

**UNIVERSIDAD VERACRUZANA
FACULTAD DE IDIOMAS**



**Autonomous learning through the interaction with the
media and technological resources in a Self-Access Center**

**Maestro en Enseñanza del Inglés
(Modalidad virtual)**

Reporte de investigación

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Abstract

This study reports the findings obtained by means of questionnaires, interviews and one observation recorded and analyzed employing Grounded Theory. One of the main concerns of the context of the hereby study was the low English level of a group of students enrolled in an English learning program at Universidad Autónoma del Estado de México Campus Amecameca and the core category is related to the level of autonomous learning habits from such students. The research was developed under a series of guiding questions trying to discover the factors avoiding the development of autonomous learning habits and the influence a teacher might have on the development of autonomy so that students could approach a Self-Access Center to reinforce learning. Therefore, this investigation was aimed at identifying the characteristics of autonomous learning, analyzing the impact of the encouragement generated by the teacher in the development of the autonomous learning and exploring the reasons why the technological resources within a Self-access Center strengthen the linguistic competence and foster autonomous learning. From the data collected, three essential aspects can be highlighted: a) knowing the characteristics that generate autonomous learning allows the student to establish his learning moments and objectives from an active role perspective, b) understanding that the encouragement generated by the teacher plays an important role in the development of autonomous learning of students, c) knowing the advantages of the use of a Self-Access Center hopefully generate students' awareness and autonomy.

Key words

Autonomous learning, Technological resources, Linguistic competence, Motivation

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Introduction

This research paper focuses on the implications of the autonomous learning processes of English as a foreign language. Learning a foreign language is a complex process in which the development or performance of autonomous learners is commonly affected by a series of cognitive, contextual and even social factors. For the development of this research, a group of students from the Universidad Autónoma del Estado de México UAEM Campus Amecameca was selected considering their poor English language level with the intention to identify their areas of improvement towards English learning. Moreover, observing their development or learning improvement while they were working under a methodological approach proposed by the university language leader based on the use of alternative and technological resources in an autonomous way within the Self-access Center.

Even though there have been different research regarding English language learning barriers and despite the fact that there have been remarkable papers offering teaching strategies based on experimentation in teaching and learning processes, it is important to consider that every context is different and that all the implications within individual performance might vary enormously from one another; thus, trying to understand the particular learning characteristics of this particular study group resemble as a key point for the construction of this research analysis. It is vital to mention that the programs offered at UAEM Amecameca are designed to provide students with academic elements necessary for their professional development and that one of the most important subjects to be taken during the whole process is English as a foreign language. It is at this stage where a considerable number of students seem to be having serious problems as they are failing the subject due to different factors. Firstly, because the passing score is 8.0 and secondly because there seems to be a great English learning gap in the background of students which may be originated at a very early stage of their learning path.

In order to start setting comprehensible references for this research, it is important to understand that learning English as a foreign language could be regarded by some people as something rather easy and as something extremely difficult for others on the other hand, as stated in an article of a research carried out in México by Despaigne (2010) who declares that the results of her investigation clearly show that a minority of the students interviewed feel great extrinsic motivation in learning English as they are aware of the importance of the

language for professional development; on the other hand, the collected data of the survey she conducted shows that there are also negative perceptions towards learning English, consciously or unconsciously, based on the economic, political and sociocultural problems between the US and Mexico, being these conditions and results a clear foundation for the positive or negative perceptions which may be at the origin of problems in the learning process; it is essential to understand that English language is everywhere around us nowadays and that it is a common issue to talk about it here and there, it is not a secret that this language is visible everywhere in our cities throughout the country covering even the most remote areas; one could say that Spanish language has been bombarded by English words for many years and Spanish native speakers have not realized its impact in their lexical incorporation; in other words, we have been using many English words in our language without really paying attention in the complexity of their pronunciation or the oddity when integrating them to Spanish constructions; for instance, English can be seen in videogames, food services, cinemas, clothing, means of transportation, facilities in town and even in flea markets. Like these and many other examples where English language is present in our lives can be mentioned here, but the most important aspect to be considered for the development of this research, is to focus on the fact that even though we have all those tons of English words and structures incorporated in our language and that they are used regularly with a somehow appropriate pronunciation, Despaigne (2010) declares that it is impossible to spend one day in Mexico without hearing English on the TV, reading it in the newspapers and advertisements, or seeing it on business shop windows (Baumgardner, 2006). The Mexican media uses several loanwords, which are defined as code switching by McClure and Mir (1995) because they are not simply borrowed from English but rather integrated into the Spanish language and even though, people still think that learning and speaking English is something very complicated for them and reject studying or learning English as a foreign language; perhaps the problem is that they consider English language as something not relevant in their lives or something useless or perhaps they have a wrong ideology of the importance of learning English proficiently and this condition generates learning misbehavior so that “La juventud no lee, escribe con pésima ortografía, sustituye el español por expresiones extranjerizadas difundidas por los medios como Bullying, loser, lol, fyi. Etc. Juventud cada vez más angustiada y desconfiada de que la educación resuelva sus problemas. (Treviño & Barajas, 2013, pp.45)

Rationale

This research was aimed at collecting and analyzing information regarding the level of autonomous learning and the development of English language learning of a specific group of students at UAEM Amecameca while they were working under a selection of technology-based strategies. This methodology was proposed by the University language leader so as to promote students' English practice. The proposal was aimed at having students become aware of their language boundaries so that they would gain language mastery by attending spaces outside the regular class as well as helping them practice everything they learned in their regular classes and thus, become proficient users of such language; one of the spaces suggested by the leader is the Self-access Center within the University as it was considered to be a suitable aid in language learning; it is important to focus on the fact that although there are different research on the benefits of using SACs, there seem not to be plenty of information regarding their impact on fostering autonomous learning attitude towards English language; it seems that there is no clear idea of the fundamental elements or the sort of resources to be included in the SAC so that students find an appropriate environment to expand their learning opportunities .

The second most important aspect to be considered in this research is the intention to contribute to the elimination of a gap in teaching English literature regarding the impacts of using SACs as a way to improve English language level as it is expected to do some research on the facts regarding the importance of teachers in fostering autonomous learning and what sort of encouragement is taking place within their classes.

The third aspect to be considered is the great opportunity this kind of research would bring to the researcher since the findings of the study may hopefully contribute to the present literature on fostering students' autonomous learning and aid teachers' professional development in this area.

Objectives

In order to determine an appropriate research methodology, a series of objectives were established so that they might help the researcher orient the development of the researching process; the objectives are:

- 1) Identifying the characteristics which generate autonomous learning in students of English language.
- 2) Observing and analyzing the impacts of the encouragement generated by the teacher in the development of the autonomous learning through the approach to the interaction with the media and technological resources within a Self-access Center.
- 3) Exploring the facts regarding the approach to a Self-Access Center and the extent to which it might strengthen the linguistic competency and foster the foreign language autonomous learning.

Research questions

Along with the established objectives, a series of questions were designed in order to have a broader understanding of the research conditions and phenomena; the research was developed under the following guiding questions:

What elements are involved in the development of the autonomous learning process?

To what extend a teacher may influence on the development of foreign language students' autonomous learning performance?

To what extend a Self-Access Center may influence on the language learner autonomy?

Chapter 1 The learning context

1.1 English learning in Basic Education

It is at this stage where everything seems to start regarding the factors involved in the poor development of students at university level. Based on what the New Mexican Education Policy (2016) establishes for students attending basic education schools in Mexico, teachers are expected to transform the way English is taught; all this needs to be done based on a new curricular design which suggests the creation of learning environments suitable for students to acquire the target language under the guidance of fourteen pedagogic principles so that the teaching and learning processes succeed. Along with such Policy, SEP redesigned the National English Program for Basic Education (NEPBE) created in 2011 and which becomes the English language program to be followed during basic education in our current system; in this program they state that English teaching must start when students are enrolled in the last grade of preschool so that when students graduate from the last grade of secondary school, they would be able to get a B2 English level according to the Common European Framework of Reference for Languages. NEPBE (2016) establishes that during basic education students should acquire the necessary knowledge and communicative skills in order to participate in social practices of the language, that is to say, to participate in social communicative interactions considering the production and interpretation of texts both oral and written in different contexts in communicative situations with native and non-native speakers, developing their auditory and reading comprehension and oral and written expression. They also state that within the multilingual approach, students must develop a communicative competence in order to interact and share knowledge and linguistic experiences. It is important to mention that the Language Standards presented in the NEPBE and which are expected to be reached within 10 years of English lessons are aimed at develop competitiveness in the labor field by the time students graduate as they are expected to be bilingual by that time. However, in spite of being in continuous contact with language inside and outside the classrooms, students seem to fail at learning English proficiently by the time they graduate from Junior and Senior High School; as a consequence of such failure, there have been considerations in order to transform the teaching system, one of the most popular and controversial proposals can be seen in an article published by Moreno (2017) in the Newspaper *El Universal* in which the current Public Education Leader in Mexico, Aurelio Nuño Mayer declared in a conference that:

Lo que más interesa es fortalecer la enseñanza del inglés en las escuelas normales. Así vamos a construir el sistema de educación pública de México sea bilingüe o trilingüe. Esto nos va a llevar tiempo, es un objetivo a 20 años, pero el centro está en el aprendizaje de inglés en escuelas normales, porque eso nos va a permitir que poco a poco, todos los maestros, todos, tengan un buen manejo del idioma

The shocking factor here is that the English language teaching system cannot wait a whole term of twenty years to be fully transformed. This proposal has caused a real concern in my country and even

more because according to an article published by Veronica Garduño in the online Newspaper *Educación Futura*, there was a research study called *Sorry* carried out by the Organization Mexicanos Primero which shows that the 97% of the students graduated from basic education in México do not have enough knowledge of English language structures nor communicative abilities and thus failed the English assessment lead by such Organization.

1.2 English learning at University level

Considering that very few students seem to succeed in learning English by the time they get to University studies, it is necessary to pay attention to what some people are claiming in different online articles and virtual newspapers; they blame the teachers for the poor learning development of English learning of students and even more when they have been attending regular classes for many years. For example Solera (2016) published an article in the Newspaper *Excelsior* in which she presents the information stated by Aurelio Nuño Mayer in a conference claiming that in Mexico not only have the language teaching programs failed but also there is a remarkable problem to be considered as more than the 50% of the teachers in charge of teaching English in Mexico, failed the competencies assessment and although it seems to be a cruel statement, they provide readers with a series of statistics and figures that display such concerning problem.

It is also important to mention the other part, the students, and to find out about what they are doing to gain experience in the language mastery and the development of the communicative skills necessary to become fluent and effective English users by the time they enroll in any University level institution, perhaps they are doing nothing but following course books instructions, attending English classes without really making a profit of them, perhaps they do not have enough opportunities to use language in external contexts and thus, find the language useless, perhaps teachers are not encouraging students to go beyond regular classes and get them to find spaces where they could practice language effectively and improve skills as a consequence or perhaps they are influenced by all of the factors within their context considering that attitudes are learnt, and our perceptions towards languages will be influenced mostly through our parents', teachers' and peers' perceptions, which in turn will be defined based on the social context in which we are living. (Despaigne, 2010 pp. 2)

1.3 The concerning problem in the English teaching and learning process.

A vast number of reasons could be discussed regarding the factors affecting English learning; however, it is essential to understand that becoming a proficient user of the English language is an urgent priority nowadays as the fast globalization has taken over most of the fields we perform in as stated by Cortes (n.d.) and thus, urgent proposals to help students learn English are necessary. The key point for this

research is to focus on the fact that students at UAEM university level are having serious problems with the English level at this stage of their professional development.

Although UAEM curriculum is prepared to offer students a well-designed English language program so that they become bilingual professionals in the field they chose to study by the time they graduate, it seems not to be enough for a vast number of students to gain a proficient acquisition nor use of the English language, all this happens because when they get to the university they have a very low English level and consequently find it difficult to cope with the standards established in UAEM requirements. English is taken within the university in two different Language Centers and their programs coordinated by the Secretaría de Extensión y Vinculación, the most remarkable Center is Centro de Enseñanza de Lenguas Extranjeras (CELe) and the second is Departamento de Aprendizaje de Lenguas (DAL); these two organizations are in charge of the teaching of different languages within the university depending on the Major requirements; it is important to mention that these language centers offer four different languages including English, Italian, French and German; it is important to highlight that the vast majority of students (approximately 80% of the university population) attend English courses organized in terms of up to ten levels (5 years). Both centers work under the standards established by the Common European Framework of References for Languages (CEFRL) in order to provide students with international and professional competitiveness skills and well prepared language users. Most English teachers within these centers are certified by the University of Cambridge with a C1 level and are professionals in the language teaching field.

Even though, UAEM offers students plenty of elements to help them succeed in English learning, a considerable number of students are left behind and get lost in the process as they seem not to have enough discursive neither structural language elements in English so as to be proficiently located in the B2 level of the CEFRL as reported by the Control Escolar office.

Considering this condition, it is a matter of analysis to do some research on the factors affecting success in language learning in order to design a series of additional strategies which might favor students' development and have them reach the expected learnings of the UAEM standards. It is then essential to get to know the students in a deeper way, their intelligence style, their contextual conditions, their cognitive process, their study habits, and more so that an appropriate didactic proposal could be designed within a Self-Access Center in order to cope with their learning barriers and have them become not only proficient language users but autonomous learners.

Chapter 2 Literature review

The most representative theoretical references regarding the factors and barriers affecting English language learning are presented in this section considering from the most general aspects and going gradually up to the particular interests for the development of this research.

2.1 The importance of learning English in this modern age.

Learning English in this modern times has become one of the most sensible aspects to be considered during the whole schooling period and possibly keep learning once graduation has gone by; Vergheze (2007. pp.1) states that “of all the languages in the world today, English deserves to be regarded as a world Language. It is the world’s most widely spoken language... One person out of four on earth can be reached through English”; this statements is also supported by many other scholars; for example Ene (ND, pp. 1) declares that

“Nowadays it is generally acknowledged that learning at least one foreign language is a must. English is the most spoken one all around the world. Whether you are a businessman, an ambassador, an artist or just a tourist traveling abroad, you may easily merge into the local reality, into the surrounding atmosphere, feeling at ease anywhere, provided you know English”

Thus, English has become a crucial element in the education and professional field as a big number of the enterprises, companies, schools, hospitals, etc. are requiring English as a basic skill for professionals to be recruited; Reddy (2016, pp.182) states that “English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce... It’s important in the global market place therefore cannot be understand”, Nowadays understanding and speaking English has become an indispensable ability for everybody who wants to succeed socially, academically and professionally and moreover for those who do research or who work or interact with technology as most of the information available within the World Wide Web is usually written in English; Wendel (2015) declares that “due to the rapid growth of Information Technology especially the world of internet, English Language rules users of Internet. We cannot be effective in the internet world without the English Language” it means that by being able to understand this language people could have access to many information resources depending on their interests, either education, leisure or work: it is a fact that English little by little has become the primary language of the technological age.

2.2 Teaching English in Mexico: A historical overview.

Different researches have shown the importance of learning English around the world, but it is time now to focus on the conditions of Mexico and the way English is taught within our schools; English language teaching has suffered different transformations in the methodological approach ever since it started as

mentioned by Richards and Rodgers (1999), there was a time in which there were only three main elements in the classroom: the teacher as the supreme actor, the students as the receivers of knowledge and the books as the teaching instruments; regarding English teaching in Mexico, it is important to highlight that the so called *Lengua Extranjera* has been taught in our country for many years since it was declared as part of school subjects IN 1926 but became of a deeper consideration until 1993 in the Reforma Integral de Educación Básica (RIEB), in such Policy, the teaching of English subject was established compulsory for Junior and Senior High schools but not for kinder Garten neither elementary schools; ever since, there have been some other English teaching organizations such as the Asociación Mexicana de Maestros de Inglés and different universities which open their institutions so that everybody would be able to study this language; SEP and ILCE launched a program called “SEPA-Inglés” for adults and then the British and American Embassies through their most remarkable Universities had an open access to certify the level of English in Mexico.

In the year 2007 and based on Acuerdo 592, which regulates and articulates Basic Education in México, experts in the field of education agreed to create a program which offered Basic Education students an structured way to learn English based on a series of specific competencies to be acquired gradually; there were some projects regarding this proposal and in the year 2009 they created a prototype program called the National English Program for Basic Education which was finally inserted in Basic Education until 2011 (NEPBE, 2011), such program was divided in four syllabus cycles; the first syllabus cycle organized the competencies and contents students from the third grade of Kinder Garten up to the second grade of elementary school might get, the second syllabus cycle covered the third and fourth grade of elementary school, the third syllabus cycle covered the fifth and sixth grades of elementary school and the fourth syllabus cycle corresponded to the three grades of Junior High school. The program seemed to be well organized but there was a big problem at that time; everything seemed to be aimed at having bilingual students by the time they finish their studies in Basic Education or at a certain point of their formative stage; however, there were different obstacles in Mexico to accomplish the goal. One of the biggest limitations in having students to become bilingual or at least to learn English up to certain level was the lack of expert language teachers in the three school levels so the teaching of English was limited only to Junior High school as something obligatory in their curriculum; in the year 2016, the program was declared not a prototype but the official program to be followed in the whole Basic Education Institutions and which is expected to start the school year 2018-2019 but based on the information provided in the online Newspaper Vanguardia (2016) “En la actualidad sólo hay 50 mil maestros de inglés en todo el país, pero existen 236 mil escuelas; eso quiere decir que sólo habría 1 maestro para cada 5 planteles” and based on what Nuño (2017) stated “el sistema educativo en México necesita alrededor de 1,000 maestros de inglés para el ciclo escolar 2018-2019, cuando la enseñanza de este

idioma será obligatoria desde preescolar” the English teaching process seems to be oriented at a complete failure unless drastic decisions are taken so as to cope with such difficulty.

One of the side effects of the poor language learning in Basic education is the low levels students have when they get to university level; an article in the online Magazine called FORBES México (2014) mentioned that

México ocupa el lugar 39 de 63 países a nivel mundial en el manejo de inglés, con una calificación de 49.83. Lo que significa que los adultos mexicanos están reprobados en inglés, lengua que en la actualidad es considerada una de las competencias laborales más valiosas, de acuerdo con el índice de Nivel de Inglés EF, realizado por la empresa en intercambios estudiantiles y educación en el extranjero, Education First (EF) y basado en los resultados de 750,000 exámenes de adultos mayores de 18 años.

Based on León (2017) “México se encuentra dentro de los países de América Latina con los peores niveles de inglés y además ha descendido en el ranking del English First Proficiency Index con respecto a 2014”

The low English levels in México have become a critical condition for the professionals who want to enroll in a job position which demands to be able to use this language proficiently. Considering this situation, different authorities are organizing a series of strategies to overcome this problem, SEP for instance is offering scholarships of up to 75, 000 pesos for teachers who are interested in gaining experience in teaching English in Canada so that they could be integrated in the schools to work as English teachers.

2.3 Technology within the English language teaching process

Some other authorities think that a possible solution is to train current teachers in the use of technology so that they could use it into their classrooms and favor students learning; Motteram, (2013) states that “developing ICT confidence, opens up new opportunities, which teacher and adult learner can explore together” then this consideration might fasten language learning as stated by different experts; for instance:

Training in ICT skills is crucial in implementing ICT integration in the teaching and learning of English’ and ‘the extent to which teachers are given time and access to pertinent training to use computers to support learning plays a major role in determining whether or not technology has a major impact on achievement.’ (Samuel and Zitun, 2007 cited in Stanley, 2013, pp. 46)

It is true that education systems are changing and the classrooms are not only integrated by traditional elements, nowadays one can see more than that, it is a fact that technology is now playing an important

role in the classroom as it favors the development of bigger opportunities in the teaching and learning process (Felix, 2005; Johnson, Adams Becker, Estrada, & Freeman, 2015).

Little by little, teachers have been adopting technology within their classrooms but it seems it is still a little ahead that teachers become all tech-teachers as many of them seem not to have found appropriate ways to cope with the fast change. Buabeng-Andoh (2012) states that in order to successfully initiate and implement educational technology in schools programs depends strongly on the teachers' support and attitudes. Thus, schools having realized the effect of ICT on the education field, the workplace and everyday life are trying to restructure their educational curricula and classroom facilities in order to bridge the existing technology gap in teaching and learning. This restructuring process requires effective adoption of technologies into existing environment in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity (Tomei, 2005).

The most important aspect to be mentioned is the fact technology can be incorporated into teaching English in a wide range of dimensions from the most basic tech-based methodology to a very high-tech one based on learners needs and teachers expertise; Gordon and Baber state that “email is one of the simplest tools available to the language teacher interested in e-learning... probably the simplest way to incorporate email into teaching is to set students homework via email”. Blended learning is another aspect for teachers so as to integrate technology in their methodology; understanding that blended learning according to Allan (2007, pp. 4) is “a mixture of face-to-face and e-learning... the use of different internet-based tools including chatrooms, discussion groups, podcasts and self-assessment tools to support a traditional course”; Bonk & Graham (2006) consider that magic is in the mix... the magic is the power of adding two or more learning elements; an important contribution to this section can be exemplified by considering the following:

The reality is that the use of Information Technology (IT), like the use of English, is first and foremost a social practice. Hence, to understand the rapidly evolving and changing uses and potentialities of IT in English language teaching, what is needed is an overt socio-cultural and critical analysis of the roles and applications of IT in English language teaching. (Davidson, 2005. pp.4)

2.3.1 CALL

Considering the insertion of technology within the English language classroom, it is observed that the most remarkable moment happened when experts in education and technology created a program called Computer Assisted Language Learning (CALL) which was designed only for university students; according to Davies, (2006, pp. 460) “CALL’s origins can be traced back to early experiments in the 1960s”; during this period Computer Assisted Language Learning was launched into the education sector due to the prevalent acceptance of B.F. Skinner’s –behaviorist theory- of learning through reaction

to stimulus; moreover, in 1949 Canadian behavioral psychologist Donald Hebb was one of the first to hypothesize that learning involves the alteration of neural connections. His ideas are often summarized by the phrase: “neurons that fire together wire together,” and this is just what CALL allowed and promoted. During this period, the repetition and response to stimuli drills were the fundamental strategies within behaviorism. Based on that behaviorism trend, CALL instruction focused on repetition drills as well. CALL worked as a mechanical tutor which asked learners to repeat language patterns. They claimed that it would also work in language learning because of the audio-lingual method link of second language instruction and thus, it immediately caused people to become interested in using CALL; Davies, (2006, pp. 461) considers “the computer as tutor, serving mainly as a vehicle for delivering instructional materials to the learner” a clear exemplification of the early CALL system.

Then, when the Personal Computers appeared, in the late 70s, CALL became a program which could be used by many other educative levels; In the late 1970s, Behaviorist Call Era had come to an end and there was a huge trend on Stephen Krashen’s theory of language learning; it focused on the Communicative Approach. For this reason, CALL suffered a transformation in its approach. In this new methodology, CALL program was modified so as to cope with the new communicative approach. CALL program offered less drilling practice and focused more text reconstruction, it created interactive language games and programs whose core aim was to stimulate language use, it also aimed at developing critical thinking and to become proficient language writers.

Once the experts understood that students needed a different approach in learning, over the 90s, the Integrative CALL Era started, a fast development in the type of resources which were inserted in the program took place; from the CD-ROM arrival to the internet and many multi-media resources we have nowadays. All these resources provided many features for supporting Integrative CALL in language learning providing a huge number of advantages within the learning process; for instance, learners are now able to take control of what, when and how they learn; moreover, they have full access to most information in the world; they can get authentic and non-authentic materials such as: newspapers, magazines, videos, TV and podcast which will definitely benefit their learning no matter what learning style they are categorized in. Levy (1997: pp.1) provides the following succinct definition: “Computer Assisted Language Learning (CALL) may be defined as “the search for and study of applications of the computer in language teaching and learning” but Davies, (2006) defines CALL as an approach to language teaching and learning in which computer technology is used as a resource to favor the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element; it is important to mention that although CALL has evolved through years of analysis

and different names have been given to this program, the core element is to provide students with opportunities to reinforce learning via technological resources.

2.3.2 Self Access Centers in Language Teaching

One of the most representative forms of the insertion of technology in education is the creation of special rooms within the school facilities called Self Access Centers (SAC) which were designed to have learners get some practice and reinforce learning in a fully self-directed way. Bravo (2014) declares that in the first types of SAC, students would have access to resources ranging from photocopied exercises with answer keys to computer software for language learning, after some methodological transformations. Domínguez Gaona research (2008) shows that the prevalent methodology in those laboratories in order to learn a second language was the audio-lingual method, which came out from behaviorism and explained that learning depended on three elements: a stimulus, an answer caused by the stimulus and an effort. However, it was in the 80s when the expansion on the use of technology in teaching and learning of languages was given, marking a new era on this field (Loneragan, 1991).

SACs became, on one hand, a very useful supplementary tool for language self-learning as stated by Darasawang (2015, pp. 76)

SACs have a greater role than being simply an English library' because they incorporate the concepts of learner autonomy and independent learning by providing support to enable the users to learn how to learn, to help them to be more responsible for their learning and cater to individual differences... a SAC is more than just providing English exposure: it also helps encourage learner autonomy and provides an opportunity for learners to develop the attitudes and skills to learn how to learn, which is important for lifelong learning

On the other hand, SACs need not only to be structurally appropriate, but they also need to be carefully considered regarding materials, resources design or selection, staff management and perhaps the most important aspect within the process is to prepare learners to learn in a way that might help them achieve learning goals as Pemberton, Li, and Pierson (1996) declared that "Experience has shown that the average learner needs a period of guided induction and adjustment to the demands of self-directed learning"; thus, it is a very considerable issue to carefully select and lead every single aspect involved in the autonomous learning environment; Pemberton, Li, and Pierson (1996) declared that:

Without some kind of preparation for self-access learning, learners turned loose in a sea of collected materials, authentic or otherwise, generally tend to spend a lot of time in rather aimless activity, desperately seeking something interesting and useful to do, and end up feeling frustrated, even angry, and with a sense of wasted time

and in this situation, students might quit the study habit of practicing or learning in an autonomous way. The current consideration in English teaching and learning is the appropriate integration of technological resources within a SAC so that students might have suitable tools for them to gain language mastery, according to Serra (1999), a key point that determines the success or failure of a SAC is the coordination among the different parts within the system: the teachers, the SAC staff and the institution authorities; it is the important to have an even more important couple of aspects: the motivation driven by teachers in approaching a SAC is vital.

2.4 The role of motivation in English Language Learning

There are some strategies regarding the way teachers encourage students to go and practice English outside the classroom but not all of them seem to be effective in a learning society which is used to getting points by doing something. In education for example, Ryan and Deci (2000) state that students do not perform in a better way when they are extrinsically motivated by actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. It seems a good consideration to rather find strategies to foster intrinsic motivation in students; one of the most sensible understanding is to have a high learning expectative however a realistic one for students; Davis (2009) noted that “instructors’ expectations have a powerful effect on students’ performance”. She also noted that “standards should be set high enough to challenge students and motivate them to do their best without being so high that students feel they are unattainable”; all this based on a fairly well designed students’ needs analysis.

Intrinsic motivation can be summed up briefly as the desire and need to learn, the driving force that makes him work hard, pay attention and so on. The teacher’s own determination that the students should learn is an important contribution to this, as is encouragement and a sense of progress which should also come from the teacher. (Haycraft, 1978 cited in Narváez (1991).

Thus, teacher motivation and an appropriate selection of resources would definitely cause interest in students to learn and practice English language; one way to encourage students to show more curiosity about the SAC is to link and integrate classroom-based learning with the self-access center (Gardner & Miller, 1999).

Gradually after motivation and self-awareness, autonomous learning is expected to take place within the learning process, autonomous learning is regarded as the key element in the improvement of any skill. Zimmerman (2000, p. 14) defines self-regulation as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.

Chapter 3. Methodology

This research proposal attempted to identify whether the interaction with the media and technological sources such as online English practice platforms offered in a Self-Access Center could foster autonomous learning in students and help them become proficient professionals in the use of the language

3.1 Methodological procedure

The proposed methodology to be used for the development of this paper is based on Grounded Theory considering that Creswell (2008) states that it is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic. It is in this conception that the methodology was organized in order to analyze the data obtained during some observation and assessment process; the central focus was to develop a theory based on the findings obtained through a set of systematic procedures by using inductive methods so as to conduct a mixed, quantitative and qualitative, research considering that mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Creswell & Creswell.2017).

Following the Grounded Theory method, the data analysis was conducted under the guidance of a series of steps which helped the researcher have a clear understanding of the aspects to be observed. The first step was aimed at collecting data through a series of researching instruments such as observations and interviews, after that the data was analyzed and the key points were marked with a group of codes and then such codes were grouped based on their similarities, finally all the information codes were set into categories with the intention to generate a theory regarding the subject of study.

3.2 Context, Participants and Samples

The research will be carried out at Universidad Autónoma del Estado de México Campus Amecameca. This university is located right in the outskirts of the town called Amecameca in the eastern side of the State of Mexico.

3.2.1 The external context

The town of Amecameca seems not to be very urbanized as one can still see very antique houses built by adobe and tiles roofs, there is a population of about 50 904 people according to INEGI 2017, the main economic activity is the trading and commercialization of products harvested in the town. In this town there are not many modern facilities, for example, there aren't any public museums, there aren't

any movie theaters neither a good public library. Transportation in the town seems to be effective as there plenty of means of transportation to move from one place to another commuting to work or going to school, etc. Based on a report from CONEVAL, the poverty rate is not very high as only 3.8% of the population lives under very poor conditions, however, the low class group is a big problem as it represents the 55% of the population. This condition makes it difficult for many local people to get education opportunities as many of them need to start working when they are still very young.

3.2.2 The internal context

The facilities within the university are very suitable for students to have a good learning environment as there are 4 buildings with more than 25 classrooms each, there is a big and well equipped free library in the campus which has been transformed through years and has become a modern building with plenty of technological devices for students to access information, a courtyard for students to practice different sports such as basketball and football, there is a comfortable local auditorium which can host up to 250 students and in which they are able to see great Talks, presentations, shows, etc. and some of them are in English. There is plenty of food service places around the Campus and inside as well, there is a Self-Access Center which is open most of the time during regular class terms. This SAC is not fully equipped with Internet but all the computers available there are set with plenty of interactive digital resources so as to provide users with a wide range of options to practice and improve on reading and listening comprehension, a vast number of digital resources to do grammar and vocabulary exercises and different platforms to work on output skills. The staff in the university seems to be well qualified to teach students the different disciplines; they are experts in their field as there are professionals with Master Degrees and many of them with a PhD in their teaching area.

3.2.3 Research Participants

For the development of this research, a group of twenty-three students who are taking the 1st semester of the English program at UAEM Amecameca was selected; aged between 19 to 21 years old, there are 15 female students and 8 male students; all of them come from different social backgrounds, most of them live in a different town around Amecameca and need to commute. It is necessary to mention that all the students are studying a Bachelor Degree at the University so they all have a different learning profile, some of them are taking Nutrition, some others are enrolled in Law, a small number is studying Literature, there are some students from Accounting; so they all have different interests and leaning needs; however, they share the same goal, they all need to learn English.

3.2.4 Sampling rationale

Firstly it is important to mention that while thousands of studies have been conducted recently regarding technology as a resource to help students learn English inside the classroom, this research proposal is

aimed at observing learners interacting with language outside the classroom supported by technology-based strategies in a SAC considering that the chosen students seem to have a considerable low domain of English language as reported by the Control Escolar Office, such process would allow the researcher to collect data regarding learners' performance while practicing English and so as to observe whether they become aware of their language boundaries and thus, would find opportunities outside the regular class which will help them practice everything they have been working in class and in the end, become proficient users of such language, all this based on the condition that there are not many research elements in this field. Moreover, there have been studies about the use of Self Access Centers but there seem not to be plenty of information regarding their impact in fostering autonomous learning attitude towards English language in México; it seems there is no clear idea of the fundamental elements or the sort of resources to be included in the SAC so that students find an appropriate environment to expand their learning opportunities.

The second most important aspect to be considered in this research proposal is the intention to contribute to the Literature about the elimination of a gap in teaching English in México. It is expected to do some research on the facts regarding the importance of teachers in fostering autonomous learning, and what sort of encouragement is taking place within their classes.

The third and most important aspect to be considered for the sample selection is that the selection of participants perfectly represents a whole population with the same particular condition; the selection was also made considering reliability of references and performance within participants as this group is reported by the Tutorship Program as a group of students who are aware of their English language needs and are willing to be party of this study, in other words, participants who will provide the researcher adequate information which might be processed and analyzed in order to create theories. Moreover, the development of this research proposal is a great opportunity for the researcher which would definitely help him improve their professional profile by getting important elements to be considered when attempting to foster autonomous learning in the selected group of students.

3. 3 Ethics

Considering that the best way to ensure an ethical research within any classroom is to get agreements where everybody freely contributes under consent and with no prejudice on their background, this research project is designed so as to follow UAEM protocol of confidence and reliability based on respect towards every participant in terms of their knowledge, their values, beliefs, etc. so as to guarantee a healthy development within the researching process.

3.3.1 Ethical considerations

In order to guarantee a reliable data collection and analysis of the researching outcomes, there were some aspects to be considered through the development of the process:

Consent: the participants are informed about the objectives, goals of the researching process.

Debriefing: once the information is collected, participants are provided with fully understand the nature of the research.

Withdrawal: participants are clearly informed at the very beginning of the project that they are free to abandon the project at any moment they want, or when consider they are being forced to do something they do not want to do.

Confidentiality: Participants are clearly informed at the very beginning of the project that all the information collected is completely confidential and that in case it needs to be in a different way, there must be a previous agreement.

Protection: Students are clearly informed that they are totally protected from physical and psychological harm through the development of the research process.

Observation: students are clearly informed that in case of observation processes, they have the right to be respected in terms of privacy and Psychological well-being.

3.4 Data Collection Methods

For the development of the initial, procedural, and conclusion stages during the research process, it is important to understand that all the data collected through a set of different instruments is to be used exclusively for the analysis so as to get to some categorization, interpretation and by the end of the analysis to get some conclusions regarding the topic selected; these are the instruments used for data collection:

3.4.1 Questionnaires

Questionnaires based on a diagnostic condition in three dimensions suggested by Luchetti and Berlanda (1996). These instruments are designed so as to get a general idea of participants' level of English, their procedural skills and their attitudes towards learning. (see Appendix A 1-3)

Questionnaires based on a test battery suggested by Gardner (1985) and focused on the VAK model. This instrument is designed so as to get a general idea of students' learning style. (see Appendix B)

Questionnaires aimed at identifying the level of motivation and students' willingness to learn. (see Appendix C)

3.4.2 Interviews

Semi-structured interviews based on the proposal of Cohen & Crabtree (2006): this instrument is designed so as to determine the self-perception of the participants towards autonomy, its importance in

their academic formation; also, towards self-access rooms usage, the influence of teachers in fostering autonomy and the way these elements influence one each other. (see Appendix D)

3.4.3 Observation

Recording observation data: This instrument is created based on a rubric format oriented by Quinlan (2012) so as to take records of participants' achievements and to get a global idea of their learning development. (see Appendix E)

3.5 Data Collection and Analysis Procedure

For the analysis of all the data an inductive approach was used so that it was possible to use the research questions to group the data obtained during three different moments in order to find similarities and differences and then generate a report. For the development of the research, the following procedure was proposed:

- Observing the group of study in order to determine a theory about the level of autonomy of students regarding their level improvement after working in a Self-access Center
- Diagnostic evaluation carried out within the UAEM Amecameca Campus for the students enrolled in the English Language Program in 1st semester.
- Identifying the aspects regarding the level of autonomy in learning that students might present based on the diagnostic evaluation
- Analyzing and describing a reflexive report on the outcomes after the second analysis was carried out.

In order to have a clear image of participants profile, needs and learning development or improvement, it was necessary to work on the analysis of three different data collection moments; the first moment considers the exploration of participants English language background and previous knowledge, the second moment takes place during the observation of how participants cope with the technological supported methodology and the third moment takes place by the end of a determined period in which participants were assessed so as to collect learning development data.

3.5.1 The First Collection Data moment

In order to find out about participants' previous knowledge, an exploratory, diagnostic assessment was held as it is an important fact to be taken into account in order to develop the learning process providing students with a bigger opportunity to succeed in learning. "Para una partida efiza debe identificar las condiciones educacionales en que se encuentran los alumnos". (William Ruediger, citado por Elena L. Luchetti, 1997, e.al.)

This diagnostic was done following the previous knowledge dimension proposed by Luchetti and Berlanda taking into account three areas: conceptual knowledge, procedural skills and attitudinal

performance; the first one refers to the contents that is to say to the curriculum; the second one refers to the capacity of students to do something by their own with their knowledge and finally the third one as its name says refers to the attitudes and values of the students to act in any situation presented. These three areas were of a huge help in getting a clear view of the English learning conditions students are in, after analyzing the data obtained in the first moment, the participants' weaknesses and strengths were rather clear.

3.5.2 The Second Data Collection Moment

Once participants were organized into the process within the didactic proposal established by the school authorities, they were observed by using a rubric which focused on gathering information based on the improvement of language mastery. While Participants were working in the self-access center the observation process was carried out. The registration of the observation data was integrated in a report so that it could be analyzed and compared gradually in order to find out whether the methodology was successful or not.

3.5.3 The Third Data Collection Moment

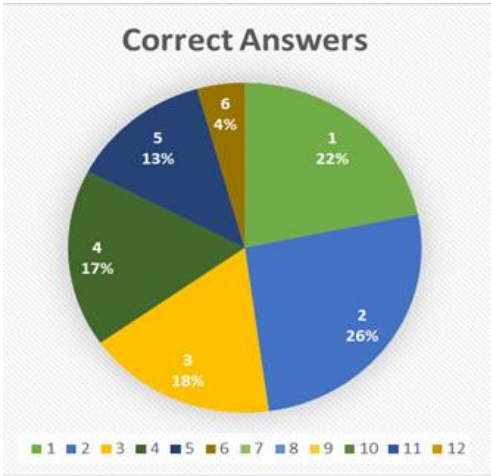
By the end of the semester, participants were assessed by using the standard test (See appendix E) provided by the course examination department in order to identify whether they had increased their level of English.

Chapter 4 Findings

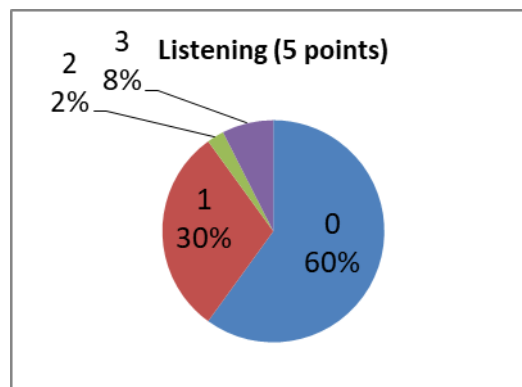
After the data collection was analyzed and all the researching elements were considered, a series of quantitative data was obtained; this information is presented in the first section of this chapter so as to provide key information regarding the participants' English language previous knowledge, their procedural skills, some figures are presented regarding participants learning styles and the attitudinal performance as well as their perceptions about their own learning autonomy habits and how they regard the motivation obtained by their language teachers; based on all the figures derive from the results, qualitative data was produced; such information is presented in the second section of this chapter.

4.1 Quantitative results

After having carried out the diagnostic evaluation, some tables were created so as to organize the figures and results. The analysis of the results obtained in the conceptual test are worrying; the following graphics show the number of correct answers obtained in a diagnostic assessment out of 12 questions. As it can be seen, the participant with the highest score was 6 correct answers; only 1 out of 23 students reached 50% of the correct answers.

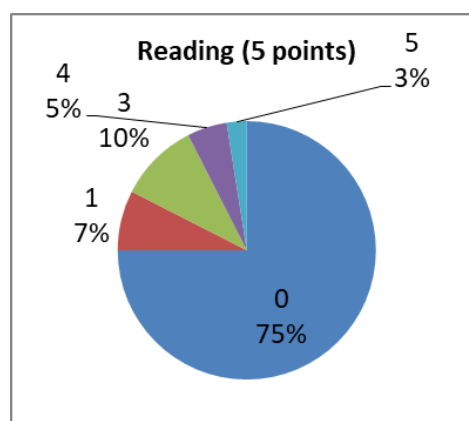


The procedural diagnostic examination was divided in two parts "listening" and "reading". So as to observe and identify students' abilities to solve cognitive problems; it is observed that students are not familiarized with the language, they do not have well developed procedural skills either. In the listening comprehension assessment, most of the participants did not understand anything although the listening



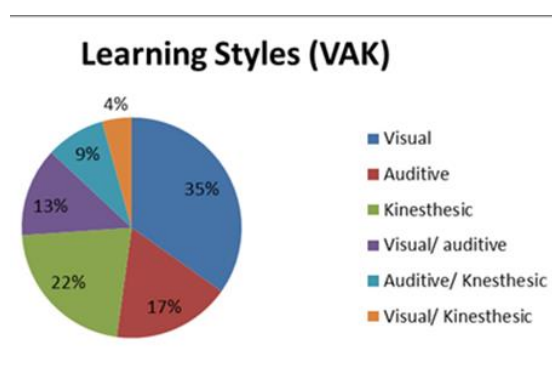
which was about five basic conversations between people answering five different questions. The graphic shows the percentages of the students with the number of correct answers out of five. It is remarkable the number of students who had zero correct answers (60%)

Now, the second part of the procedural diagnostic examination was about finding out about participants' reading comprehension level. The exercise was structured by displaying a short text that students had to read and then answer 5 questions with the intention to observe their abilities to solve comprehension cognitive conflicts. It is observed that more than the half of students did not answer

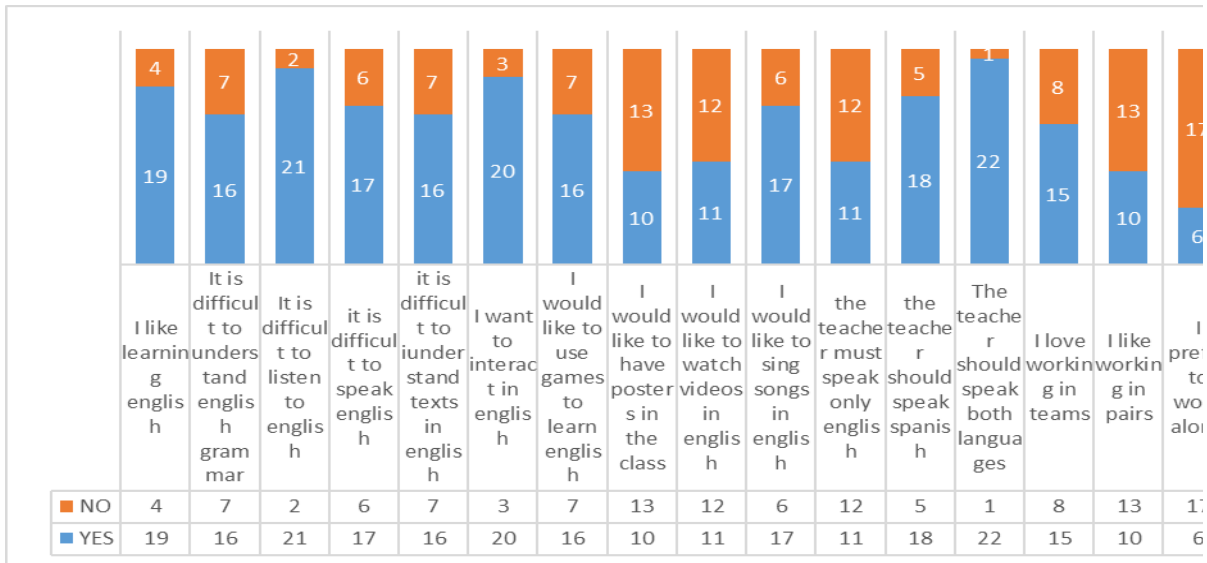


any question, there were just some of them that could answer correctly at least the half of the questions.

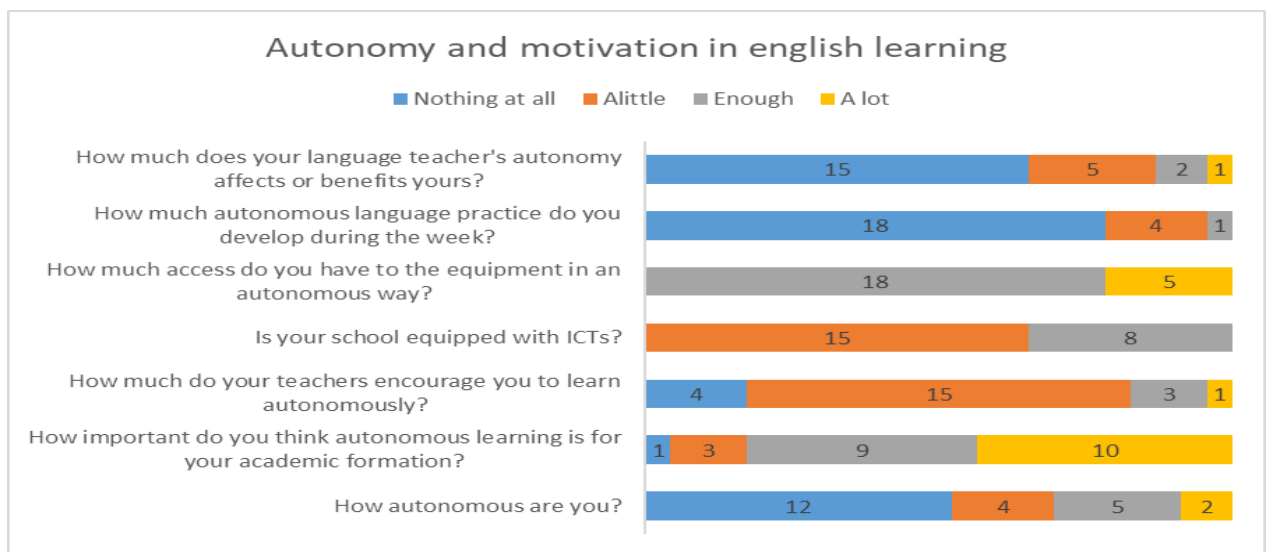
An important finding in the diagnostic assessment is that according to a VAK test carried out (Visual, Auditive and Kinesthetic), the most common learning style that students develop is Visual, followed by Kinesthetic and Auditive as it is shown in the graphic.



Along with the learning styles assessment, an in-depth interview was carried out so as to find out participants' perception of English in their lives and how difficult it was for them when trying to learn it. The graphic below shows some of the concordances found in the results which reinforces the determination of the learning style.



Finally, regarding the researching process which focused on identifying the learners' self-perceptions on the level of autonomy in learning English and the amount of encouragement linked to teachers' guidance, there was a semi structured interview which was conducted so as to have a clear perspective of learners' conditions on this issue. The following graphic shows the results obtained in the interview.



4.2 Qualitative Results

Conceptual Data: Through the diagnostic examination results of the conceptual contents, it is observed that most adolescents within the group do not have the basic contents mastery that they must have according to CEFRL. At this stage, students are expected to be able to understand and produce English language at an A2 level proficiently; they are expected to be able to exchange daily routine information, start and intervene in some conversations using verbal and non-verbal strategies, express opinions, produce comprehensible messages. They are also expected to be able to use personal pronouns, contractions, modal verbs and present, past and future tenses. More than the half of the examinations

applied demonstrate that they do not know even basic vocabulary such as days of the week, months of the year, colors or numbers and much less they do not know grammar structures.

Procedimental Data: by the time students get to University level, they are expected to be able to recognize similarities and differences in the social use and form of their mother tongue (Spanish) and contrast it with their second language (English). However, after having analyzed the results, it becomes clear that they are not able to listen to something and to understand what it means.

There are important factors involved in the development of these skills at this stage. It is supposed that according to NEPBE, students in Basic Education must have school knowledge of the language, but they have a very low English language knowledge and they expressed that it was difficult because it was too fast, they are not used to listening to the language in "real" situations. So the pronunciation and fluency are the factors that block the development of this skill. Also it was observed after analyzing the reading comprehension results that some participants understood the text and the questions but they answered in Spanish. Some of them were able to understand a text but they do not know how to express themselves. NEPBE establishes that at the end of the Basic Education, students must be able to use strategies to recognize the form and comprehend the content of a variety of simple literary texts.

So according to the results, first semester students do not have the expected learnings that NEPBE proposed and it can be observed as students seem not even have an antecedent with the second language (English) although the program establishes that basic education students must have English since preschool, elementary school Junior and Senior high school.

The Attitudinal and learning diagnostic examination was applied to 23 students and it was observed that the majority of them are willing to learn English, they did not have English at their Basic Education schools; they consider it is interesting for them to learn another language. It is difficult for them to understand, to listen and to read the second language but the most difficult skill for them is speaking, to communicate with others so the majority would like to interact with their classmates using the language. Almost more than the half would like to use as a resource during the class are games, posters, videos and the majority would like to use songs. For those that have never had English as a subject it is difficult to understand what the teacher is saying or explaining, in fact in Spanish sometimes is a bit confusing in English is worse. Students would like that the teacher speaks both in English and Spanish giving priority to the second language. And finally the majority likes to work in many ways, both in pairs and individually but the majority prefers to work in teams.

Regarding the level of autonomy in learning, it was identified that students seemed to have a considerable lack of self-awareness of the importance of practicing English outside the classroom and their language teachers seemed not to be promoting this kind of behavior so as to strengthen learning.

Chapter 5 Conclusions

Following the Grounded Theory methodology, this chapter focuses on the creation of a theory derive from the analysis of three different moments. The first moment concentrated information about learners' self-perception of autonomous habits in learning and practicing English and the amount of motivation provided by their language teachers plus an analysis of their previous English knowledge, the second moment took place when learners were being observed in a Self-access center using and accessing to a wide range of resources created for them in order to help them improve their language level, the third moment took place after a six-month term which was the end of the semester and thus, learners were exposed to a global assessment in order to analyze whether they had improved their language domain or not. After analyzing all the data gathered during the whole researching process, the following theory is created.

5.1 Theoretical construction

After all the data analysis of learners' initial low English domain and considering that by the end of the semester the learners improved their English language level as a result of being pushed to work extra time in the Self-Access Center where they had the chance to use a vast amount of tech-based practice resources, it happens to emerge a theoretical construction regarding the initial purposes and questions for this researching process; the first theoretical assumption focuses on the fact that by knowing the characteristics that generate autonomous learning, it might allow the learner to establish his learning moments and objectives from an more active role perspective, the second assumption focuses on the fact that by understanding that the encouragement generated by the teacher towards the interaction with the media and technological sources in an autonomous way can strengthen weak areas within the learners and thus they might be willing to go beyond language practice inside the classroom, and the last assumption focuses on the fact that by knowing the advantages of using a Self-access Center might generate in learners a self-awareness and a habit of constant or permanent seeking of their own communicative competence strengthening in an autonomous way. In short, well-motivated learners and a well-equipped Self-Access Center might be a great strategy for helping learners strengthen language mastery in a more autonomous way without needing the teacher being pushing learners to work or with a less amount supervision of a watching eye.

After all these assumptions, the most relevant theory is established by stating that the appropriate selection and use of technological resources organized within a Self-Access center are a key element in having learners gain extra learning and although this process is expected to be done autonomously, it does not consider to eliminate language teachers as they play a vital role in the teaching and learning process and even more when it is them the ones who might have the greatest impact on encouraging learners to learn autonomously.

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Appendices

Appendix A-1 (Conceptual Contents instrument)

Name _____
Class _____

New
ENGLISH FILE
Elementary

Diagnostic Test Grammar, Vocabulary, and Pronunciation

GRAMMAR

Complete the sentences.

Example: Are you from Italy?

- 1 We _____ British, we're American.
- 2 'What's that?' 'It's _____ identity card.'
- 3 _____ your teacher live in London?
- 4 I _____ sing, but I can play the guitar.
- 5 I'm taller _____ my brother.

5

VOCABULARY

Complete the words in the sentences.

Example: We go to the supermarket every Saturday morning.

- 1 I sometimes have an e_____ for breakfast.
- 2 I must buy a new w_____. I'm always late for work!
- 3 I want to write something – can I borrow your p_____, please?
- 4 I have a c_____ at home but I don't use it very often. I check my emails at work.
- 5 I read the n_____ every day.

5

PRONUNCIATION

Underline the stressed syllable. (2 points)

Example: coffee

- 1 healthy
- 2 tomatoes
- 3 beautiful
- 4 aggressive

2

Grammar, Vocabulary, and Pronunciation total 12

Appendix A-2 (Procedural Contents)

Name _____
Class _____

Diagnostic Test Reading

New
ENGLISH FILE
Elementary

READING

1 Read the text and tick (✓) A, B, or C.

The frozen extremes of the earth

The Arctic in the north and the Antarctic in the south are at opposite ends of the planet, but they are similar in many ways. Both are lands of ice and snow, where the temperature in winter can be so low that your skin can freeze in seconds – it can be as low as -80°C . Very few animals are able to survive these conditions, but there are some both in the north and in the south. The Arctic has more plants and animals than the Antarctic, including polar bears, the largest bear in the world. In the south there are no land animals because of the extreme cold, but there are penguins and other sea animals that live on or near the coast – although both in the north and the south the sea is frozen for much of the year.

One difference between the Arctic and the Antarctic is the human population. In parts of the Arctic there are towns and villages – Greenland, for example, the largest island in the world, has a population of 55,000 people. Many of these people work in fishing. They have a difficult life. There aren't many roads between towns and villages, so people travel by snowmobile or with dogs. From November to January it's dark for 24 hours a day, but from May to July there are 24 hours of daylight. In the Antarctic there are no normal towns and villages. Only scientists live there all year round, in special buildings called 'stations'. They study the sea animals and learn about the history of the world's climate by studying the weather and the ice. It's a hard place to live, especially in winter, but many of them love it there and return again and again.

Example: The Antarctic is the coldest place in the world.

A True B False C Doesn't say

- There aren't any animals in the Antarctic.
A True B False C Doesn't say
- No people live in the Antarctic.
A True B False C Doesn't say

2

2 Write *the Arctic* or *the Antarctic*.

Example: It's at the South Pole. the Antarctic

- Few people live here all the time. _____
- People use dogs to help them travel. _____
- In June it's light for 24 hours a day. _____

3

Reading total 5

Name _____
Class _____

Diagnostic Test
Listening

LISTENING

Listen to five speakers. Match them to the questions they are answering.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- A What are your favourite types of music?
- B What time do you get up at the weekend?
- C Where did you go for your holidays last summer?
- D What's the best book you've ever read?
- E What are you going to do when you leave school?

	5
--	---

Listening total	5
-----------------	---

Appendix B

Learning styles questionnaire

Instructions: Read each of the following statements carefully and tick the most appropriate option considering the best description of your condition

Section One - Visual

I take written notes and/or draw mind maps.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When talking to someone else I have a difficult time understanding those who do not maintain good eye contact with me.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

I make lists and notes because I remember things better if I write them down.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When reading a novel, I pay a lot of attention to passages that help me to picture the clothing, description, scenery, setting, etc.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

I need to write down directions so that I can remember them.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

I need to see the person I am talking to in order in order to keep my attention focused on the subject.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When meeting a person for the first time, I notice the style of dress, visual characteristics, and neatness first.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When I am at a party, one of the things I love to do is stand back and observe the people.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

When recalling information I can see it in my mind and remember where I saw it.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

If I had to explain a new procedure or technique, I would prefer to write it out.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

In my free time I am most likely to watch television or read.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

If my boss has a message for me, I am most comfortable when she sends a memo.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

Section Two - Auditory

I read out loud or move my lips to hear the words in my head.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

When talking to someone, I have a difficult time understanding those who do not talk or respond with me.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

I do not take a lot of notes, but I still remember what was said. Taking notes often distracts me from the speaker.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

When reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

I like to talk to myself when solving a problem or writing.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

I can understand what a speaker says, even if I am not focused on the speaker.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

I remember things easier by repeating them over and over.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

When I am at a party, one of the things I love to do is talk in-depth about a subject that is important to me with a good conversationalist.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

I would rather receive information from the radio, rather than read a newspaper.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

If I had to explain a new procedure or technique, I would prefer talking about it.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

With my free time I am most likely to listen to music.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

If my teacher has a message for me, I am most comfortable when he or she calls me on the phone.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

Section Three – Kinesthetic

I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When talking to someone, I have a difficult time understanding those who do not show any kind of emotional or physical support.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

I take notes, doodle, and/or make mind-maps, but I rarely go back and look at them.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When reading a novel, I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When I am reading, I move my lips.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

I often exchange words, such as places or things, and use my hands a lot when I can't remember the right thing to say.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

My desk appears disorganized.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

When I am at a party, one of the things I love to do is enjoy the activities such as dancing, games, and totally losing myself in the action.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

I like to move around. I feel trapped when seated at a meeting or a desk.

Totally describes me	Partially describes me	Barely describes me	It does not describe me at all
----------------------	------------------------	---------------------	--------------------------------

If I had to explain a new procedure or technique, I would prefer actually demonstrating it.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

With my free time I am most likely to exercise.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

If my boss has a message for me, I am most comfortable when she talks to me in person.			
Totally describes me	Partially describes me	Barely describes me	It does not describe me at all

Thank you for your willingness

Appendix C

Willingness to learn and Motivation questionnaire

Instructions: Read each of the following statements carefully and tick the most appropriate option considering the best description of your condition

Do you like English?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you consider English is important for your future?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you use English outside the school?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you think learning English is difficult?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Does your teacher helps you learn?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you think learning English is very easy?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you have access to language practicum?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Does your teacher encourages you to practice English outside the classroom

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you think speaking English is embarrassing?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Do you plan to use English for professional development?

A lot	Regular	Not very much	Not at all
-------	---------	---------------	------------

Appendix D

AUTONOMOUS LEARNING INTERVIEW

This instrument goal is to determine the self-perception of students towards **autonomy**, its importance in their academic formation, **self-access rooms** and the way these two elements influence each other.

Answer the following questions towards "The Influence of Self-Access Centers in the development of Higher Education Students' Autonomous learning"

A. What is autonomous learning?

C. Answer the following questions writing a letter "X" where it corresponds, or write a number where you are asked to do so.

B. Assign a value based on the table to the following question

Nothing at all 1	A little 2	Enough 3	A lot 4
---------------------	---------------	-------------	------------

ABOUT AUTONOMY	
QUESTION	VALUE
1. How autonomous are you?	
2. How important do you think autonomous learning is for your academic formation?	
3. How much do your teachers encourage you to learn autonomously?	
4. Is your school equipped with ICTs?	
5. How much access do you have to that equipment in an autonomous way?	
6. How much autonomous learning do you develop during the week?	
7. How much does your teachers' autonomy affect or benefit yours?	

ABOUT INFRASTRUCTURE AND EQUIPMENT (SELF-ACCESS CENTER AND AUTONOMY)		
QUESTION	YES	NO
1. Is there internet connection in your school?		
2. Do students have access to internet connection?		
3. Is the internet connection available in the whole school?		
4. Is there a computers laboratory in your school?		
5. Do students have free access to it?		
6. Is there a Self-access Center for students in your school?		
7. If yes, are there enough computers?		
8. If yes, is there different equipment besides computers? (e.g. Recordings, CDs, DVDs, headphones)		
9. Do you consider that the infrastructure and equipment of your school benefits your learning process?		
10. Do you have a Personal Computer or laptop at home?		
11. Is there internet connection in your house?		

Made by: Israel Martínez Quiroz

AUTONOMOUS LEARNING INTERVIEW

D. Complete the following criteria with a number or percentage based on your appreciation

BEING SPECIFIC	
1. If you answered "YES" in question 1 or 2, in a scale of one to ten, how good is the internet connection?	# _____
2. What percentage of your school is equipped with internet connection?	_____ %
3. If you answered "YES" in question 4, how many functional computers are there?	# _____
4. If you answered "YES" in question 6, how many functional computers are there?	# _____
5. If you answered "YES" in question 6, how well equipped is it? (in percentage)	_____ %
6. If you answered "YES" in question 9, how much would it benefit your learning process? (in percentage)	_____ %
7. How important do you consider autonomous learning is for your academic and professional development? (in percentage)	_____ %
8. If you answered "YES" in question 8, write the percentage of influence that the Self-access Center has in fostering your autonomous learning and explain why.	_____ %

Thank you for all the help!!!

Appendix E

ENGLISH 1 End of the course Test	UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO CENTRO DE ENSEÑANZA DE LENGUAS	Reading _____ /20 Writing _____ /20 Use of E. _____ /20 Listening _____ /20 Speaking _____ /20
	Name: _____ Group: _____	TOTAL _____ /100

USE OF ENGLISH

1 Complete the sentences.

Example: Are they from Switzerland?

- 1 I _____ sing, but I can play the guitar.
- 2 'How did your phone break?' '_____ fell on the floor.'
- 3 We _____ British. We're American.
- 4 There isn't _____ milk in the fridge.
- 5 'What's that?' 'It's _____ identity card.'
- 6 _____ Holly have any children?
- 7 I'm taller _____ my brother.
- 8 'Would you like to fly a plane?' 'No, I _____.'
- 9 The art gallery is closed _____ Mondays.
- 10 'What's the time?' 'It's half _____ three.'
- 11 _____ aren't many books on the shelf.
- 12 I spoke to him on the phone ten minutes _____.
- 13 I hardly _____ watch TV at the weekend.
- 14 They _____ like the film – they left after 10 minutes.
- 15 'How much coffee do you drink?' 'Quite a _____.'
- 16 They are _____ noisiest neighbours in the street.

	16
--	----

2 Underline the correct form.

Example: My mother **work** / **works** in a hospital.

- 1 We don't have **some** / **any** money.
- 2 My father's **dentist** / **a dentist**.
- 3 I have **a lot of** / **a lot** brothers and sisters.
- 4 We had **an excellent meal** / **a meal excellent**.
- 5 Please drive **careful** / **carefully**. The weather's bad.
- 6 Can we meet **on** / **in** Monday evening?
- 7 I **have always** / **always have** breakfast at home.
- 8 It's raining. **Let's go** / **We go** inside.
- 9 I don't like **get up** / **getting up** early.
- 10 He's hoping **to study** / **study** law at university.

	10
--	----

3 Complete the sentences with the correct form of the verbs in brackets.

Example: Mark and Emma *have* (have) a house in Portugal.

- 1 I _____ (not be) to Egypt. Is it nice?
- 2 He _____ (not ask) for a cappuccino – he asked for a latte.
- 3 _____ she _____ (travel) to India next summer?
- 4 Colin _____ (not be) at work yesterday.
- 5 I _____ (buy) a new car last week.
- 6 She _____ (not listen) to music at the moment.
- 7 I _____ (start) cooking classes next week.
- 8 Where _____ (be) he yesterday morning?
- 9 _____ you ever _____ (break) your leg?
- 10 'How often _____ you _____ (go) to the theatre?' 'Every month.'
- 11 Emma _____ (write) him a letter two days ago.
- 12 Who _____ (be) the three greatest politicians of the twentieth century?
- 13 He has an exam tomorrow, so he _____ (study) now.
- 14 She _____ (not like) using lifts.

	14
--	----

Grammar total		40
---------------	--	----

VOCABULARY

4 Complete the words in the sentences.

Example: We go to the *supermarket* every Saturday morning.

- 1 The cooker's really **d**_____. We need to clean it.
- 2 I think it's going to rain. Let's take an **u**_____.
- 3 I gave my brother a **w**_____ – he often loses his money.
- 4 I read the **n**_____ every day.
- 5 The car park's normally full but today it's quite **e**_____.
- 6 I was late for work because the **b**_____ was late.
- 7 I usually have a **s**_____ for lunch. I love bread.
- 8 She's listening to the news on the **r**_____.
- 9 I want to write something – can I borrow your **p**_____, please?
- 10 I read two **b**_____ when I was on holiday last summer.

	10
--	----

5 Tick (✓) A, B, or C to complete the sentences.

Example: We eat in the _____.

A bathroom B bedroom C dining room

- 1 My mother's brother is my _____.
A grandfather B nephew C uncle
- 2 My sister works in an office. She's a _____.
A receptionist B musician C builder

- 3 I don't see Pete very much, but we often _____ at weekends.
A download B skype C search
- 4 Can I pay by credit ____, please?
A ticket B money C card
- 5 I work with sick animals. I'm a _____.
A lawyer B politician C vet
- 6 I got your email but I couldn't open the _____.
A wifi B attachment C Internet
- 7 My father's a _____. He flies all over the world.
A pilot B builder C nurse
- 8 I need some _____ for this letter, please.
A stamps B keys C coins
- 9 My brother's daughter is my _____.
A granddaughter B sister C niece
- 10 You can buy food at a _____.
A pharmacy B market C post office

	10
--	----

6 What is the next word?

Example: one, two, *three*

- 1 Wednesday, Thursday, _____
- 2 twenty, thirty, _____
- 3 July, August, _____
- 4 summer, autumn, _____
- 5 third, fourth, _____
- 6 eight hundred, nine hundred, _____

	6
--	---

7 Complete the words in the sentences.

Example: She walks to work every day.

- 1 The opposite of *tall* is s_____.
- 2 If you break your leg you have to go to **h**_____.
- 3 Marc's a **c**_____. He works in a French restaurant.
- 4 I need to cut some paper. Do you have any **s**_____?
- 5 A **c**_____ is a place where you can buy medicine.
- 6 I don't read books but I like reading **m**_____ and newspapers.
- 7 Can I see your **i**_____ card, please?
- 8 Do you want to **c**_____ a taxi?
- 9 I didn't **t**_____ off my phone and it rang in the lesson!
- 10 She often **t**_____ by plane.
- 11 I usually **m**_____ dinner at 8.00.
- 12 I **d**_____ a Volkswagen.
- 13 I always **w**_____ up early.
- 14 Your son's daughter is your **g**_____.

	14
--	----

Vocabulary total		40
------------------	--	----

PRONUNCIATION

8 Match the words with the same sounds.

tissue	piece	friend	spell	juice	breakfast	said
slow	spoke	thought	door	people		

Example: red friend said

teacher	1	_____	2	_____
wall	3	_____	4	_____
shoe	5	_____	6	_____
open	7	_____	8	_____
red	9	_____	10	_____

	10
--	----

9 Underline the stressed syllable.

Example: coffee

- 1 o|ppo|site
- 2 su|per|mar|ket
- 3 vege|ta|bles
- 4 en|gi|neer
- 5 heal|thy
- 6 to|ma|toes
- 7 beau|ti|ful
- 8 cho|colate
- 9 be|hind
- 10 un|der|stand

	10
--	----

Pronunciation total		20
---------------------	--	----

Grammar, Vocabulary, and Pronunciation total		100
--	--	-----

READING

1 Read the text and tick (✓) A, B, or C.

The best place in the world to live

Vancouver is the third biggest city in Canada. It's in the south west of the country and it has a population of 2.6 million. A recent study showed that it's the best city in the world to live. The study looked at areas like weather, transport, education, healthcare, and safety. This study happens every year and Vancouver is usually number one.

We asked Vancouver resident Jacob Meyers if he agrees.

I've lived in Vancouver all my life. I work for an engineering company and I've travelled on business to many Canadian cities. Two years ago another company offered me a very good job in Montreal but I didn't take it because I never want to leave my city. Let me tell you why not:

Vancouver is situated between the mountains and the Pacific Ocean. That means the summers aren't too hot and the winters aren't too cold. It also rains a lot, in summer and winter. Some people don't like that but I do because our gardens and parks are always green and fresh. Every day I cycle or walk for an hour in a park and in Vancouver you're never more than a few minutes from one.

I don't feel frightened when I walk in Vancouver's streets at night. Of course, Vancouver has a high population and there's crime in every big city, but compared to the USA, for example, it's quite safe.

But my favourite thing about Vancouver is its incredible mix of nationalities. I've got friends here from all over the world. And there's an enormous variety of foreign food in the restaurants and markets. I've eaten wonderful dishes from China, India, Italy, Greece, and Japan and I haven't been to any of these places.

Example: Vancouver is bigger than all the other Canadian cities.

A True B False C Doesn't say

- 1 Two thousand, six hundred people live in the south west of Canada.
A True B False C Doesn't say
- 2 A study says that Vancouver is the best place for a city holiday.
A True B False C Doesn't say
- 3 Jacob was born in Vancouver.
A True B False C Doesn't say
- 4 There are some mountains between Vancouver and the ocean.
A True B False C Doesn't say
- 5 It often rains in summer in Vancouver.
A True B False C Doesn't say
- 6 Jacob has a big garden.
A True B False C Doesn't say
- 7 He lives an hour away from the nearest park.
A True B False C Doesn't say
- 8 He never walks in the streets at night.
A True B False C Doesn't say

- 9 Jacob can speak a lot of foreign languages.
 A True B False C Doesn't say
- 10 He has been to Italy on holiday.
 A True B False C Doesn't say

	10
--	----

2 Now read the text again and answer the questions.

- 1 How often does the study happen?

- 2 Where has Jacob travelled to for his work?

- 3 What are the winters like in Vancouver?

- 4 Are there many parks in Vancouver?

- 5 What does Jacob like best about Vancouver?

	5
--	---

Reading total		15
---------------	--	----

WRITING

Answer the questions. Write 25–35 words for each question.

- 1 What did you do last weekend?
- 2 What is there for tourists to do in your town or city?
- 3 Describe a good friend of yours.

Writing total		10
---------------	--	----

Reading and Writing total		25
---------------------------	--	----

LISTENING

1 Listen to the conversation. Tick (✓) A, B, or C.

- 1 The man is _____.
A going to work B going home C going to see a friend
- 2 The time now is _____.
A 4.45 B 5.15 C 5.45
- 3 At the moment, the woman is doing a course in _____.
A teaching B Japanese C healthcare
- 4 The man has _____ Japan.
A lived in B travelled to C worked in
- 5 The man would like _____.
A a coffee and a snack B a tea and a snack C a snack only

	5
--	---

2 Listen to five speakers. Match them with the questions they are answering A–E.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5
- A What did you do at the weekend?
B What's your favourite season?
C How do you usually travel to work?
D What's the best book you've ever read?
E How much exercise do you do?

	5
--	---

Listening total		10
-----------------	--	----

SPEAKING

1 Ask your partner these questions.

- 1 Where were you born?
- 2 What's your job?
- 3 What do you like doing at the weekend?
- 4 Where did you go for your last holiday?
- 5 Can you drive a car?
- 6 Have you ever won a prize? What for?
- 7 How many foreign languages can you speak?
- 8 What are you going to have for dinner tonight?

Now answer your partner's questions.

2 Read the information about a classical concert and answer your partner's questions.

Vivaldi's *Four Seasons*

at The Royal Theatre

Conductor: Leonardo López

The Liverpool Youth Orchestra

7.30 p.m. Saturday 10th September

£18 adults £12 students £5 children (under 12)

Tickets on the door or online at www.theroyaltheatre.org

3 Now ask your partner these questions about a party.

- Whose / party?
- Why / have / party?
- What time / start?
- Where?
- What / email address?

Speaking total		15
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Listening and Speaking total		25
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