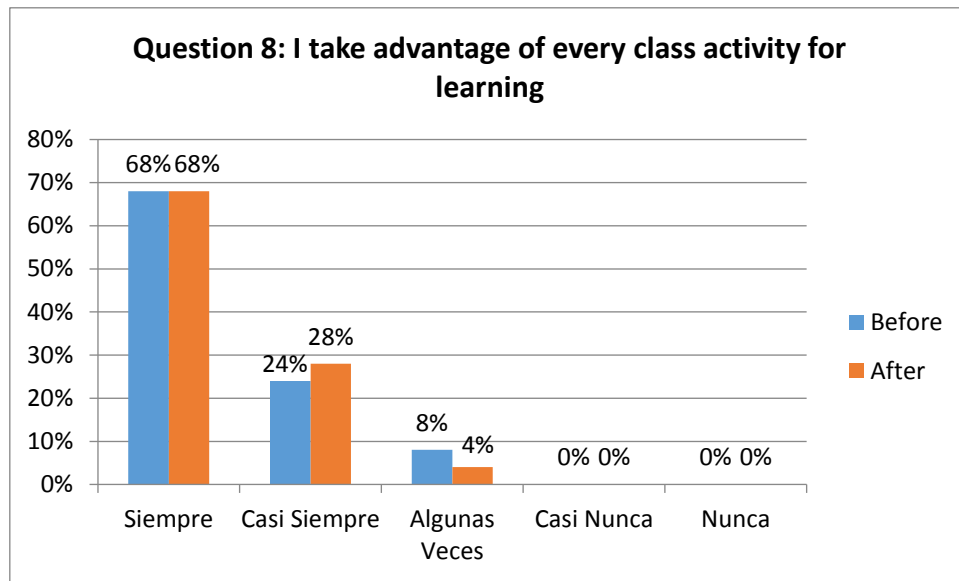


Figure 9. Comparative results of question 8 from the pre-survey and the post-survey.

Figure 9 shows that there was a slight change in the perception of the participants regarding the advantage they took in the class for learning. This demonstrates that, in general, a high percentage of the learners had the feeling of being active learners, and this perception increased after the implementation of the learning stations. It can be said that more participants took action towards the learning objectives.

The first experience with the learning stations was different from what I had expected, participants were not used to this classroom organization (neither was I) and rhythm of work was slow but productive (because stations definitely keep them on working all the time). We had difficulties with time management and even with the physical space for rotating. Although instructions were given in written form and orally, learners had

many questions that were, in this first attempt, addressed to the teacher. Most of them achieved to finish two of the three stations but a few of them did not finish the activities of any of the stations. They all completed the self-assessment questionnaires of this session. The classroom seemed messy and loud but participants who finished the activities seemed to be engaged with the puzzle activity and with the creative task of writing poems. Most of them were excited to have this new experience.

During session three, the rhythm of the class felt more natural than in the previous sessions. Participants achieved the objective of both stations. They said they found the listening activity challenging but interesting. I observed a gradual improvement of time management, class rhythm, and engagement. I observed they were using strategies such as connecting to previous knowledge, or social strategies such as comparing their answers with their partners' answers.

Another important finding within this category is the remarkable shift in the behavior of one of the participants who used to be an apathetic student in the English classes. During the implementation of the learning stations, he portrayed some behaviors that could be translated as agency, since it was the first time, during the school year, that I observed him making attempts to learn anything on his own. This unexpected change of behavior might be linked to the social dimension of agency. Teng (2010) explains that it seems the agency of an individual emerges when this

individual not only receives from his or her context but interacts with it. In this case, the new context within the learning stations provided opportunities to this participant for interaction (with the context itself and with his peers), leading him to take action in the class.

As for agency and based on the analysis of the surveys and the observation notes, it can be said that during the implementation of the learning stations, participants in general interact more with their context. This interaction resulted in individuals with more behaviors towards agency such as taking action to rely more on other available resources and strategies (different to the teacher); having more incidence in their learning context, as their opinions were taken into account and contributed to the development of the learning strategy; being more aware of the time of the class, and taking more advantage of it to take the most out of learning opportunities. In general, participants demonstrated to have a more engaged and active participation in the class and more importantly, some of them seemed to start to be aware of the importance of taking actual and conscious action when learning. They realized about their agentic power. As one of the participants mentioned in the post-survey: “to learn a new language, although there is a teacher in the classroom, it takes great courage from you in order to improve, learning stations ensures that one is dedicated (to the improvement)”.

Metacognition

According to Anderson (2012), metacognition is related to the awareness of the learning process, in this case, the awareness of language learning, the process of learning to learn. Figures 10, 11, and 12 illustrate the comparative results of the questions related to metacognition from the pre-survey and the post-survey.

Figure 10

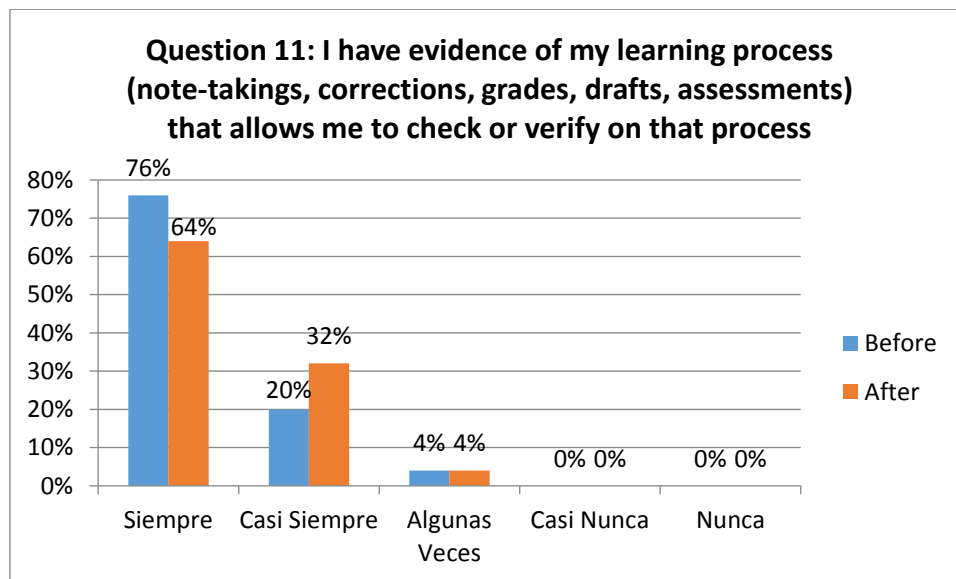


Figure 10. Comparative results of question 11 from the pre-survey and the post-survey.

Figure 9 shows that most of the participants keep evidence of their learning process but there was a slight decrease in the frequency after the implementation of the learning stations. This might be seen as an unexpected result but what can be emphasized here is that the feeling some

of them have of not keeping as much evidence as before is because participants were facing a new learning context and they were trying to cope with it.

Figure 11

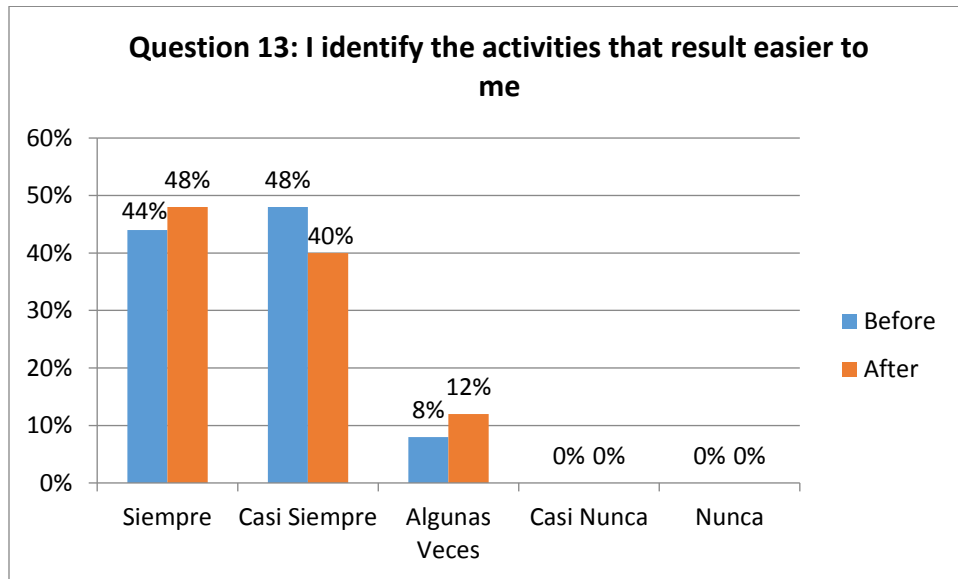


Figure 11 Comparative results of question 13 from the pre-survey and the post-survey

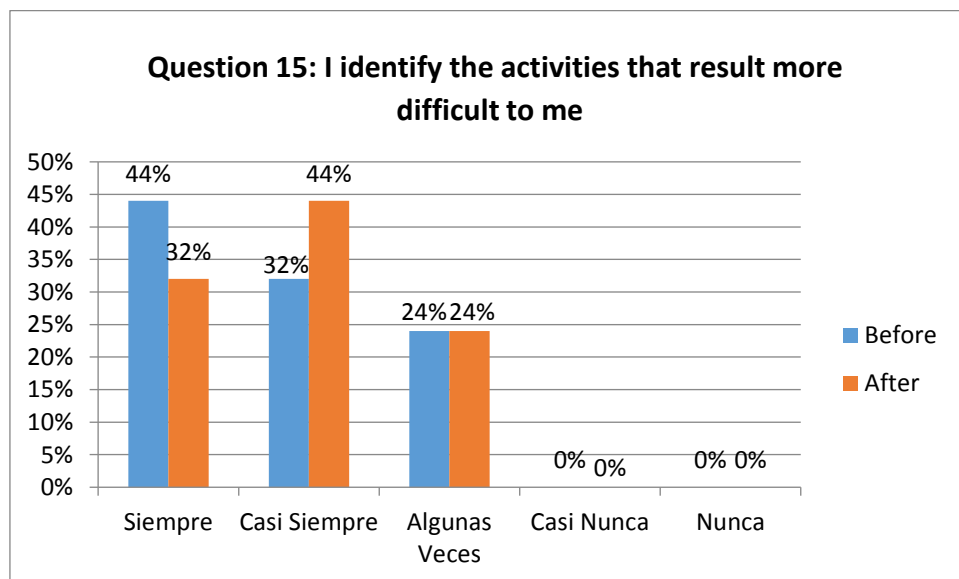


Figure 12. Comparative results of question 15 from the pre-survey and the post-survey.

Figure 11 shows that almost all of the participants identified the activities that were easy for them after the implementation, almost as much as before it. I had expected a more significant raise of the frequency under this statement because we did self-assessment after each session of learning stations in which participants were often asked about the activities that were easy or difficult for them. As well as in figure 11, results from figure 12 indicate that a high number of participants always or almost always identified the activities that resulted more difficult for them, but after the implementation the frequency of always slightly decreased to almost always.

From the class observation, I can say that learning stations and the self-assessment process allowed participants to be more aware of the way they learnt. For instance, in the session focused on listening they had to process the same information (a short spoken text) in different ways (by writing and by drawing), many of them made the comparison and identified which form was easier or more difficult for them. Likewise, participants outlined in their responses of the open-ended question from the post-survey (see appendix 5) that learning stations had helped them become aware of their individual capabilities and weaknesses (beliefs of themselves as

learners); identify the strategies that best worked for them, “the best way to learn”; and become aware of time management (planning).

It is important to acknowledge that, although the figures from this category did not show a much significant change before and after the learning stations, participants did express their opinion on it and they referred to what Anderson (2012) called the key elements of metacognition: the metacognitive knowledge (when participants mentioned that they realized what was difficult or easy for them, or when they pointed at the use of learning strategies), and metacognitive experiences (when participants referred to time managing, or when they mentioned about accomplishing the goals of each learning station). It can be said that there was metacognitive work done by the participants until certain point. Nevertheless, this metacognitive awareness has to be emphasized in a deeper and more explicit way so that participants not only get to identify how they learn, but to critically reflect on that, in order to make informed decisions on their learning process.

Self-assessment

Self-assessment is closely related to metacognition, since it is thought of self-assessment one being able to identify the way one learns and generate awareness on that way of learning. In the pre-survey and the post-survey there was one question related to self-assessment because it was expected to collect data from this category through the self-assessment

questionnaires that were developed at the end of each session of learning stations.

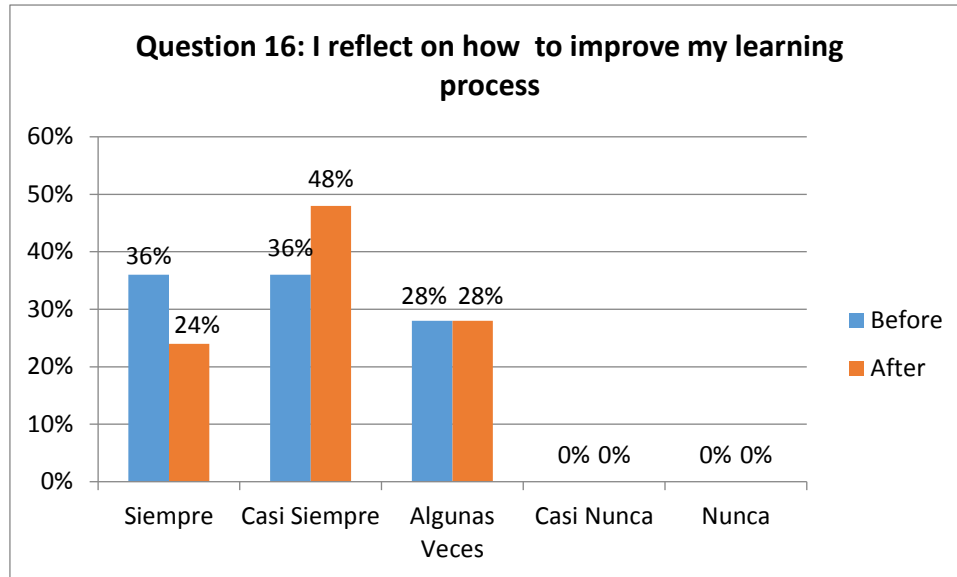


Figure 13. Comparative results of question 16 from the pre-survey and the post-survey.

Figure 13 shows that many participants always or almost always reflect on how to improve their learning process. It seems that with the implementation of the learning stations the frequency of reflecting on how to improve their learning tended more towards the item “almost always”. Although this question is not exactly about self-assessment, it is related to the process of taking action or planning to take action after one has identify one’s weaknesses or strengths.

It is important to acknowledge that participants from his context are used to self-assessment practices since the evaluation system of the school requires a mandatory grade that comes from self-assessment. When

participants self-assess their learning process in the English class, we do it using a rubric and a personal interview, this process is made once every academic term, which means three times per school year. They have to grade themselves according to the items of the rubric and then (in a personal interview with the teacher) they justify the grade they gave themselves and talk about what they have to do in the next academic term in order to improve. Learners keep the rubric in their English notebooks as well as the memories from the personal interview, especially from the activities they have to do or not to do in order to have better results. This is the reason why they reported reflecting on how to improve learning on high scale of frequency, even before the implementation of the learning stations.

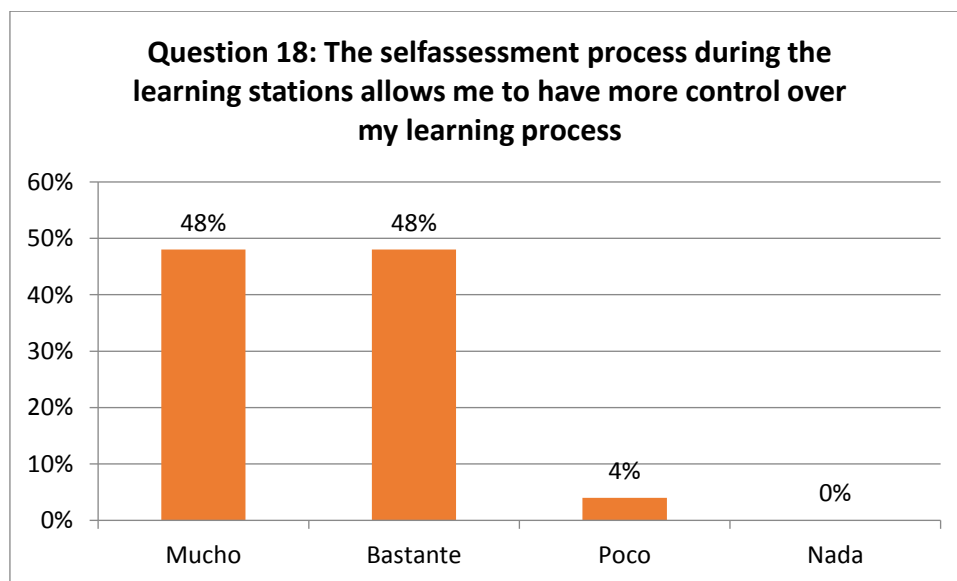


Figure 14. Results of question 18 from the post-survey.

After the implementation of the learning stations, most of the participants reported that they felt with more control over their learning

process, which is consistent with their opinions of the open-ended question from the post-survey (see appendix 5). They said that the self-assessment done in each session helped them identify their weaknesses and strengths, become aware of their time management, become aware of their responsibility as learners, and recognize the importance of group work. Again, it is a relevant finding that participants get to recognize aspects of their learning process but it is not sufficient. It is necessary to take the time to help them critically reflect on the aspects that they already recognized.

I observed that questionnaires from the two first sessions were made by the participants carelessly, with the objective of fulfilling the requirement of the teacher. But as the sessions were being developed, I had talks with the group about the importance of self-assessment, creating some awareness on this subject. At the end the self-assessment questionnaires were more thoughtfully developed by the learners.

Learner autonomy and language learning stations

After analyzing data from the three categories of this research project (agency, metacognition, and self-assessment), it can be claimed that the strategy based on learning stations is appropriate to promote learner autonomy in the EFL classroom. This general statement can be done based on the results from the pre-survey and the post-survey which are consistent with classroom observation and participants' opinions and perceptions.

Also, the results are consistent with the literature on the field of learning stations (Diller, 2003; Smith, 2003; Movitz & Holmes, 2007; and Baker, 2008), which documents that they promote independent work and learner autonomy.

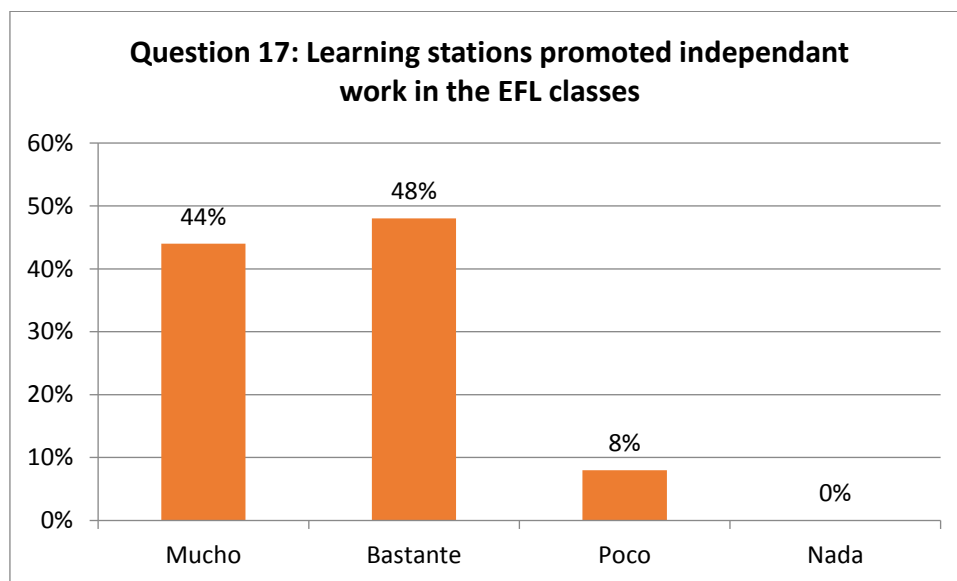


Figure 15. Results of question 17 from the post-survey.

Figure 15 illustrates the perception of the participants regarding the relation between learning stations and independent work. Most of the participant felt that learning stations promoted the independent work in the EFL classes.

CONCLUSIONS

In this section, I will elaborate the main conclusions after having this experience as a teacher researcher. First, I will refer to the research questions that motivated this research project as well as the research objectives. Second, I will talk about my position as a teacher after having this experience. And third, I will propose topics and questions that emerged to be taken into account for further research.

The answer to the main question that motivated this research project is the confirmation of an assumption. It was, in fact, observable from first hand that a classroom strategy based on learning stations does promote learner autonomy and independent work. This confirms what other authors (Diller, 2003; Smith, 2003; Movitz & Holmes, 2007; and Baker, 2008) have already claimed. This answer led me to a subsequent answer which has to explain how and why learning stations support learner autonomy.

A classroom strategy based on learning stations is supportive of learner autonomy because it places the learners at the core of the learning process and it provides opportunities for them to really interact with their learning context as it implies cooperative work (interaction with peers and teacher), differentiated instruction (variety in the activities, addressing different learning styles), and incidence on the learning context (learners have some freedom to define the content and activities). Learning stations

provide more possibilities than the traditional class because they enable learners to have more options to make choices. Basically, this strategy is supportive of learner autonomy because it is an active-learning based strategy.

Due to the learner-centered approach of learning stations, it can be said that they are ideal for a teacher who is concerned about learner autonomy and wants to intervene in order to explore on this topic. With this research project, I have presented evidence that the strategy based on learning stations is useful for the particular purpose of influencing learning autonomy but it might not be the only one. I want to highlight that the part of the process, besides learning stations, that aligned learners and the teacher with the concept of autonomy, was the self-assessment and the reflection done about learning, which is important to keep having in the EFL classroom (better if it is under a student-centered approach).

Being a teacher researcher, as well as implementing a learning strategy through stations, has changed my perception of my role as a teacher and the role of my students. First, I have to mention that learning stations are ideal for contexts in which there are large groups and lack of resources, they are great for the teacher to monitor on all the learners while they are working. It is true that planning stations is more demanding than planning a whole class instruction, but it is worth it. Second, I know for sure that I am not going to go back to the whole class instruction (solely)

because I want my students to be aware that they are the most important actors in the process of learning. And third, I perceive my students as more capable learners, since under a student-centered strategy the teacher has to step back so learners' abilities are able to come to light.

This classroom research done on learner autonomy is relevant. Even though measuring autonomy is still a challenge, and instruments to do it need to be refined (or created) according to the context, it is possible and important. This research project was a first attempt that needs to be continued in the future, since developing learner autonomy is a long process, and such process should attempt to connect learner autonomy with what Benson (2010) has called autonomy in life, in which individuals are able to conduct the course of their lives in general, not only in a learning context.

In this sense, the questions that emerged from this experience and to be addressed in further research are: what other kinds of learning strategies promote learner autonomy? How can teachers promote self-assessment and critical reflection in the EFL classroom? Is learner autonomy a possible cross-curricular content? To what extent are we (teachers and directors) giving freedom or power to learners to have incidence in their own learning context? Are learners' opinions and perceptions taken into account for curricular design? And, are those apathetic learners disconnected from school or is the school disconnected from them?

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APPENDICES

Appendix 1: surveys

Pre-survey:

https://docs.google.com/forms/d/e/1FAIpQLSdindBFxKeH1DqOrj9-2Iow4RSWuMRkPISAQqFJxMHfiLNeeg/viewform?usp=pp_url

Post-survey:

https://docs.google.com/forms/d/e/1FAIpQLSfApcExmcMaULcoeKw0w_Vs9UIfXlxQa0nJyd-IPTOO91o0ZA/viewform?usp=pp_url

Appendix 2: Self-assessment questionnaire sample

Fecha:

Sesión 2 – Reading - Autoevaluación Nombre: _____	Necesito mejorar	Aceptable	Bien	Excelente
Cumplí con el objetivo general de la sesión y con los objetivos de cada estación				
Administre el tiempo de la sesión efectivamente. ¿Por qué?				
Utilicé estrategias de comprensión de lectura como activar el conocimiento previo del tema, hacer predicciones sobre el tema, utilizar las palabras aprendidas en las estaciones anteriores (Word bank) y las que se parecen al español, hacer apuntes, sacar las ideas principales o seleccionar el vocabulario nuevo. ¿Otra?				
Identifiqué las actividades que más contribuyeron a mi aprendizaje y las que no. Contribuye más: Contribuye menos:				
Trabajo de manera individual				
Trabajo de manera grupal				
Opinión sobre la sesión de hoy				

Appendix 3: Learning stations plan sample

Session 1: Tuesday, October 1st 2019

Vocabulary and language focus

Teacher objective: Introduce key vocabulary for the lesson

Learner objective: Activate and learn vocabulary for the lesson: celebrations around the world

Session 1: Focus on vocabulary and language	Procedure	Vocabulary	Materials	Time
Station 1: Write a poem	Learners have a word bank and use it for creating a poem, they should analyze known and unknown words and they decided if they work in group or individually	Word Bank: Festival, celebration, to celebrate, place, time, activities, carnival, countries, to visit family, to have, presents, traditional food, holiday, to give presents, to receive presents, dance, to go on holiday, to wear costumes, to set off fireworks, to get together		15'
Station 2: Charts	Learners develop the puzzle chart, completing the missing parts of it according to each celebration. After solving the chart, learners summarize the information of the celebrations in the individual chart	Celebrations: Saint Valentine's Day, Carnival, Independence Day, Halloween, Easter, Thanksgiving Day, Chinese New Year, Christmas	Copies of the puzzle charts, copies of the individual charts	15'
Station 3: Grammar focus – prepositions of time and place	Learners solve the grammar exercises from the copies individually Then they discuss and compare their answers with a partner	Prepositions at, in, on, ordinal numbers, months of the year, days of the week	Copies of the grammar exercises	15'
Self-assessment	Learners self-assess their performance based on a rubric		Copies of the self-assessment rubric	10'

Appendix 4 picture of the usual classroom layout and learning stations layout



Appendix 5 Corpus: participants' opinions (question 19 from the post-survey)

P1: Puedo identificar cuál tema me fluye más, la dinámica de cambiar estación y pasar de un tema a otro y adaptarse a la actividad propuesta

P2: Pues me pareció bien porque es otro modo lúdico de aprender inglés Saliéndonos de la rutina. Me gustó mucho porque puedo también implementar cosas q se aparte de lo q eh aprendido en clase

P3: Pude conocer más palabra más cosa

P4: Me gustó mucho que pude poner en practica mis capacidades u conocimientos

P5: Las actividades fueron muy dinámicas y se tuvo en cuenta que en algunas ocasiones se nos facilitó realizarlas gracias a los workbank, o incluso a clases y actividades que se realizaron anteriormente. Por ello, pienso que además de poner en práctica lo que hemos aprendido también fue como una "prueba" de aprendizaje para el grupo.

P6: Me parece una actividad muy buena, está fuera de las clases a las que estamos acostumbrados (fuera de la rutina) nos ayuda a mejor el trabajo en equipo y el trabajo individual, es otra forma de aprender, hicimos gráficos, escucha y otras cosas.

P7: Aprendí a trabajar en equipo y siempre cuando no se o se me olvida una palabra de inglés hoy y la buscó en el wor bank

P8: El haber hecho partícipe contribuyo a mi aprendizaje ya que me enseñaron nuevos conocimientos y contribuyeron a mi desarrollo como persona al saber cuál es la mejor manera para aprender a mí misma y que se me dificulta, también tuvo una gran ventaja y ayudo a saber el valor de trabajar en equipo tener autonomía a la hora de aprender y convivir mejor en el salón de clase

P9: Que me ayudo a entender y aprender palabras desconocidas y a aprender por medio del audio lo que tengo que escribir

P10: Me gustó trabajar así, ya que pude conocer palabras nuevas y buscar su significado para aprender más

P11: Lo bueno fue que todos pudimos aportar en cada estación y nos ayudábamos cuando uno no entendía y el otro sí estuvo muy chévere por que fue otro tipo de actividades fuera de lo común y también teníamos el apoyo de la profesora

P12: Estuvo muy buena la experiencia

P 13: las estaciones nos ayudaron a mejorar en la parte individual mientras convivíamos en grupos q promovían el diálogo y las ideas

P 14: En mi opinión, me ayudó bastante en mi proceso ya que pude entender bastante cosas y poner a volar mi imaginación haciendo fechas especiales o días conmemorativos, también me ayudó bastante en mi trabajo personal como saber de lo que soy capaz sin trabajar en grupo, en la opinión grupal me ayudo a tener otro tipo de concepto a la opinión de mi compañero, muchas veces podemos pensar igual como a otras veces no.

P 15: que ayudo más a mi aprendizaje en el inglés con palabras que aún no conocía o que no pronuncia muy bien ahora ya puedo entablar mejor una conversación en ingles

P 16: Me gustó mucho porque pienso que el Inglés se debe aprender obligatoriamente por te va a servir en un futuro... también me gustó el trabajo de las estaciones la cultura!

P 17: Estar más pendiente de la profesora

P 18: Aprendo bastante

P 19: Las actividades de las estaciones estuvieron interesantes, la dinámica que se utilizó con las estaciones de auto-evaluación ayudo mucho, los puntos a mejorar deberían ser el tiempo.

P:20 Para aprender otro idioma por más que allá un profesor requiere mucho tu valor por mejorar, estas estaciones ayudan a que te empieces a dedicar

P 21: ESTUVO MUY BUENO TRABAJAR EN EQUIPO Y ME AYUDO BASTANTE A SABER PALABRAS O COSAS QUE ESTABAN EN LAS ESTACIONES MAS LO QUE TOCABA HACER

P 22: Lo de las estaciones estuvo bien porque era con tiempo suficiente para hacer la actividad el que no alcanzaba era porque no quería o porque estaba recochando pero las estaciones ayudaron más a entender y a profundizar más en el inglés

P 23: Que hay que ser más activo con el mood de hacer las cosas y buscar soluciones rápidas por el límite de tiempo que nos pongan, que tengo que mejorar un poco con las palabras ya que varias se me han dificultado, y lo que es hacer textos o buscar información ayuda muchísimo a comprender más e igual que la escucha

P 24: Me ayudó a tomar mucho en cuenta mi tiempo... Aprender nuevas palabras me la pase muy bien con esta actividad

P 25: Me gustó mucho este trabajo, aprendí mucho y me ayudo a reconocer más el ingles