



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía, y Letras
Departamento de Inglés

The Role of Self-Regulation Strategies in Students of a Teaching Training Program in Chile

Seminario para optar al Título de Profesor/a de Inglés

AUTORES : Paolo Garcelan Duhartz Ortiz, Fabián Bastián Comte Troncoso, Mario Jesús Jorquera Catalán, Darinka Antonia Duzic Córdova, Valentina Marisol Uribe Fernández, Carlos Ignacio Vázquez Saavedra.

Profesor Guía: Michelle Paulet

SANTIAGO DE CHILE, DICIEMBRE 2024

The Role of Self-Regulation Strategies in Students of a Teaching Training Program in Chile © 2024 by Paolo Garcelan Duhartz Ortiz, Fabián Bastián Comte Troncoso, Mario Jesús Jorquera Catalán, Darinka Antonia Duzic Córdova, Valentina Marisol Uribe Fernández, Carlos Ignacio Vázquez Saavedra is licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/>



ABSTRACT

This research examines the state and effectiveness of self-regulation in students of ELT at *Universidad Metropolitana de Ciencias de la Educación (UMCE)* while assessing and searching for ways to enhance it based on related literature. Self-regulation is an intrinsically subjective and independent process but can be guided appropriately to ensure it proves fruitful. This research is a concurrent mixed method applied to 80 students in quantitative data and 12 students in qualitative data. This written work also aims to assess the context of the specific institution's students to find possible obstacles that prevent them from adequately executing their methods to keep up with their studies most efficiently, regardless of their knowledge of the techniques they use.

Keywords: Higher Education, ELT, Self-Regulation, English Language Learning

RESUMEN

Este trabajo examina el estado y la eficacia de la autorregulación en estudiantes de Pedagogía en Inglés de la *Universidad Metropolitana de Ciencias de la Educación (UMCE)*; a la vez que evalúa y busca formas de mejorarla basándose en bibliografía relacionada. La autorregulación es un proceso intrínsecamente subjetivo e independiente, pero puede ser adecuadamente guiado para asegurar que resulte fructífero. Esta investigación es un método mixto concurrente aplicado a 80 estudiantes en datos cuantitativos y a 12 estudiantes en datos cualitativos. Este trabajo escrito también tiene como objetivo evaluar el contexto de los estudiantes de la institución específica con el fin de encontrar posibles obstáculos que les impiden ejecutar adecuadamente sus métodos para mantener el ritmo de sus estudios de la manera más eficiente, independientemente del conocimiento que puedan tener de las técnicas que utilizan.

Palabras claves: Educación Superior, ELT, Autorregulación, Aprendizaje del inglés

ACKNOWLEDGEMENTS

Me gustaría agradecer a mi familia por el apoyo durante este bello proceso, en especial a mi abuela, a quien extraño mucho. Y, en fin, agradecer a todas las personas que de alguna u otra forma me han ayudado a levantar cabeza en los momentos más difíciles.

Mario Jesús Jorquera Catalán

Me gustaría agradecer a todas las personas que me han acompañado durante este proceso, especialmente a mi papá y a Javiera, mi polola, quienes me han alentado a no bajar los brazos cuando se han presentado dificultades. Finalmente, quiero dedicar este trabajo a mi madre, quien deseaba haberme acompañado durante este camino, pero que por razones fuera de su control no pudo. Muchas gracias, Mamá. Sin tu fé en mí, no habría logrado llegar hasta aquí. La vida nos separó, pero tu legado siempre estará conmigo.

Fabián Bastián Comte Troncoso

Siento que es justo y necesario extender mis agradecimientos principales al grupo de profesores en formación con el que tuve el honor de trabajar. A pesar de no haber conocido a este grupo en su totalidad anteriormente, no puedo pensar que habría salido mejor con nadie más. Agradezco también a aquellos que amo y aprecio fuera del entorno académico: mi familia y amigos, quienes me hicieron sentir capaz de seguir adelante a pesar de los peores momentos de este y otros años; mis padres que me dieron la oportunidad de seguir intentando a pesar de mis múltiples tropiezos, y a mi hermano mayor por ser el guía ideal a través de esta surreal, pero finalmente humana experiencia.

Carlos Ignacio Vázquez Saavedra

Por mi parte, mis más sinceros agradecimientos van dirigidos a este comprometido y talentoso grupo de profesores en formación, quienes han dado su mejor esfuerzo por llevar a cabo este proceso final de esta nueva etapa profesional que está por venir. Por otro lado, mis agradecimientos morales a mi familia, mi madre que ha hecho lo imposible para lograr los frutos de una educación superior, y a mis abuelos que han sido una fuente de vitalidad para nutrir ideas e inspiración en todo este proceso.

Valentina Marisol Uribe Fernández

Quisiera agradecer, en esta instancia, a Mitzy, una amiga quien me apoyó durante mi proceso de práctica profesional, ofreciéndome ideas y momentos de ocio durante dicha instancia. También a Chappie, mi perro, quien fue de vital importancia para mi salud mental en los momentos más estresantes durante este año. Finalmente a Moshi, que fue una persona muy especial para mí durante todo este proceso, quien me dio amor, comprensión, y alegría a través de los magníficos recuerdos que creamos juntos.

Paolo Garcelan Duhartz Ortiz

Me gustaría agradecer a mi familia, mis pilares fundamentales en este proceso los cuales han sido una inspiración constante para seguir adelante, incluso en los momentos más complicados. Gracias por su fe en mí, por cada palabra de aliento y apoyo incondicional que me ha sostenido impulsándome a creer en mí misma. También agradecer a toda la Comunidad UMCE, quienes hicieron posible que continuara mis estudios y alcanzar mis metas académicas y personales.

Darinka Antonia Duzic Córdova

Finalmente, nos gustaría hacer una mención especial de forma colectiva a nuestra profesora supervisora, Michelle Paulet, quien nos ha guiado durante todo el proceso de redacción y revisión de la tesis, por su enorme compromiso con el grupo y toda la ayuda brindada.

INTRODUCTION

Self-regulation has been a recognized topic in terms of developing academic skills, explored and scrutinized by many authors throughout the years, with authors such as Zimmerman (1989, 1995, 2000, 2002, 2008), Bandura (1991), and Panadero and Alonso-Tapia (2014). Collaborative works such as those by Schunk & Zimmerman (2011; 2012), Ramdass & Zimmerman (2011), and Zimmerman and Martinez-Pons (1986; 1988) have further contributed and discussed the concept with its components, providing feasible applications in further contexts, thus enriching the field.

Furthermore, it is crucial to identify and verify which role Self-Regulation plays in students who are enrolled in a teaching training program as actors with a direct connection to the metacognitive process of learning, whether it is a contributing factor in the learning process of students or not in terms of their possible effectiveness of Self-Regulation strategies in a university context. In a space where most academic and extracurricular activities are actively interrupted, as was the case between May and June of 2024 at Universidad Metropolitana de Ciencias de la Educación (UMCE) due to an institution-wide strike, one of the various iterations of a frequent event; the importance of Self-Regulated learning and autodidact skills take a significant spotlight, as well as the current state of it regarding the acknowledgment and active use from the main subjects of the learning process: the learners themselves.

Therefore, this research was carried out to leave evidence for future researchers regarding the present state of students' self-regulation awareness and practice to assess and improve its condition for future generations of learners. While this research targets a specific demographic in its application, its objective is to contribute to the broader understanding of self-regulated learning, taking into consideration varied contexts for the aforementioned purpose, as it is built to show a brief, dedicated study on earlier mentioned authors regarding the topic; as well as an on-field, practical research work based on a concurrent mixed method assessment of a chosen sample; to offer a precise diagnosis of the state of self-regulation among a demographic of students pursuing a career in education.

INDEX

ABSTRACT	2
RESUMEN.....	2
INTRODUCTION	5
INDEX	6
List of Tables	8
List of Figures	8
Chapter 1: Introduction.....	18
1.1 Problem Statement	19
1.2 General Objective:	20
1.3 Specific Objectives:	20
1.4 Hypothesis:.....	20
1.5 Research Questions:	20
1.6 Methodology	21
Chapter 2: Theoretical Framework	23
2.1 Self-Regulation in English Language Teaching	24
2.2 Definition and components of self-regulation	26
2.3 Strategies for Self-Regulated Learning.....	28
2.4 Goal setting and Planning	29
2.5 Time management and organization	30
2.6 Monitoring and Reflection	32
2.7 Self-motivation and Perseverance.....	32
2.8. Self-regulation and English Language Proficiency	34
2.9 Impact of self-regulation on language proficiency	36

2.10 Grammar, Vocabulary and Self-Regulation.....	37
2.11. Implications for Language Teachers.....	39
2.12 Teaching self-regulation skills in the language classroom	40
2.13 Assessing and promoting self-regulation in language learners.....	42
2.14 Studies on self-regulations in ELT.....	46
Chapter 3: Methodological Framework.....	50
1. Research Approach	51
2. Sample.....	51
3. Data collection instruments.....	52
4. Data collection procedures:.....	55
5. Data analysis	57
6. Ethical considerations	58
Chapter 4: Data Analysis	59
I) Quantitative data analysis.....	60
a) Section I: Surveyees Information.....	61
b) Section II: Study Willingness Scale	63
c) Section III: Execution and Performance Scale	73
c) Section IV: Study and learning planning self-assessment scale	100
Section V: Self-efficacy scale for willingness to study	121
Section VI: Scale of Causal Attributions	132
II) Qualitative analysis.....	145
Triangulation.....	155
CHAPTER 5: DISCUSSION OF RESULTS	161
Discussion of Results	162
Chapter 6: Conclusions.....	166

Research Limitations.....	170
Future Research.....	170
References.....	171
Annexes	187
ANNEX 1: AUTORIZATION FOR USE OF MATERIALS IN SIBUMCE	188
ANNEX 2: CONTENT VALIDITY.....	189
ANNEX 3: CONTENT VALIDITY.....	190
ANNEX 4: COMPROMISO DE CONFIDENCIALIDAD Y NO DIVULGACIÓN	191
ANNEX 5: CONSENTIMIENTO INFORMADO PARA ESTUDIANTES MAYORES DE EDAD.....	192
ANNEX 6: CONSENTIMIENTO INFORMADO PARA ESTUDIANTES MAYORES DE EDAD.....	194
ANNEX 7: IBM SPSS table charts.....	196
ANNEX 8: Atlas.ti coding report	217

List of Tables

Table 1: CFA model estimates for the 5 ARA scales [Estimaciones del modelo de AFC de las 5 escalas de ARA]	53
--	----

List of Figures

Figure 1: First question frequency table: “¿En qué año ingresaste a la carrera de Pedagogía de Inglés en esta universidad?” [In what year did you enter the English teaching program at this university?].....	61
--	----

Figure 2: First question pie chart: “¿En qué año ingresaste a la carrera de Pedagogía de Inglés en esta universidad?” [In what year did you enter the English teaching program at this university?]	61
Figure 3: Second question frequency table:“¿En qué semestre de la carrera te encuentras?” [What semester are you in?]	62
Figure 4: Second question pie chart:“¿En qué semestre de la carrera te encuentras?” [What semester are you in?]	62
Figure 5: Second Section First Question: “Establezco objetivos académicos a corto plazo (diario, semanal)” [I establish short-term objectives (daily, weekly)]	63
Figure 6: Second Section Second Question: “Establezco objetivos académicos a corto plazo (diario, semanal)” [I establish short-term objectives (daily, weekly)].....	64
Figure 7: Second Section Third Question general overview: “Establezco objetivos académicos a largo plazo (mensual, semestral)” [I establish long-term academic objectives (monthly, semester)]	65
Figure 8: Second Section Third Question per-semester detailed overview: “Establezco objetivos académicos a largo plazo (mensual semestral)” [I establish long-term academic objectives (monthly, semester)].....	65
Figure 9: Second Section Third Question general overview: “Ordeno los materiales para el estudio” [I order the materials for study].....	66
Figure 10: Second Section Third Question Per-semester detailed overview: “Ordeno los materiales para el estudio” [I order the materials for study]	67
Figure 11: Second Section Fourth Question general overview: “Hago un horario para organizar mi tiempo de estudio” [I make a schedule to organize my study sessions]	68
Figure 12: Second Question Fourth Question per-semester detailed overview: “Hago un horario para organizar mi tiempo de estudio” [I make a schedule to organize my study sessions]	68
Figure 13: Second Section Fifth Question general overview: “Planifico el tiempo que voy a dedicar a cada actividad” [I plan the time I am going to spend to each activity]	69
Figure 14: Second Section Fifth Question detailed per-semester overview: “Planifico el tiempo que voy a dedicar a cada actividad” [I plan the time I am going to spend in each activity]	70

Figure 15: Second Section Sixth Question general overview: “Tengo una lista con las tareas académicas por hacer” [I have a list with to-do academic tasks]	71
Figure 16: Second Section Sixth Question detailed per-semester overview: “Tengo una lista con las tareas académicas por hacer” [I have a list with to-do academic tasks]	71
Figure 17: Second Section Seventh Question general overview: “Identifico que tareas académicas realizaré primero” [I identify what academic tasks I will do first]	72
Figure 18: Second Section Seventh Question per-semester detailed overview: “Identifico que tareas académicas realizaré primero” [I identify what academic tasks I will do first]	73
Figure 19: Third section First question general overview : “Lo hago de acuerdo a un horario establecido por mí” [I do it according to a schedule set by me]	74
Figure 20: Third section First question detailed per-semester overview: “Lo hago de acuerdo a un horario establecido por mí” [I do it according to a schedule set by me]	75
Figure 21: Third section Second question general overview : “Evalúo si estoy aprendiendo durante el estudio” [I evaluate if I am learning while studying]	76
Figure 22: Third question Second question per-semester overview: “Evalúo si estoy aprendiendo durante el estudio” [I evaluate if I am learning while studying]	76
Figure 23: Third Section Third Question general overview: “Repaso los apuntes tomados en clases” [I review the notes taken in class]	77
Figure 24: Third Section Third Question per-semester detailed overview: “Repaso los apuntes tomados en clases” [I review the notes taken in class]	78
Figure 25: Third Section Fourth Question general overview: “Tengo claro a que compañeros pedirle ayuda si fuera necesario” [It is clear to me which classmates to ask for help if necessary]	79
Figure 26: Third Section Fourth Question per-semester detailed overview: “Tengo claro a que compañeros pedirle ayuda si fuera necesario” [It is clear to me which classmates to ask for help if necessary]	79
Figure 27: Third Section Fifth Question general overview: “Si no comprendo lo que leo, busco una forma para solucionarlo” [If I do not understand what I am reading, I seek a solution.]	80

Figure 28: Third Section Fifth Question per-semester detailed overview: “Si no comprendo lo que leo, busco una forma para solucionarlo” [If I do not understand what I am reading, I seek a solution.].....	81
Figure 29: Third Section Sixth Question general overview: “Se donde encontrar a personas que me puedan ayudar” [I know where to find people who can assist me.]	82
Figure 30: Third Section Sixth Question per-semester detailed overview: “Se donde encontrar a personas que me puedan ayudar” [I know where to find people who can assist me.]	82
Figure 31: Third Section Seventh Question general overview: “Identifico los contenidos que no entiendo bien” [I recognize the contents I do not understand well.]	83
Figure 32: Third Section Seventh Question per-semester detailed overview: “Identifico los contenidos que no entiendo bien” [I recognize the contents I do not understand well.]	84
Figure 33: Third Section Eighteenth Question general overview: “Memorizo palabras clave para recordarme conceptos importantes” [I use keywords to recall important concepts.]	85
Figure 34: Third Section Eighteenth Question per-semester detailed overview: “Memorizo palabras clave para recordarme conceptos importantes” [I use keywords to recall important concepts.]	86
Figure 35: Third Section ninth Question general overview: “Anoto las dudas para preguntar al profesor” [I note down my questions to ask the professor.].....	87
Figure 36: Third Section ninth Question per-semester detailed overview: “Anoto las dudas para preguntar al profesor” [I note down my questions to ask the professor.]	87
Figure 37: Third Section tenth Question general overview: “Cumple con los objetivos de estudio” [I achieve my learning goals.]	88
Figure 38: Third Section tenth Question per-semester detailed overview: “Cumple con los objetivos de estudio” [I achieve my learning goals.].....	89
Figure 39: Third Section eleventh Question general overview: “Reviso el progreso de mi estudio” [I review my study progress.].....	90
Figure 40: Third Section eleventh Question per-semester detailed overview: “Reviso el progreso de mi estudio” [I review my study progress.].....	90

Figure 41: Third Section Twelfth Question general overview: "Hago resúmenes de las ideas principales" [I make summaries of the main ideas]	91
Figure 42: Third Section Twelfth Question per-semester detailed overview: "Hago resúmenes de las ideas principales" [I make summaries of the main ideas.]	92
Figure 43: Third Section Thirteenth Question general overview: "Reviso mi planificación de estudio si requiere modificación" [I review my study plan to see if it needs adjusting.]	93
Figure 44: Third Section Thirteenth Question per-semester detailed overview: "Reviso mi planificación de estudio si requiere modificación" [I review my study plan to see if it needs adjusting.]	93
Figure 45: Third Section Fourteenth Question general overview: "Reviso mi procedimiento/estrategia de estudio si es efectiva para aprender " [[I review my study plan to see if it needs adjusting.]	94
Figure 46: Third Section Fourteenth Question per-semester detailed overview: "Reviso mi procedimiento/estrategia de estudio si es efectiva para aprender " [I assess my study techniques to see if they are promoting learning.].....	95
Figure 47: Third Section Fifteenth Question general overview: "Repito las ideas claves para memorizarlas " [I review key concepts to memorize them.]	96
Figure 48: Third Section Fifteenth Question per-semester detailed overview: "Repito las ideas claves para memorizarlas " [I review key concepts to memorize them.].....	96
Figure 49: Third Section Sixteenth Question general overview: "Si no estoy seguro de algún material o contenido pregunto a mis compañeros" [If I am unsure about any material or content, I ask my classmates.]	97
Figure 50: Third Section Sixteenth Question per-semester detailed overview: "Si no estoy seguro de algún material o contenido pregunto a mis compañeros" [If I am unsure about any material or content, I ask my classmates.]	98
Figure 51: Third Section Seventeenth Question general overview: "Cuando estudio reuno información de diferentes fuentes" [While studying, I collect information from different sources.].....	99

Figure 52: Third Section Seventeenth Question per-semester detailed overview: “Cuando estudio reuno información de diferentes fuentes” [While studying, I collect information from different sources.]	99
Figure 53: Fourth Section First Question general overview: “Cumpli con mis objetivos propuestos” [I met my set objectives.]	100
Figure 54: Fourth Section First Question per-semester detailed overview: “Cumpli con mis objetivos propuestos” [I met my set objectives.]	101
Figure 55: Fourth Section Second Question general overview: “Completé mis desafíos personales de aprendizaje” [I met my personal learning challenges.]	102
Figure 56: Fourth Section Second Question per-semester detailed overview: “Completé mis desafíos personales de aprendizaje” [I met my personal learning challenges.]	102
Figure 57: Fourth Section Third Question general overview: “Realice las tareas en los horarios establecidos” [I finished the tasks by the deadlines.]	103
Figure 58: Fourth Section Third Question per-semester detailed overview: “Realice las tareas en los horarios establecidos” [I finished the tasks by the deadlines.]	104
Figure 59: Fourth Section Fourth Question general overview: “Evaluó si alcancé las exigencias académicas establecidas por el profesor” [I assessed whether I met the academic standards established by the professor.]	105
Figure 60: Fourth Section Fourth Question per-semester detailed overview: “Evaluó si alcancé las exigencias académicas establecidas por el profesor” [I assessed whether I met the academic standards established by the professor.]	105
Figure 61: Fourth Section Fifth Question general overview: “Completé mi lista de tareas académicas por hacer” [I completed my list of academic assignments.]	106
Figure 62: Fourth Section Fifth Question per-semester detailed overview: “Completé mi lista de tareas académicas por hacer” [I completed my list of academic assignments.]	107
Figure 63: Fourth Section Sixth Question general overview: “Reviso si logré los aprendizajes esperados por el profesor” [I assess if I met the learning expectations outlined by the professor.]	108
Figure 64: Fourth Section Sixth Question per-semester detailed overview: “Reviso si logré los aprendizajes esperados por el profesor” [I assess if I met the learning expectations outlined by the professor.]	108

Figure 65: Fourth Section Seventh Question general overview: “Mi planificación fue efectiva” [My planning was effective.]	109
Figure 66: Fourth Section Seventh Question per-semester detailed overview: “Mi planificación fue efectiva” [My planning was effective.]	110
Figure 67: Fourth Section Eighth Question general overview: “Reviso si logre mis objetivos personales de aprendizaje” [My planning was effective.]	111
Figure 68: Fourth Section Eighth Question per-semester detailed overview: “Reviso si logre mis objetivos personales de aprendizaje” [My planning was effective.]	111
Figure 69: Fourth Section Ninth Question general overview: “Terminé el estudio en el plazo planificado” [I finished my studies on schedule.].....	112
Figure 70: Fourth Section Ninth Question per-semester detailed overview: “Terminé el estudio en el plazo planificado” [I finished my studies on schedule.]	113
Figure 71: Fourth Section Tenth Question general overview: “Reviso si comprendí los conceptos claves” [I reviewed my understanding of the key concepts.]	114
Figure 72: Fourth Section Tenth Question per-semester detailed overview: “Reviso si comprendí los conceptos claves” [I reviewed my understanding of the key concepts.]	114
Figure 73: Fourth Section Eleventh Question general overview: “Identifico la estrategia que no me ayuda a aprender para no utilizarla en el futuro” [I identify the strategy that is ineffective for me, so I can avoid them in the future.]	115
Figure 74: Fourth Section Eleventh Question per-semester detailed overview: “Identifico la estrategia que no me ayuda a aprender para no utilizarla en el futuro” [I identify the strategy that is ineffective for me, so I can avoid them in the future.].....	116
Figure 75: Fourth Section Twelfth Question general overview: “Evaluó si aprendí los contenidos centrales” [I assess whether I learned the core contents.]	117
Figure 76: Fourth Section Twelfth Question per-semester detailed overview: “Evaluó si aprendí los contenidos centrales” [I assess whether I learned the core contents.]	117
Figure 77: Fourth Section Thirteenth Question general overview: “Requiero aumentar mi tiempo de estudio la próxima vez” [I require more study time next time.].....	118
Figure 78: Fourth Section Thirteenth Question per-semester detailed overview: “Requiero aumentar mi tiempo de estudio la próxima vez” [I require more study time next time.]	119

Figure 79: Fourth Section Fourteenth Question general overview: “Reviso si avancé en relación con mi conocimiento previo” [I assess my improvement compared to my prior understanding.]	120
Figure 80: Fourth Section Fourteenth Question per-semester detailed overview: “Reviso si avancé en relación con mi conocimiento previo” [I assess my improvement compared to my prior understanding.]	120
Figure 81: Fifth section First question general overview: “Hacer un horario de estudio” [Create a study schedule.].....	122
Figure 82 : Fifth section First question detailed per-semester overview: “Hacer un horario de estudio” [Create a study schedule.]	123
Figure 83 : Fifth section Second question general overview: “Tener una lista de tareas por hacer” [To have a list of academic assignment to complete.]	124
Figure 84 : Fifth section Second question detailed per-semester overview: “Tener una lista de tareas por hacer” [To have a list of academic assignment to complete]	124
Figure 85 : Fifth section Third question general overview: “Establecer objetivos de estudio a corto plazo (diario, semanal)” [To set short-term study goals (daily,weekly)].....	125
Figure 86 : Fifth section Third question detailed per-semester overview: “Establecer objetivos de estudio a corto plazo (diario, semanal)” [To set short-term study goals (daily,weekly)].....	126
Figure 87 : Fifth section Fourth question general overview: “Establecer objetivos de estudio a largo plazo (mensual, semestral)” [To set long-term study goals (monthly,half-yearly)]	127
Figure 88 : Fifth section Fourth question detailed per-semester overview: “Establecer objetivos de estudio a largo plazo (mensual, semestral)” [To set long-term study goals (monthly,half-yearly)]	127
Figure 89 : Fifth section Fifth question general overview: “Elegir un lugar para estudiar sin distracciones” [To choose a distraction-free place]	128
Figure 90 : Fifth section Fifth question detailed per-semester overview: “Elegir un lugar para estudiar sin distracciones” [To choose a distraction-free place]	129
Figure 91 : Fifth section Sixth question general overview: “Tener todos los materiales necesarios para estudiar” [To have all the necessary materials for studying]	130

Figure 92: Fifth section Sixth question detailed per-semester overview: “Tener todos los materiales necesarios para estudiar” [To have all the necessary materials for studying].....	130
Figure 93 : Fifth section Seventh question general overview: “Encontrar un lugar cómodo para estudiar (luz, temperatura, ventilación)” [To locate a suitable study environment (lighting, temperature, ventilation).....	131
Figure 94 : Fifth section Seventh question detailed per-semester overview: “Encontrar un lugar cómodo para estudiar (luz, temperatura, ventilación)” [To locate a suitable study environment (lighting, temperature, ventilation).....	132
Figure 95 : Sixth section First question general overview: “La desmotivación del profesor” [Teacher demotivation]	133
Figure 96 : Sixth section First question detailed per-semester overview: “La desmotivación del profesor” [Teacher demotivation]	134
Figure 97 : Sixth section Second question general overview: “Mi falta de esfuerzo en el estudio” [My lack of dedication to my studies].....	135
Figure 98 : Sixth section Second question detailed per-semester overview: “Mi falta de esfuerzo en el estudio” [My lack of dedication to my studies]	135
Figure 99 : Sixth section Third question general overview: “La falta de apoyo de mi familia” [The lack of support from my family].....	136
Figure 100: Sixth section Third question detailed per-semester overview: “La falta de apoyo de mi familia” [The lack of support from my family]	137
Figure 101 : Sixth section Fourth question general overview: “La falta de apoyo de mis amigos” [The lack of support from my friends]	138
Figure 102 : Sixth section Fourth question detailed per-semester overview: “La falta de apoyo de mis amigos” [The lack of support from my friends].....	138
Figure 103 : Sixth section Fifth question general overview: “La falta dedicación al estudio” [The lack of dedication to studying]	139
Figure 104 : Sixth section Fifth question detailed per-semester overview: “La falta dedicación al estudio” [The lack of dedication to studying]	140
Figure 105 : Sixth section Sixth question general overview:: “La despreocupación del profesor” [The teacher 's carelessness.].....	141

Figure 106 : Sixth section Sixth question detailed per-semester overview: “La despreocupación del profesor” [The teacher 's carelessness.]	141
Figure 107 : Sixth section Seventh question general overview: “Que el profesor me tiene mala” [I sense a lack of rapport with the teacher..]	142
Figure 108 : Sixth section Seventh question detailed per-semester overview: “Que el profesor me tiene mala” [I sense a lack of rapport with the teacher.]	143
Figure 109 : Sixth section Eight question general overview: “Mi desorganización del estudio” [My lack of study organization]	144
Figure 110: Sixth Section Eighth question detail per-semester overview: "Mi desorganizacion del estudio" [My lack of study organization].	144
Figure 111: Word Clouds: Perception of Self-regulated learning.	145
Figure 112: Word Clouds: Strategies used	146
Figure 113: Word Clouds: Learning about Self-regulation and its Importance at UMCE	147
Figure 114: Word Clouds: Use of English in non-Academic Settings	148
Figure 115: Word Clouds: Goal-setting and planning in learning	149
Figure 116: Word Clouds: Handling stress and academic pressure	150
Figure 117: Word Clouds: Self-regulation and English proficiency	151
Figure 118: Word Clouds: Practice English and reinforce contents during the strike.	152
Figure 119: Word Clouds: Feedback in academic performances	153
Figure 120: Word Clouds: Support network for enhancing English skills.....	154

Chapter 1: Introduction

1.1 Problem Statement

Even though self-regulation skills are essential for achieving academic and professional success, there still needs to be more knowledge regarding self-regulation strategies' precise role and efficiency among students in English language teacher education. As future educators, these students need content knowledge and must be able to understand and regulate their learning processes. However, more research still needs to be done on how self-regulation promotes academic success and the acquisition of teaching skills in this population (Zimmerman, 2002). Further, the student's difficulties and limitations in practicing self-regulation skills in the context of their learning and postgraduate practice are yet to be discovered (Karoly & Ruehlman, 1995). In May-June of 2024, a strike followed, and consequently, a takeover occurred. During that period, academic processes such as classes and workshops were suspended until further notice, jeopardizing both the continuity of the teacher training program and formal individual English acquisition for students, implying a challenging process for such a group, taking into consideration those above, which links towards the concept of self-regulation. For these reasons, it has been decided to conduct a study with the undergraduate students of the teaching training program at UMCE at various levels to assess the self-regulation strategies they employ when learning a foreign language.

Considering that UMCE is constantly exposed in the sense of strikes or takeovers, it would be enriching to discover whether students applied any self-regulation strategies to keep their learning process active during strikes or takeovers. For instance, during strikes or takeover periods, some students applied specific self-regulation strategies such as vocabulary acquisition by watching TV shows, series, and movies. Meanwhile, others preferred to practice speaking skills by conversing during their part-time jobs. Thus, it is high time for further research to understand the use, effectiveness, and improvement possibilities of self-regulation training in teaching training programs so that students are more equipped for their future profession as teachers (Schunk & Zimmerman, 2012).

1.2 General Objective:

To identify the role of self-regulation strategies in enhancing academic performance and professional development among students enrolled in a teaching training program.

1.3 Specific Objectives:

To establish the self-regulation strategies used frequently by students in a teaching training program.

To distinguish potential difficulties and obstacles students experience on their way to self-regulation in their academic and career endeavors.

To suggest strategies to improve the integration of self-regulation training into this teaching training program.

1.4 Hypothesis:

H1: The study's findings show that self-regulation skills are crucial in building teaching competencies and professional skills among students in a teaching training program.

H2: Self-regulation skills can not be considered a factor contributing to the formation of teaching competencies and professional skills among students in teaching training programs.

1.5 Research Questions:

What are the most utilized self-regulation strategies among students in a teaching training program?

What are students' main challenges and barriers in implementing self-regulation strategies in their academic and professional pursuits within the teaching training program?

What recommendations can be proposed for improving the integration and effectiveness of self-regulation training within teaching training programs to enhance student outcomes?

1.6 Methodology

The current research utilizes both quantitative and qualitative research paradigms to provide a more rigorous and holistic analysis of self-regulation strategies in learners enrolled in teaching training courses. In this case, the concurrent mixed-method approach means analyzing the data from both quantitative and qualitative sources independently yet simultaneously; hence, the research phenomenon is better understood (Creswell & Plano Clark, 2018). The findings from both sources will be integrated to form a well-rounded conclusion.

First, a previously revised and validated questionnaire will be explicitly completed, "Scale to Measure Self-Regulated Learning Phases in Secondary School Students" (Saez, 2021), ensuring its use's reliability and suitability. This instrument is based on established frameworks, such as the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991) and the Self-Regulation Questionnaire (SRQ) (Zimmerman, 1995). However, it offers a more comprehensive and complete structure, facilitating a focus on the integral functioning of all three components of self-regulation: metacognition, cognitive strategies, and motivation, rather than concentrating on just one aspect (Cerezo et al., 2020; Cleary y Callan, 2014). Consequently, this instrument is ideal for addressing the research questions of our study since it sheds light on specific and general characteristics of Self-Regulation, providing data about personal strategies used and external influences that affect students' learning process. The questionnaire will be administered to a group of students enrolled in teaching training to estimate how many students use self-regulation strategies, their academic achievement, and perceived difficulties in self-regulation strategies.

Secondly, semi-structured interviews shall be administered to a sample of the survey respondents. This interview will likely elicit further details of the participants' experiences, perceptions, and the contexts in which they practice self-regulation in their teaching training programs (Denzin & Lincoln, 2018). The flexible nature of the semi-structured approach enables the researchers to ask follow-up questions and participants to share their experiences in depth (Creswell & Creswell, 2017). By combining quantitative survey data and qualitative interview data, the research aims to triangulate the data, providing a more comprehensive view

of the problem and enhancing the understanding of Self-regulation in teaching training programs. The interviews will be recorded in audio format, transcribed in detail, and analyzed qualitatively (Braun & Clarke, 2006). This integrated approach will support a broader perspective of the research questions and contribute to recommendations for improving self-regulation training in English Language Teaching Education.

Chapter 2: Theoretical Framework

2.1 Self-Regulation in English Language Teaching

The study of self-regulation in educational contexts arose around the 1980s, along with the study of cognitive psychology. Researchers began to focus on how learners' thoughts, beliefs, and emotions influenced their learning processes. This conveyance moved away from behaviorist views of learning as an exclusive result of external factors toward understanding learners' internal processes.

Self-regulation or self-regulated learning (SRL) is a concept of three main elements: metacognition, the learner's awareness, and insight into their thinking patterns (Zimmerman, 2002). Cognitive strategies are identified as the different tools that students use to improve and manage their academic learning (Corno & Mandinach, 1983; Zimmerman & Pons, 1986, 1988; Pintrich & De Groot, 1990), and motivation, described as the fuel that pushes someone to take action, behave in a particular way, stay focused and committed to a task. (Ushioda & Dörnyei, 2011; Dörnyei and Ryan, 2015; Weiner, 1986). Further analysis of these elements will be addressed later in this investigation.

Its importance relies on the function of each component, acting as a whole and positively influencing students' learning process. From the cognitive perspective, Bandura (1991) defines self-regulation from the personal and reflective perspective of the individual. It emphasizes that S.R. students need to identify their way of learning and their capabilities and actively participate in their learning process. This self-awareness enables them to understand and identify the necessary tools and strategies to interfere with academic performance effectively. These actions lead to personal goal setting, which sometimes even becomes spontaneous. Self-knowledge affects behavior and can regulate future actions; in other words, "knowledge of how one is doing alters one's subsequent behavior to the extent that it activates self-reactive influences in the form of personal goal setting and self-evaluative reactions" (p. 251).

Self-regulation empowers students to act in their learning process, allowing them to be aware of how they learn and adapt their learning strategies as needed; students "must possess the self-awareness and strategic knowledge to take corrective action." (Zimmerman, 2002, p.

65). Research has also shown that academic performance awareness can help students cope with their background differences while learning. Reflecting on the use of different study methods helps with the struggle of some learners to understand a complex subject. Furthermore, Winne (1996) states that "learners metacognitively monitor these updates to their initial representation of the task to judge progress. Within the limits of cognitive resources and external constraints" (p. 331).

Self-regulated students are willing to try and navigate the different options until they find one that adapts to their specific needs to create significant learning; "Self-efficacy beliefs also help determine how much effort students will expend on an activity, how long they will persevere when confronting obstacles" (Pajares, 2002, p. 118).

Despite the positive aspects of self-regulation for learners, drawbacks still need to be pointed out. Effective SR includes the ability to use feedback constructively, which can impact motivation and engagement, "Receiving feedback that implies lack of competence at the activity tends to decrease interest and subsequent choice to perform the activity" (Sansone & Thoman, 2005, p. 178) On the other hand, Boekaerts & Niemivirta (2000) states that discrepancies in student goals and progress can lead to adverse emotional outcomes, such as frustrations and anxiety, especially when goals seem unattainable or irrelevant. It is essential to find balance; otherwise, dysfunctions in Self-regulation may interrupt students' learning process.

Teachers play an outstanding role in this matter since, at some point, they are the ones to provide the knowledge so students can cope with any difficulty while learning. Paris & Paris (2001) suggest that since teachers are more aware of effective learning strategies than students, they are responsible for explicitly teaching and encouraging students to apply them in their learning.

The importance of self-regulation becomes even more significant in contexts like many institutions in Chile. Even though universities have a curriculum in which most subjects are taught in English, the resources still need to be improved, and the instruction time needs to be increased. What happens outside the classroom is of concern to us the most. Given the fact that students who learn English as a foreign language lack opportunities to learn it, for instance, limited exposure (being in classrooms only means practicing the target language), fear of

making mistakes, focus on grammar and exams rather than conversational fluency among others.

Most of the Chilean population does not speak English or possess basic conversational skills. Even though English is taught from grades 5 to 12, it has become "a language of prestige associated with the elite and social mobility" (Antoine, 2017, p. 3). Private schools have a solid English program with ten or more hours per week. Conversely, the vulnerable schools only consider 4 hours. Learners can barely follow instructions, not understand basic vocabulary, or infer meaning from context due to their cognitive, physical, affective, and social needs" (Romero, 2022).

As was mentioned in the problem statement, the reasons for conducting the following study with undergraduate students of the teaching training program at UMCE at various levels to assess the self-regulation strategies were due to the context in which the institution is exposed. Additionally, by conducting this self-regulation study with UMCE's learners, valuable insights will emerge, which might impact not only future studies but also possible future modifications to the curriculum or the lessons offered at the university, it would foster the concept of self-regulation and its components, aiming to develop UMCE's students.

2.2 Definition and components of self-regulation

According to Brown (2014), self-regulation is a principle. The research started when Zimmerman, Cohen, Macarao, and Dörnyei described a new principle that implied an autonomous process of developing awareness, setting goals, monitoring performance, using effective strategies, and holding positive beliefs about oneself. With this, a new principle began to be highlighted, explaining the learning process and combining internal and external implications.

One of the most complete definitions of this principle can be found in Zimmerman's works; this author defines self-regulation not as a mental ability or an academic performance skill; however, it is explained as the self-directive process by which learners transform their mental abilities into academic skill, as well as students' self-generated thoughts and behaviors that are systematically oriented toward the attainment of their learning goals. This statement

means that students have an internal process through their interactions with the social learning environment to transform it into academic skills. Furthermore, self-regulation is conceptualized as a cyclical process where learners respond according to their self-feedback loop during their learning. In this self-feedback loop, learners monitor their learning strategies with others. (Zimmerman, 2000; 2002; Zimmerman & Schunk, 2011).

Panadero and Alonso-Tapia (2014) proposed another explicit definition of self-regulation: "Self-regulation is the control that students have over their cognition, behavior, emotions, and motivation through the use of personal strategies to achieve the goals they have established" (p. 450). Therefore, self-regulated learners can manage their emotions and behavior to achieve goals within the learning process.

Dörnyei (2005) provided a more straightforward but no less comprehensive definition of self-regulation, stating that it is a multidimensional construct encompassing processes such as cognition, metacognition, motivation, behavior, and environment. Furthermore, Dörnyei clearly states that self-regulation is synonymous with more straightforward concepts such as self-management, self-control, action control, volition, self-directed behavior, and even metacognition and problem-solving.

In other words, self-regulation is described as a combination of components that "involves cognitive, affective, motivational, and behavioral ones that provide an individual with specific mental capacities through their actions to reach goals in changing environmental conditions." (Zeidner et al., 2000, p.751).

Adding more theory to this teaching principle is adding components that complement this understanding. According to Pintrich (1990), three main self-regulated learning components exist. One of them is students' metacognitive strategies, which refers to students' use of strategies for planning, monitoring, and modifying their cognition and understanding metacognition as "the awareness of and knowledge about one's thinking" (Zimmerman, 2002, p.65). On the other hand, it is called student management and control, which includes the effort of students to remain focused in front of distractors and involves other aspects such as time and study environment, effort regulation, peer learning, and help-seeking (Tseng et al., 2006). The last component mentioned is cognitive strategies, which refers to students' strategies to learn,

remember, and understand a material; the authors indicate strategies such as rehearsal, elaboration, and organizational strategies that foster active engagement and cognitive learning (Pintrich, 1990).

2.3 Strategies for Self-Regulated Learning

Self-regulation is considered a key element and purpose of L2 learning strategy use, and several essential strategy definitions have been developed. However, there needs to be a clear consensus on the definition of L2 learning strategy (Oxford, 2017). Learning strategies have been intimately involved with SRL; since its beginnings, strategies, and self-regulation have been linked by various authors, such as Zimmerman & Martinez-Pons and Winne and Perry (Oxford, 2017). On the same note, the word strategy has been described as the ways "learners approach challenging tasks and problems by choosing (...) those they believe are best suited" (Winne & Perry, 2000, p. 533), which connects those above with the latter; strategies are frequently tied to self-regulation.

Taking into consideration Panadero & Tapia's (2014) definition of self-regulation, which "(...) is the control that students have over their cognition, behavior, emotions, and motivation through the use of personal strategies to achieve the goals they have established" (p. 451), there are some general learning strategies that can be applied, such as cognitive strategies that involve planning, monitoring, and evaluating learning that fosters awareness and control. Affective strategies, such as managing emotions to improve learning (e.g., self-talk and relaxation techniques), are mentioned. Both strategies are strongly connected to learning styles defined as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe, 1979, p. 4).

These approaches include behaviorist methods, such as the operant theory, which comprehends self-monitoring, self-instruction, and self-reinforcement (Schunk & Zimmerman, 2012). These methods are linked to stimulus, which means that if an individual engages in the same behavior and gets a positive response, there are more chances for it to be repeated throughout time, creating a positive habit for their interests.

2.4 Goal setting and Planning

According to educational psychology and associated areas, SRL is goal-driven, which is understood as a voluntary process chosen to achieve objectives. Through that process, learners activate and sustain their cognitive, emotional, and behavioral mechanisms, which focus systematically on fulfilling their self-proposed objectives (Oxford, 2017).

Goal setting refers to deciding upon specific outcomes of learning or performance, such as solving a group of division problems in mathematics during a study session (Locke & Latham, 1990). Highly self-regulated people have hierarchical goal systems, with process goals acting as proximal regulators of more distant outcome goals.

In other words, goal setting is a relevant variable since it activates and keeps the cognitive and emotional aspects of the learner. Regarding the type of goal, a set of studies has highlighted that setting specific goals is more appropriate than general goals, as it goes hand in hand with short rather than long-term and self-generated goals instead of assigned goals (Kolovelonis et al., 2013). However, when the learner understands the task's demands and goals, the learner can exceed the task requirements, carry out what is needed, address the task, or do something entirely different (Oxford, 2017). The process of goal setting, according to Gollwitzer and Sheeran (2006), contains specific multi-steps: Identifying and establishing personal goal; .developing a plan to start working on how to reach those goals; using strategies and resources to overcome difficulties that might interfere with the goal-setting process; and developing, evaluating, and monitoring the plan used to achieve the goal.

Planning is a complex process where learners progressively define the desired result of the task, determine what level of achievement is suitable, identify the relevant knowledge that must be gained, and reflect on what steps must be taken to solve a problem (Winne, 2017). Zimmermann (1989) demonstrated that learners who set goals increase academic success. For example, memorizing a word list for a spelling test or planning to use spelling strategies, such as segmenting words into syllable word lists. Similarly, "A pupil learning a tennis serve will feel an increasing sense of efficacy about mastering this stroke as components of it are acquired, such as the take-back of the racket, the ball toss, and the follow-through." (Zimmermann 2000, p. 17).

2.5 Time management and organization

As students transition from secondary school to university, they usually encounter high levels of autonomy and responsibility since they are not only overexpressed with plenty of challenging and time-consuming learning activities inside the classroom and social life/networking but also with extracurricular activities outside the classroom, on their duration, and in their direction (Banahan & Mullendore, 2014; Terenzini et al., 1994). For first-year university students, maintaining a balance among these aspects is perceived as a source of stress (Shaunessy-Dedrick et al., 2015; Van der Meer et al., 2010). Due to that, time management appears; it can be defined as a series of processes that individuals can capture to plan, monitor, control, and reflect on their time (Wolters & Brady, 2021). Regarding their components although there is still no agreement regarding its fundamental constituents, experts often suggest labeling time management as a complex process that involves setting optimal goals and ranking their relevance, short and long-term planning, evaluating time spent as well as tracking how the time is spent, and proactively organizing how time is used (Wolters et al., 2020; Aeon & Aguinis, 2017; Britton & Glynn, 1989; Burt et al., 2010; Macan, 1994; Richards, 1987; Van Eerde, 2015). Therefore, self-regulated learning has a strong connection since it works as gasoline that keeps the learning process running steadily (Claessens, B.J.C. 2007). For instance, it positively affects three self-regulated learning phases (forethought, performance, and post-performance). The forethought phase is strongly connected to two processes that occur in that phase: task analysis and planning, the former due to the students' activation of the different forms of knowledge and belief required to comprehend the task assigned, including the estimation of how much time the task requires. (Buehler and Griffin, 2015). At the same time, both the motivational belief and emotions turned on during this phase are going to alter students' willingness to spend time and effort in the completion of the assigned task, leading to the implementation of strategies to manage time effectively and productively (Wolters et al.; A., 2020). Meanwhile, time management is linked directly with planning because students have to plan cognitive and emotional decisions regarding goal setting at different moments of the task (before, meanwhile, and after). Therefore, they must set their priorities for the time needed to complete the assigned task. At the same time, they will establish time-related standards for success or progress (Wolters et al.; A., 2020).

Within the performance phase of self-regulated learning, time management plays a crucial role, influencing several micro-processes such as enactment, monitoring, evaluation, and adaptation. Enactment refers to the execution of strategies that were previously planned to complete a task, involving tools like calendars or schedules to organize and manage the time allocated to academic activities. This phase marks the initiation of time management, as students define when and for how long they will engage in specific tasks. Monitoring, on the other hand, involves continuous self-awareness regarding the use of time throughout the learning process, employing techniques such as writing logs or reflecting on the passage of time while working on assignments. Through this self-reflection, students become more attuned to their level of engagement and efficiency. Evaluation is closely related to monitoring but entails comparing the actual time spent on tasks with the time that was initially planned, enabling students to assess their success and measure their performance against established goals. This process of evaluation, which involves judging the rate at which information is acquired and processed, or the level of engagement maintained, serves as a key reference for making future decisions. Adaptation follows as the next phase, in which students adjust their strategies, including time management practices, to minimize any discrepancies between expectations and actual outcomes. This may involve modifying schedules or incorporating additional breaks to improve productivity (Wolters et al.; A., 2020).

In the post-performance phase, time management continues to play a significant role through two processes: reflection and reaction. Reflection entails reviewing how time was spent during the task and comparing the outcomes with initial expectations, allowing for more effective preparation for future tasks (Zimmerman; 2000). Finally, reaction refers to the emotional or psychological response experienced by students upon completing a task, influenced by how effectively they managed their time. Students may feel satisfaction or frustration depending on the efficiency of their time management, which in turn helps them learn from the experience and adjust their approach for subsequent tasks. These processes are interconnected, forming a continuous cycle in which self-regulation and time management are optimized with each new academic challenge (Wolters et al.; A., 2020).

2.6 Monitoring and Reflection

Among the processes associated with Self-Regulated Learning and enclosed within the Performance phase (Zimmerman, 2000) of self-regulation lies the concept of monitoring. Wolters and Brady (2020) define monitoring as the "ongoing awareness of various aspects of engagement and progress during academic work" (p. 15). Such features contemplate cognition, motivation, context, and behavior components, which are intrinsically related to time management. In other words, the awareness regarding time-oriented thoughts and actions of the exact nature through time and the chronology of a specific task. This author also outlines the importance not only of the knowledge of degrees of understanding, learning, and task comprehension (Pintrich & Zusho, 2007) but also of students' self-awareness of cultural and social aspects of the environment, suggesting that being cognizant of those aspects helps students better monitor their learning and adjust their strategies to perform a task. Furthermore, these actions can be represented "(...) through deliberate actions such as self-questioning, recording observable actions, or generating judgments of learning". (p. 14)

On the other hand, reflection, also understood as self-reflection in the SRL field, is when the learner assesses through evaluating the results (how well they performed) of the task, what knowledge and skills have been acquired or developed, and how effective were the learning strategies used in the task. Self-reflection is one of the phases of self-regulation after the forethought and the performance ones, although learners sometimes need to follow those phases linearly (Oxford, 2017).

2.7 Self-motivation and Perseverance

The Cambridge Dictionary defines motivation as "the need or reason for doing something"(n.d.). It encourages someone to act, make specific decisions, put in the effort, and continue doing the actions. Researchers agree with the definition of magnitude and direction of human behavior: the decision to take specific activities, the perseverance to carry out them, and the effort put forth. In other words, motivation determines three things: why someone decides to do something, how long they are willing to continue with it, and how actively they intend to

pursue it (Ushioda & Dörnyei, 2011). Dörnyei and Ryan (2015) summarized three L2 motivation theory and research stages.

The first stage is called the social psychological period (1959–1990), in which the works of Robert Gardner (1985; 2011) are highlighted. The second stage is called the cognitive situated period (1990s), in which two theories came up: the self-determination theory and the attribution theory, according to Dörnyei and Ryan. The third stage, which started in 2000 and continues to the present, focuses on processes, specifically motivational change, self-regulation, possible selves, and the emergence of individual motivation in sociocultural contexts.

In the first stage, Gardner created a socio-educational model that includes four variables: motivation, language anxiety, integrativeness, and attitude toward the learning situation. According to the self-determination theory, there are two types of motivation in the second stage: intrinsic and extrinsic. The first one is based on intrinsic interest in the activity itself, while the other one is based on extrinsic rewards towards the activity. Both types of motivation are not categorically different but lie along a continuum of self-determination. (Noel, et. al, 2000, p. 60). Weiner (1986) developed the Attribution Theory, linked to optimism against pessimistic explanatory styles and growth versus fixed mindsets. The theory raises the question of what attributes people attribute to success in a particular situation and also states that people perceive successes and failures about any of these four causes: ability or effort, internal to the person; or task difficulty or luck, external to the person. Finally, process-oriented motivation comprises hot cognition, engagement, flow, inspired consciousness, and strategies for self-regulating motivation in learning and unaccomplished goals.

Bandura and Schunk (1981) experimented with self-motivation in which students could generate or improve competencies like self-efficacy and intrinsic motivation through proximal goal setting. Students who presented disinterest and a deficit in tasks participated in a program based on proximal subgoals, distal goals, and no goals. The results of the assessment demonstrated the superiority of proximal self-influence. Students with proximal goals progressed faster in self-directed learning, reaching a considerable task level. Distal goals did not show any demonstrable effects. An essential base of self-motivation relies on various processes of goal-setting and self-evaluative actions.

Perseverance is an essential part of the self-regulation process due to the effort levels that tend to be as much as the expectations about the process (Auzoult et al., 2016). An investigation by Xu et al. (2021) into cultural differences between East Asian and Western cultures showed that perseverance had a more positive impact on achievement in East Asian cultures than in Western ones. However, improvement was shown in both. Strategy-wise, the control strategy generated a better positive mediation of achievement in Western countries. In contrast, memorization, elaboration, and instrumental motivation as strategies negatively affected perseverance in achievement in the same countries.

2.8. Self-regulation and English Language Proficiency

Language proficiency is an individual's ability to effectively use language skills, such as reading, listening, speaking, and writing, for a specific purpose (Richards et al., 1992). Similarly, Murray (2010) conceptualizes English language proficiency as three distinct yet overlapping competencies: general proficiency, academic literacy, and professional communication skills. This view highlights that English proficiency is multifaceted, encompassing not just general use but also specific contexts like academic and professional settings (Murray & Hicks, 2014).

Diverse instruments have been created to measure proficiency levels. For instance, the ACTFL proficiency Guidelines (2024) describe the four levels as novice, intermediate, advanced, and superior, categorizing what individuals can do with the target language. Furthermore, Cambridge Collegiate also counts with its system that measures English proficiency levels. Those range from A2 (beginner) to C2 (proficiency), the last most commonly used in Chilean institutions to measure English proficiency levels. Nevertheless, Brown (2001) argued years before that these categorizations should no longer be used because what may be novice or beginner for some may not be the same for others.

The development of the four skills, which are listening, reading, writing, and speaking, along with "appropriate language learning strategies result in improved proficiency and greater self-confidence." (Oxford, 1990, p. 1). This fact means that self-regulation helps develop

students' abilities in all aspects. Supports learners emotionally and practically, allowing for better skill development and guiding them toward improved academic performance.

Zimmerman (2002) affirms that S.R. learners are more likely to successfully acquire a second language and be proficient because they are more committed to their studies. "Students that set specific and proximal goals for themselves displayed superior achievements and perception of personal efficacy" (p. 65). For instance, a student who completes an everyday guide about using grammar or creating a speech in different situations will be ahead of what she or he is supposed to learn. This fact improves confidence and creates a better management of English in use. Pintrich (1990) also revealed that learners who were more engaged in their learning process, using cognitive strategies such as memorizing, organizing, and transforming classroom material into understandable ways, performed better. Pintrich's research further identifies self-regulation as the best forecast of academic performance, suggesting that "the use of regulating strategies, such as comprehension, monitoring, goal setting, planning and effort management and persistence, is essential for academic performance." (p. 38).

The amount of time that the learner dedicates to studying a particular subject "(...) It's a strong predictor of his or her level of expertise" (Zimmerman, 2002, p. 66). The more learning opportunities there are for practice, the greater the chances of accurately gaining confidence and using a second language aptly. "Mastering and L2 will depend to a great extent on the learner's ability to proactively take charge of their learning agenda" (Brown & Lee, 2015, p. 75). Students who know their academic performance can adapt their learning styles to their needs, improving their performance considerably.

Self-regulation is strongly connected to English language proficiency since it acts as a conduit to the point where accuracy and fluency are developed perfectly. Supporting this assertion, Gharbavi and Mousavi (2012), through a study of 90 university students majoring in TEFL, noted a significant correlation between learner proficiency and their applications of learning strategies. Advanced learners attain stability in their use of strategies, showing greater consistency and effectiveness in application, a trait not observed in lower-level language learners.

2.9 Impact of self-regulation on language proficiency

Many studies have been conducted to bring to light how self-regulation influences students' academic performance. Akiko Fukuda (2017) investigated the relationship between Self-regulated language learning and proficiency, besides the differences in characteristics of low and high-proficiency learners of English in Japan using de (MLSQ). The findings showed that "Learning strategies were significantly influential on learner proficiency" (p. 78). Low-proficiency learners must use self-regulation strategies, which is the opposite of high-proficiency learners. Goal Setting, effort regulation, and coping with problems were decisive in better learning.

Vandergrift and Tafaghodtari (2010) analyzed the differences between two groups learning a second language, one with the proper metacognitive instruction and the other without it. The results demonstrated a significant improvement in the listening comprehension test scores of the instructed students. Another study carried out by Tomoko Yabukoshi (2018) on four Japanese students with different levels of Self-regulation revealed "that students with strong self-efficacy frequently engage in listening practices outside the classroom and experience relatively high improvement in listening proficiency" (p. 6). Despite these valuable insights, it is essential to acknowledge its limitations given the small sample size of subjects studied. The same year, a study by Hu and Gao (2018) in Hong Kong related to proficiency in writing showed that "high achievers' self-regulated strategic writing involves all the seven processes" (p. 15). Conversely, "the underachievers' self-regulated strategic writing only involves imitating and limited reorganizing", indicating a more straightforward use of strategies. The results highlight the importance of using a more comprehensive range of writing techniques.

Each aspect of self-regulation contributes to improving English proficiency. It is accomplished by applying metacognitive and cognitive strategies previously discussed alongside motivational factors. Confirming this idea, Pintrich and Zusho (2002) state that Self-regulation exists in each of the 4 phases proposed, which are (a) forethought, planning, and activation, (b) monitoring, (c) control, and (d) reaction and reflection. Even though there is no significant evidence to claim that motivation is crucial in directly improving proficiency, Pintrich and Groot (1990) argued that students using cognitive strategies without self-regulatory strategies was not a means to improve academic performance. Learners "must be able to

understand not only the "what" of cognitive strategies, but also how and when to use strategies appropriately" (p. 38).

Students become adept at discerning their optimal study methods, selecting appropriate strategies, and comprehending the underlying rationale behind their educational endeavors. Students actively involved in their learning process progressively develop and enhance academic performance, ultimately leading to proficiency. Self-regulated students have a considerable advantage in all dimensions. When studying a second language, SRL becomes necessary to acquire and flourish the expected skills for proficiently handling the target language.

2.10 Grammar, Vocabulary and Self-Regulation

Many elements are considered in the complex process of learning a second language, such as the learner's characteristics (social, emotional, and psychological) and the learning conditions in which the learning process takes place (classroom environment, technological integration, and practice opportunities) (Gass, S, & Selinker, L. 2008). Therefore, it is essential to incorporate vocabulary learning strategies to maintain an optimal learning pace. Not only because vocabulary is considered one of the most elemental processes of learning a new language but also because many students struggle with it because teachers lack confidence in identifying the most effective method for vocabulary teaching and determining how to start focusing on word learning in their teaching (Berne et al.; Camille, 2008). Therefore, self-regulation strategies have been utilized since they are linked to closing success and students' commitment and awareness of their learning process (Araya et al., 2013). For instance, as mentioned above, self-regulation involves certain phases that involve the application of specific strategies or techniques to carry out a task. So, in terms of vocabulary acquisition, self-regulated strategies could be divided into three different categories, according to the National Research Center on the Gifted and Talented (1990–2013): personal, behavioral, and environmental.

In the personal category, one noteworthy technique to mention is the creation of flashcards (digital and physical) to review and test vocabulary knowledge regularly. Moreover, two meta-cognitive strategies can be applied: planning and monitoring progress. For the former, it can be the implantation of a study schedule that indicates when and how learning vocabulary

will occur. The latter can be carried out by having a list of errors made by the learner, a draft of assignments, and a record of marks that will function as a means for the learner to review and adjust his or her study methods as needed. The National Research Center on the Gifted and Talented (1990–2013). To wrap up, the learner uses these techniques to organize, interpret, and test the information acquired.

Following the behavioral category, there is self-evaluation, which entails task analysis, self-instructions, active feedback, and attentiveness—followed by self-consecrating, which has threats to motivate, self-reinforcement, imaginations of punishment, and delayed gratification. All in all, these strategies can be used for the learner to evaluate and review the quality of their progress in learning vocabulary by analyzing the assigned task and asking questions such as, What does the teacher want us to do? What do we want out of it? Moreover, after a focused session of studying vocabulary, where the learner feels free from distractions, they should observe their performance and provide feedback on their process. For instance, if they can correctly remember or apply a keyword, they recognize their success and note the strategies that help the most. At the same time, rewards and consequences motivate the learner and reinforce behavior. For example, the learner can treat themselves by successfully learning a set number of words; they can carry out their favorite activity or a small treat.

Meanwhile, the learner can impose minor punishments for not achieving a goal, for instance, by adding an extra study session for missing a session. The punishment could also vary depending on the learner since each learner must create a reward system with corresponding threats and punishments (The National Research Center on the Gifted and Talented 1990–2013).

Finally, in the environmental category, which can include seeking information, environmental structuring, and social assistance, each strategy aims to pursue assistance and structuring of the physical study environment. A few ways to employ these strategies are by rereading records, tests, and textbooks. Moreover, language learning applications such as Duolingo or Babbel can incorporate vocabulary practice. Additionally, as mentioned before, having an appropriate environment to study in by eliminating or minimizing distractions is essential. Finally, ask for feedback from the learner's support network, for example, friends, teachers, or other adults (The National Research Center on the Gifted and Talented 1990-2013; Tseng et al., 2006).

In sum, it is essential to both train and use strategies to lead learners to obtain success regarding understanding when they encounter receptive context (listening and reading) and the ability to actively utilize vocabulary in productive context (speaking and writing) (Araya et al.; K., 2013).

Regarding grammar learning strategies, there are some characterizations about what learning strategies students use for their learning process. For having an idea, grammar strategies are actions and thoughts that students execute to communicate an L2 in new contexts, making the language learning process more effective, efficient, and enjoyable (Oxford et al., 2007, p. 117). Notwithstanding, learning grammar does not just refer to understanding and remembering grammar principles; those grammar principles have to be applied in a context with spontaneous and real-time communication (Pawlak, 2013).

2.11. Implications for Language Teachers

The instruction and influence of a teacher are essential even in a self-regulated learning process. The foreign language teacher has a chance and a responsibility to show learners ways to engage with their learning. According to Zimmerman (2002), learners need to be aware of their situation and capabilities to manage their learning process, and teachers can give learners the tools to understand and use that awareness. A teacher's guide applies to more than just setting a process guide since it can also help learners build that process at their own pace and context. The interaction and personalized form of communication not only gives a learner a way to engage with their learning process but also adds a level of motivation that is not reachable when communicated in a standardized manner. The social implications of this interaction between learner and teacher increase the likelihood of engagement from the former to the latter's guide.

Just as that responsibility brings fruitful results, it also has the potential to affect negatively. As mentioned above, an interaction between learner and teacher is still a social interaction with different outcomes and repercussions. Criticism, for example, is as constructive as it can be; it can decrease the learner's motivation or engagement. However, well-delivered feedback and constructive criticism have less of a chance to do so than simply pointing out flaws in a learner's current capabilities, meaning, overall, that the form and manner of communication

affect this variable directly, with the potential of both strengthening and weakening the learner's process.

Considering that "self-regulated learning is not social in nature and origin" (Zimmerman, 2002, p. 69), teachers have the challenge of encouraging each learner to understand their self-regulated learning through instructions and modeling by parents. According to Zimmerman (2002), this self-regulated process can begin by establishing specific goals for academic works or teaching explicit study strategies to help orient learners to develop their perceptions of their learning process. On the other hand, students' feedback about their competence and beliefs about learning is another aspect that teachers have to consider before those motivational difficulties become a barrier to self-regulated processes. Furthermore, teachers must encourage their students in their learning process, acting as promoters of students' self-confidence in learning, having a complete disposition to dispel students' doubts, and making them relevant authors during learning activities (Zimmerman & Schunk, 2011).

However, there is a coherent statement that teachers intervene when there is a lack of adequate self-regulated learning processes. These interventions teachers make during classes suggest that the professional considers enhancing the motivational environment by correlating with students' values; nevertheless, this confrontation of values aims to vindicate expectations and perceptions of students' success. Furthermore, teachers must be able to adopt different achievement goals, process information, and interpret feedback differently (Zimmerman & Schunk, 2011).

2.12 Teaching self-regulation skills in the language classroom

Psychologists, educators, and sociologists have long investigated research on Self-regulation skills. We must develop specific skills to learn practically, including planning, goal-setting, progress monitoring, and adapting. Learning these skills can be an essential improvement to students' learning process. The skills mentioned are associated with self-regulation, motivation, self-control, and self-esteem (Baranovskaya, 2015).

Goal Setting: Locke and Latham (1990) state that goal setting refers to identifying and deciding on a goal and purposefully achieving it. Some teaching strategies to develop this skill

include identifying value-based goals, identifying resources and barriers, creating goals for goal attainment, monitoring progress, and generalizing.

Emotion regulation is regulating an emotional state by monitoring processes, evaluating processes, and modifying emotional reactions in constructive and adaptive ways (Thompson, 1994). Also, Gross and Thompson (2007) establish steps for the emotional process:

Situation Selection: deciding whether to interact with or stay away from situations that could cause solid emotional responses.

Situation Modification is altering a situation to change its emotional impact, such as asserting oneself in a challenging scenario.

Attention Deployment: focuses on specific situation aspects to influence emotional responses.

Cognitive Change: involves changing one's perspective about a situation to modify the emotional importance of it.

Response Modulation: controlling the already-generated emotional reactions, which may involve suppressing emotional manifestations or physical responses

Social Problem Solving is a multistep cognitive and behavioral process implied when a person faces an interpersonal problem (Nezu, 2004), as the skills above to develop a successful social problem-solving process require regulating their thoughts, emotions, and behaviors. Daunic et al. (2006) state that specific steps generally make up the social problem-solving framework: Recognize when a problem occurs, even when someone else is angry. Calm down using techniques for regulating emotions before facing the problem. Clearly define the problem by stating the goals and any obstacles that might be standing in the way of achieving them. Use brainstorming to come up with solutions, evaluate the potential results of each solution, and select the most appropriate one. After implementing the selected solution, evaluate its effectiveness and learn from the experience to improve future problem-solving efforts.

Homework might be a favorable option for developing self-regulation skills; during the realization, students can use self-regulation skills by motivating themselves to do the task,

inhibiting distractions, using strategies to fulfill the homework, managing time, self-reflection on their performance, and delaying gratification. A longitudinal study with fifth-year students showed that accomplishing homework encourages self-regulation skills and reading (Xu et al., 2010).

Another study showed a positive relationship between homework and self-efficacy, managing the environment, delaying gratification, and managing time. The study was applied to fourth graders and showed they can be trained to develop self-regulation skills. The middle/high school students had a similar result: a positive relationship between homework and a range of self-regulation skills, suggesting that homework facilitates the development of self-regulating skills and enhances learning. Ramdass and Zimmerman (2011) carried out this study, which focused on the role of homework in the growth of self-regulation.

2.13 Assessing and promoting self-regulation in language learners

Two approaches are indicated to assess the self-regulation process: a) evaluating self-regulation as an outcome by using assessment tools that rate said procedure and b) as a process by employing techniques while conducting instruction (Magno, 2009). Winne and Perry (2005) describe protocols to assess SRL based on an aptitude or an event. It is paramount to measure academic self-regulation through questionnaires, structured interviews, teacher judgments, think-aloud techniques, error detection tasks, trace methodologies, and performance observation (Magno, 2009). Fundamentally, being conscious of the methods and how-tos related to the instruments' validity and reliability is essential.

Another view in terms of assessment is given by Fathi et al. (2019), who conducted a study regarding how Self-assessment and Peer-assessment enhanced Second Language (L2) Writing self-regulation in Iranian university students, administering an English proficiency test (Allen, 2004) called Oxford Placement Test (OPT) to synthesize the student's English proficiency, used in both Self- and Peer-assessment focused groups (64 students in total). Eventually, a self-regulation scale was applied for the students to identify their writing self-regulation before the intervention began. The results of this study showed that both Self- and Peer-assessed students enhanced their writing skills in L2 because "(...) participants were

provided with further opportunity to get involved in their writing performance through self- and peer-assessment activities" (Fathi et al., 2019, p.114)

Questionnaires are composed of different items referring to a topic, which are answered and measured in items based on factors of self-regulation following the Likert scale logic. Examples of questionnaires are the Learning and Study Strategies Inventory (LASSI) (Weinstein et al., 2002), the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991), and the Metacognitive Strategies Inventory (MAI) (Scraw & Dennison, 1994).

Structured interviews, pioneered by Zimmerman and Martinez-Pons (1986), is an instrument composed of 14 items of self-regulation strategies in 6 different contexts of learning. Responses can be scored quantitatively in three ways: strategy use, frequency, and consistency, on a scale of 1 to 4 (1= seldom, 2= occasionally, 3= frequently, 4= most of the time). At the same time, assessed self-regulation components are rehearsing and memorizing, organizing and transforming, seeking information, self-evaluation, goal-setting and planning, keeping records and monitoring, self consequencing, and environmental structuring, leaving semi-structured interviews as an accurate way to acquire authentic data regarding specific strategy use.

Teacher judgment derives from structured interviews to assess student's self-regulation strategies. The teacher rates the students for each item on a scale of 1 to 5, from never (1) to always (5). Measured components are seeking information, self-evaluation activities, goal-setting, and planning, seeking assistance, organizing and transforming, and intrinsic learning motivation (Zimmerman & Martinez-Pons, 1988). On the same note, Magno (2009) concludes that this way of assessing self-regulation can be accurate but depends on whether teachers are trained to observe students' behavior.

Think-aloud technique is a protocol analysis that, according to Ericsson (2006) this method responds to discrepancies in self-observation related to a process. Therefore, investigators John B. Watson (1920) and Karl Duncker (1945) introduced a new method that elicited verbal reports. In this method, students share their thoughts and report progress while accomplishing a task (Ericsson, 2006). This technique commonly uses base prompts such as I) "Why do you think it is correct?" II) "Is it easy for you? Why?" III) "What made it difficult?".

This fact not only lets the student share their thoughts freely but also helps teachers create tasks that encourage students to develop future strategies for their self-regulation (Magno, 2009)

Students monitor their endeavor and evaluate the exposed material in an error detection task. Such a way of assessing self-regulation aims for students or learners to exercise metacognitive control, assuming they can correct errors after identifying them. For this to happen, an evaluation of errors conducted and underlining specific spots can be provided. Eventually, the ability to detect and correct errors has been considered a sign that students have developed evaluation and monitoring skills (Magno, 2009).

Trace methodologies refer to data generated by a learner who does a cognitive operation while applying information (Winne, 2010). These can be observed in text underlines, highlights on particular text information, and notes written on reading materials. According to Winne, with a mere highlight, a learner is providing metacognitive control over a task. Trace methodologies help teachers decide when selecting strategies for students to use when interacting with the materials. They are also a successful task accomplishment predictor factor (Magno, 2009).

Observing performance is the most common way to assess students' self-regulation process (Magno, 2009). Observations have three strengths as measurements for SRL. First, observing can reflect what learners do in contrast with what they believe they do. Secondly, observations grant links between learners' behavior and task circumstances. Then, observations can mitigate difficulties with assessing young children's SRL, such as positive response bias and limitations in the learner's language when describing a cognitive process (Winnie, 2005). Teachers monitor the classroom environment, letting students create scenarios that embrace self-regulation strategies and using questioning to identify students' strategies (Magno, 2009).

Oxford (2017) says that assessment is part of the innovations of the strategies commonly used in SRL. These instruments help measure learners' progress in a subject. In this case, one of Oxford's proposals, based on Feuerstein's Instrumental Enrichment Program, is dynamic assessment. In her terms, that is:

“(…) a “test-teach-test” mode. First, the more competent person has a dialogue with the learner while testing the learner's performance. Second, that person then teaches operations or strategies for improving performance based on what has been gleaned from the dialogue and urges the learner to use those strategies with relevant tasks. Third, the more competent person retests the strategy-enhanced performance" (Oxford, 2016, p. 67)

Based on this, these evaluations allow learners to monitor their progress as they achieve goals and learn new strategies.

Promoting self-regulation in language learners involves specific encouraging actions to motivate learners to take responsibility for their learning process. Teachers should employ multiple assessments and strategies to be aware of specific strategies that can foster proficiency in the classroom and then wisely select which strategies to incorporate. (Oxford, R. L., 1996). For instance, teachers can detect whether a particular strategy is optimal through group and think-aloud interviews, preferably conducted by students. (Chamot, A. U., and L. Kupper, 1989; McDonough, S. K., 2001). In group interviews, students can explore these strategies by asking the teacher questions about strategies to identify which strategy works best for which kind of task.

In contrast, in think-aloud interviews, students can take turns carrying out the task and reporting their thoughts. (Chamot, A. U., and L. Kupper, 1989; McDonough, S. K., 2001). Moreover, teachers should provide both introduction and practice in the classroom to develop the student's metacognitive skills (mostly in comprehension and motoring) and help the students employ cooperative strategies, which boosts both motivation and instances of practice in the second language. In other words, have a learning environment. (Chamot, A. U., and L. Kupper, 1989; McDonough, S. K., 2001). A brief explanation by the teacher outlining why the strategy (or strategies) is necessary and immediate modeling of it in the classroom make up a recommendation to develop this process. From the explanation, students practice it in class and again in their homework assessments. (Chamot, A. U., and L. Kupper, 1989; McDonough, S. K., 2001).

In conclusion, carrying out these actions will promote self-regulation in learners. As mentioned above, it is essential to have an environment where the learners can strengthen their

productive and receptive skills and feel empowered in their learning process; in other words, they should take a more active role than a passive one. (Chamot, A. U., and L. Kupper, 1989; McDonough, S. K., 2001; Boekaerts, et. al. 2000).

2.14 Studies on self-regulations in ELT

As may be foreseeable, there have been numerous studies on self-regulation in ELT.; for instance, Tseng et al. (2006) proposed a new approach to measure the learning strategies of a specific area called Self Regulatory Capacity in Vocabulary Learning Scale (SRCvoc), arguing that rather than gathering general information about students' habits is better to focus on a specific area for so the results would be more precise. The author also suggests that this method can be perfectly adapted to studying other learning domains, such as listening, reading, and speaking.

Incorporating technology resources into research, Zimmerman (2008) presents an innovative online instrument that efficiently and systematically measures real-time self-regulation processes and motivational feelings. He also states that it is highly effective in identifying Self-regulated dysfunctions. Following this idea, Chang et al. (2012) introduce a new e-learning approach where learning tasks are measured and completed using smartphones. This convenient and consistent method allows the user/student to monitor their learning habits regularly. The results of their research indicate that they learn comfortably from their device, fostering motivation and continuous interest.

Additionally, Yastibas, A. E., & Yastibas, G. C. (2015) innovate by using e-portfolio-based assessment to change the traditional ways of assessing students (multiple-choice tests and oral presentations). Doing so fosters autonomy and responsibility for the students since each student will be in charge of their learning process from the beginning to the end. The literature review of their research indicates that using e-portfolio-based assessment is adequate for assessing students since it improves their abilities to manage their learning processes, such as goal setting, time management, and self-monitoring. As was mentioned before, students are the ones who are accountable for every step of the e-portfolio; they are the ones who decide and organize the content of their portfolio, then set the primary and secondary goals, how much time they spend on their portfolios, and a constant sense of self-motivation, finding their strengths

and weaknesses, which later can be used to decide the most suitable strategies for their learning process because every student will have their learning style, pace, and motivations; therefore, it is most effective that they experiment by themselves. In sum, students become self-efficacious, self-confident, and self-aware by being responsible in learning.

On the other hand, the present state of self-regulation in ELT shows that different approaches improve learners' autonomy, motive, language acquisition, and strategies applied in class. Consequently, technology could be considered a factor contributing to the optimization of SRL. Different works have identified how attributes of AI, such as feedback systems and Intelligent Tutoring Systems, assist students in goal setting, planning, monitoring, and evaluation, which are elementary procedures of SRL (Deeva et al., 2021; Somasundaram et al., 2020). These technologies also improve students' learning experience and allow them to control their learning process.

Moreover, the role of the teachers has also played an equally important role in enhancing the self-management skills among the learners. Teacher self-regulation correlates with student self-regulation, according to the literature review. Thus, highly self-regulated teachers are said to promote the same level of self-regulation to the learners. Given this, motivation, gender, and age of teachers are some of the most decisive criteria that influence self-regulation in the context of students' learning performance and self-assessment results, as postulated by Lozano-Peña et al. (2022). This fact emphasizes the importance of considering training in self-regulation as one of the aspects of the professional development of teachers.

Complementing the above, featuring Self-Determination Theory (SDT) in educational situations allows for describing how the types of motivation impact self-regulation. Autonomous motivation is likely obtained when individuals are placed in autonomy-supportive contexts, enhancing self-regulation, performance, and engagement. Such environments provide students with choices, resources, and alibis that justify their participation; hence, they achieve a sense of competence. At the same time, extrinsic regulation, which implies controlling contexts that use rewards and punishments, may negatively impact autonomy and other forms of regulation (Deci & Ryan, 2008; Reeve et al., 2018).

The study of self-regulation has also been a prominent topic in Latin America. Choez & Telenema's (2017) study of 30 university students in Ecuador used three different instruments to measure self-regulation processes, aiming to portray its significance and impact on future teaching practice due to their relation to academic success. Medina et al. (2017), through a series of interviews with 45 English Teachers of an English teacher training program in Colombia, provide relevant insights about the current situation of students' self-regulation in learning. Surprisingly, the results show a considerable deficiency in the teacher's perception of self-regulation noticed in their students. They argued that ingrained negative habits of learning result from the lack of development of self-regulated strategies in early childhood. Recent research supports this idea; Saez et al. (2024) affirm that self-regulated learning needs to be more adequately rooted in schools.

Consequently, in their study of 514 students from three to eight grades, they developed a new valid instrument for measuring self-regulation in primary schools in Chile. Their findings show a considerable difference in SR between genders, with females exhibiting a notably higher percentage of SRL. It is worth mentioning that the study shows SR does not progress or improve as students advance spontaneously through the years. However, they do develop better abilities to identify their competence; the improvement or drop-off in some SRL processes depends on the consistency and the context in which the student finds themselves.

The measures that have had a core impact on the students due to the COVID-19 pandemic are changes in the education paradigm, which left students learning through online platforms. This change has also highlighted the importance of the student's self-regulatory processes in achieving academic objectives. The studies have indicated that the degree of the learners' self-regulation is essential to learning in online environments. Conditions that enhance the development of self-regulating environments, like feedback and adaptive learning, are critical in today's business. For example, in learning applications, AI can help students in the following ways: monitor their learning progress, receive feedback, set learning goals, and get suggestions regarding learning (Elias & MacDonald, 2007; El-Sayad et al., 2021). This technological support enhances the learning process and keeps the learners stimulated in the online sessions.

Thus, support for teaching practices, motivational theories, and authentic forms of assessments play an essential role in self-regulation in English language teaching through the utilization of technologies. The application of these approaches aids not only in the formation of language skills but also strengthens the student's potential for self-education.

According to the literature, the following assessment practices have been recommended to promote self-regulation in ELT classrooms. The following assessments are practical-based activities relating to problems that require forming a group, collecting information, and decision-making. The creation of authentic tasks and practical, purposeful learning activities allow students to use their content knowledge and skills to solve problems in the real world. The current results show that the students' self-regulation skills have improved (Larkin, 2014; Barnawi, 2022). Besides developing language competence, the strategy also prepares the learners for life.

Chapter 3: Methodological Framework

1. Research Approach

A concurrent mixed-method approach was chosen to address both research objectives and specific questions of this study, being a combination of methods quantitative/qualitative which incorporates elements such as methodologies, strategies, and data collection, among others, of both methods, allowing data collection of both quantitative and qualitative data simultaneously. For instance, to obtain a general and broad perspective of self-regulation, online surveys (quantitative) were employed, whereas for qualitative data, semi-structured interviews were conducted to explore participants' perceptions in depth. Utilizing a mixed method approach enhances and enlarges the knowledge of a specific matter that is going to be studied or analyzed from different layers of itself (Creswell, J., 2009). By employing this concurrent mixed-method approach guarantees that both qualitative and quantitative data are analyzed together, allowing for triangulation and a more holistic interpretation of the results.

2. Sample

Both semi-structured interviews and online surveys are going to be applied to college students in their 2nd, 4th, 6th, and 8th semesters of *Universidad Metropolitana de Ciencias de la Educación (UMCE)*, with the final sample size being of 80 students for the quantitative process, and 12 students in the qualitative process across all mentioned semesters. Every one of them is currently studying English Pedagogy bachelor's degree at *UMCE*. The participants collaborate by completing an online survey made via Google Forms, taking approximately 20 minutes to finish, whereas in the case of a semi-structured interview, takes about approximately 15 minutes per individual (3 students per semester), to identify the potential outcome that is expected to be obtained by teaching training program students regarding self-regulation strategies and their role to acquire the aforementioned. Finally, a confidentiality and Non-Disclosure Agreement (NDA), and informed consent for students are provided for the privacy protection of the sample and their anonymity.

3. Data collection instruments

The decision to use the questionnaire *Scales to measure self-regulated learning phases in Secondary school students*”, designed, validated, and administered by Saenz et al. (2021) to collect quantitative data in this study is grounded in its alignment with our research objectives and the specific questions we seek to address. This instrument is designed to measure the phase of self-regulated learning in students' learning process, which directly aligns with our goal of understanding how students manage their learning process. By providing structured and reliable data this instrument ensured that our findings are both relevant and applicable to the current educational context.

This instrument has 53 items divided into 5 scales which measure the different processes of Self-regulation regarding metacognition, cognitive strategies, and motivational factors according to the three phases of SRL by Zimmerman (2000), which are forethought, performance, and self-reflection. The first phase is represented by 2 scales “*Escala de Estrategias de disposición*” with 7 items and “*escala de autoeficacia para la disposición al estudio*” with 7 items. Second phase consists of 1 scale called “*escala de estrategias cognitivas y metacognitivas del estudio*” with 17 items. Finally the third phase has 2 scales “*escala de atribuciones causales*” with 8 items and “*escala de autoevaluación al estudio y aprendizaje*”, with 14 items. 3 scales have a Likert-like type response format consisting of values from 1 to 7, whereas 2 scales have a Likert-type format from 0 to 10.

To identify comprehension issues of the items chosen and prove the scale's response validity 7 cognitive interviews were carried out with secondary school students. The scales count with an Exploratory Factor Analysis (EFA) and Comparative Fit Index (CFI). The internal consistency of each scale was calculated using Cronbach's Alpha and McDonald's omegas. All analyses were conducted using RStudio version 4.0 software. Furthermore, this instrument was previously revised and validated by *comité de Ética de la Universidad Católica de la Santísima Concepción in Chile* and *Universidad Técnica del Norte en Ecuador* besides the participation of important professionals in the field from Ibarra City, Ecuador.

	Escalas/Scales	X ²	df	RMSEA	R ² (90% CI)	RMR	FI	LI
	Disposición al estudio/Studying disposition	25 .862*	4	.060	.020-.095	.041	.952	.928
	Autoeficacia para la disposición al estudio/Self-efficacy for studying disposition	22 .041*	2	.059	.014-.098	.047	.966	.940
	Desempeño/Performance	18 7.750*	17	.050	.037-.063	.052	.930	.918
	Atribuciones causales/Causal attributions	24 .865*	9	.036	.000-.071	.038	.982	.973
	Autoevaluación del estudio y aprendizaje/ Self-assessment of learning and study	11 8.077*	19	.047	.029-.064	.043	.961	.954

Table 1: CFA model estimates for the 5 ARA scales [*Estimaciones del modelo de AFC de las 5 escalas de ARA*]

Note. From *Scales to measure self-regulated learning phases in Secondary school students*” designed by Saenz et al. (2021, p. 46).

The result displayed in Table 1 demonstrates that all indices met the recommended criteria outlined in the literature (Saez et al., 2021)

As mentioned before, an online survey was chosen as an instrument to gather information about the role of self-regulation strategies in enhancing academic performance and professional development among college students. Due to a survey efficiently collects information data from a large number of respondents quickly and inexpensively, not only enabling straightforward analysis of pattern-like variations in opinions based on factors such as ages or gender but also providing advantages in terms of privacy and confidentiality of the participants which it fosters honesty of responses, especially on subtle topics. (Rowley, J., 2014). On the same note, it has been decided to use the original questionnaire in Spanish due to students' different English proficiency levels to avoid misinterpretation of the affirmations required and obtain accurate and solid data on the aspects studied.

The second instrument is a semi-structured interview where the most impactful statements from the questionnaire will be selected and then transformed into questions. When students respond to survey-type questionnaires, their answers often reflect an idealized version, which differs from what happens in a real context. Individual semi-structured interviews add a more authentic value to understanding students' learning strategies. The primary objective of this instrument is to delve deeply into students' understanding and application of self-regulation strategies and their impact on academic performance. According to Cohen et al. (2018), interviews allow for a deeper exploration of the subject's thoughts and behavior, providing more accurate data collection than standardized surveys. Conducting the semi-structured interviews in Spanish, the student's native language ensures they can express their thoughts and experiences more comfortably and accurately. This is particularly important given the different levels of English proficiency among students. By using Spanish language the research enhances the quality of the data collected, making the findings more reliable and representative of the student's true experiences.

4. Data collection procedures:

The steps to be followed for data collection are outlined, including how the instruments will be administered, the time for data collection, and any other relevant considerations.

Data samples are going to be retrieved as follows:

1. The online survey will be available to answer using Google Forms, using “Scales to Measure Self-regulated Learning Phases in Secondary School Students ” by Saezn et. al. (2021).

This instrument is divided in six different sections, counting the sample study. These categories dig into different parts of the sampled students’ learning and studying process, from direct decision making and organization, to external causes and factors; in order to assess the presence and effectiveness of their self-regulated processes. Survey sections are divided as follows:

- a) Section I: *Surveyees Information* (Sample study/identification).
 - b) Section II: *Study Willingness Scale* (Pre-disposition and determination to act).
 - c) Section III: *Execution and Performance Scale* (Diagnosis during process).
 - d) Section IV: *Study and learning planning self-assessment scale* (Self-critical view of plans and results).
 - e) Section V: *Self-efficacy scale for willingness to study* (Self-critical view of pre-disposition and determination).
 - f) Section VI: *Scale of Causal Attributions* (Second-to-third party factors and process modifiers).
2. Semi-structured Interviews will be conducted in an in-person and online nature, taking into account the following questions:

- a. *What do you understand of “Self-Regulation”, and how do you think it may have an impact on your academic performance?*
- b. *Could you describe a situation in which a self-regulation strategy has helped you overcome an academic challenge?*
- c. *Have you received direct formation regarding self-regulation throughout your academic program? If you have, how has this formation affected your performance? If you have not, do you believe that a class should be dedicated to said formation?*
- d. *Do you see yourself using the English language outside of the classroom during your academic process? If so, how? When you study for different classes, how do you do it?*
- e. *How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?*
- f. *How do you handle stress and academic pressure?*
- g. *Based on your own experience, what would you suggest for other students to consider to improve their self-regulation and, in consequence, their academic performance in English proficiency?*
- h. *During the University strike and takeover, how have you continued practicing English and reinforcing the content seen during class?*

This semi-structured interview is focused on making students reflect on their process of self-regulation and how said concept is relevant to their own learning experience. It surveys the awareness of the concept, before linking it to prior experiences and concepts they are mostly aware of, such as stress and studying methodology.

For the sake of transparency and to ensure a full understanding of the replies given to each question by each student; this semi-structured interview is set to be executed in Spanish language, to later be registered and homogenized with the rest of the paper in its English language. Additionally, the interviews will be recorded (for a detailed perspective, see Annex) to be later transcribed to have a more detailed analysis of the matter. Ultimately, in-person interviews were held between September and October 2024 at *Universidad Metropolitana de Ciencias de la Educación (UMCE)*.

5. Data analysis

Quantitative analysis will employ descriptive statistics, which will provide essential information from the survey applied, such as average, median, mode, and other organizational metrics for describing the sample (Groom & Littlemore, 2011). Initially, data is gathered via Google Forms. The data will be transferred to IBM SPSS Statistics. This program will facilitate statistics analysis. The survey will be analyzed thoroughly using the scales mentioned previously. Each scale of the survey will provide descriptive statistics, which will reduce in numeral characters how self-regulation is in the population studied.

For qualitative analyses, researchers designed a semi-structured interview that will bring detailed information about how and what characteristics self-regulation has in the population studied, remembering that these semi-structured interviews were applied in representative groups of participants of each semester studied. Interview responses provided by students verbally will be adapted to writing, in which answers will be transcribed by the Whisper AI platform and for the content analysis by ATLAS.ti. platform. Researchers will do a review and open coding to obtain and organize information. All data collected from both research tools will be subsequently analyzed to obtain a result, from which a conclusion will be drawn.

6. Ethical considerations

Some documents are going to be utilized to protect participants' identity, the integrity of the data, and the overall conduct of the research. For instance, an informed consent document will be delivered to each participant to ensure they are fully informed, willing, and voluntarily consenting to participate in the study. This document consists of essential information such as the name of the researchers, general objective of the study and why and how the obtained data is going to be employed, the length of time that is going to take to complete both survey and semi-structured interview, the modality in which the data collection is going to be (online or in-person), potential risks or benefits, their right to withdraw at any time without consequences, and the contact information of the entity that is in charge of providing the document in case of any questions. On the same note, a non-disclosure agreement document will be handed to the participants to protect their privacy and confidentiality. This document declares that a participant does not have access to the information of another participant. Additionally, the participants commit themselves to not commenting on information regarding the study to maintain confidentiality and delete the information if necessary once it is provided to the principal researcher. Finally, the informed consent is included in the Google form document for the survey.

Ethical considerations related to the research are addressed, such as informed consent, confidentiality, and proper data handling. It is important to note that the research design may vary depending on the field of study and the specific objectives of the thesis. Additionally, each decision made in the research design should be grounded and justified.

Chapter 4: Data Analysis

As of the online survey, there were a total of 80 answers which were made to students in their second, fourth, sixth, and eighth semesters of Universidad Metropolitana de Ciencias de la Educación (UMCE). Everyone is currently in that educational institution's English Teaching Training Program. As stated in the methodology section (see above), the given analysis shares a mixed nature, containing both quantitative and qualitative data. Based on that, different techniques are being used: coding and content analysis for qualitative data and descriptive and correlational for quantitative due to the nature of the research, as it is paramount to find connections between the information gathered and the purpose or objectives that were sought or intended to answer. Finally, the applications utilized were Google Sheets for survey data storage that was later transferred to IBM SPSS Statistics for quantitative data processing; meanwhile, for qualitative data, the interviews were transcribed into text scripts by the Whisper AI platform, and for the content analysis of said data the ATLAS—ti platform.

I) Quantitative data analysis

The survey is divided into six input sections: a) Surveyees information, where respondents are asked their year of entry and the semester they are currently studying; b) Study willingness scale, where respondents are asked about their predisposition towards the aforementioned activity; c) Execution and performance scale, where respondents are asked about their monitoring, cognitive strategies, and their help-seeking components within the self-regulation realm; d) Study and learning planning self-assessment scale, where participants were inquired about the aforementioned processes; e) Self-efficacy scale for willingness to study, where students were asked about self-regulation strategy in regards to their learning processes; and f) Causal attributions scale, where participants were asked about the possible causes of their performance (self-reflection).

a) Section I: Surveyees Information

Regarding this section of the survey, the first questions dive into academic progression and college entry date. The first question of this item asks about the date on which the student entered the undergraduate program at the university. Out of a total of 80 answers highest to lowest, 20 (25%) corresponds to entry year 2024, 19 (23,8%) to 2023, 19 (23,8%) to 2021, 17 (21,3%) to 2022, 4 (5%) to 2020, and 1 (1,3%) to 2019, as seen in *fig.1* and plotted in *fig.2* below:

¿En qué año ingresaste a la carrera de Pedagogía de Inglés en esta Universidad?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2019	1	1,3	1,3	1,3
	2020	4	5,0	5,0	6,3
	2021	19	23,8	23,8	30,0
	2022	17	21,3	21,3	51,2
	2023	19	23,8	23,8	75,0
	2024	20	25,0	25,0	100,0
	Total	80	100,0	100,0	

Figure 1: First question frequency table: “¿En qué año ingresaste a la carrera de Pedagogía de Inglés en esta universidad?” [In what year did you enter the English teaching program at this university?]

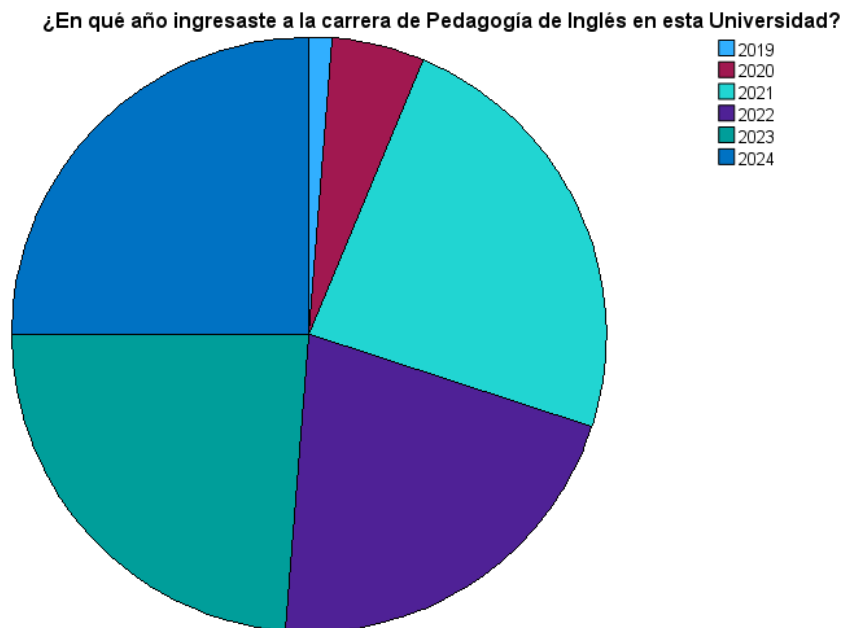


Figure 2: First question pie chart: “¿En qué año ingresaste a la carrera de Pedagogía de Inglés en esta universidad?” [In what year did you enter the English teaching program at this university?]

On the other hand, the second question in nature refers to the semester the students are in terms of number of subjects corresponding to the curricular chronology; that is to say, if students have the majority of its courses correspondent to one specific semester, they are considered part of the semester in which they have the most amount of courses inscribed with. Based on that, there is an equal number of 20 students (25%) each belonging to each semester (second, fourth, sixth, and eighth). Such can be seen in *fig.3* and plotted in *fig.4* below:

¿En qué semestre de la carrera te encuentras?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Second Semester (1st year, 2024)	20	25,0	25,0	25,0
	Fourth Semester (2nd year, 2024)	20	25,0	25,0	50,0
	Sixth Semester (3rd year, 2024)	20	25,0	25,0	75,0
	Eighth Semester (4th year, 2024)	20	25,0	25,0	100,0
	Total	80	100,0	100,0	

Figure 3: Second question frequency table:“¿En qué semestre de la carrera te encuentras?” [What semester are you in?]



Figure 4: Second question pie chart:“¿En qué semestre de la carrera te encuentras?” [What semester are you in?]

b) Section II: Study Willingness Scale

This section deals with how the surveyee relates with actions such as establishing academic objectives, materials organization, and academic planning. This item is composed of 7 questions in a 1 to 7 likert scale valorization, being option 1 **Never**, 2 **Rarely**, 3 **Occasionally**, 4 **Sometimes**, 5 **Often**, 6 **Almost Always**, and 7 **Always**.

The first question relates to short-term objectives setting, more specifically to goal-setting and planning, part of the self-regulation strategies topic. Results wise, answers were dispersed in the following manner; 8 answers (10%) chose option **Never**, 9 (11,3%) **Rarely**, 12 (15%) **Occasionally**, 16 (20%) **Sometimes**, 20 (25%) **Often**, 8 (10%) **Almost Always**, and 7 (8,8%) **Always**. Such can be seen in *figure 5* as a general overview, and *figure 6* in a more detailed per-semester manner.

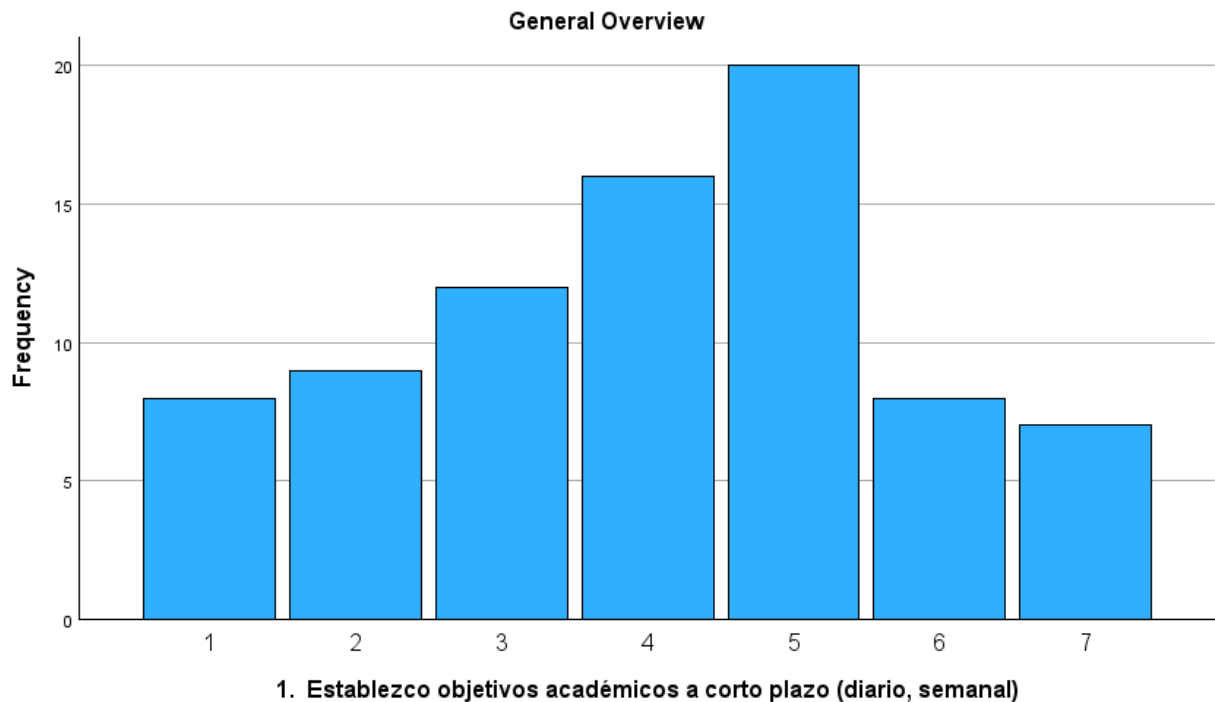


Figure 5: Second Section First Question: “Establezco objetivos académicos a corto plazo (diario, semanal)” [I establish short-term objectives (daily, weekly)]

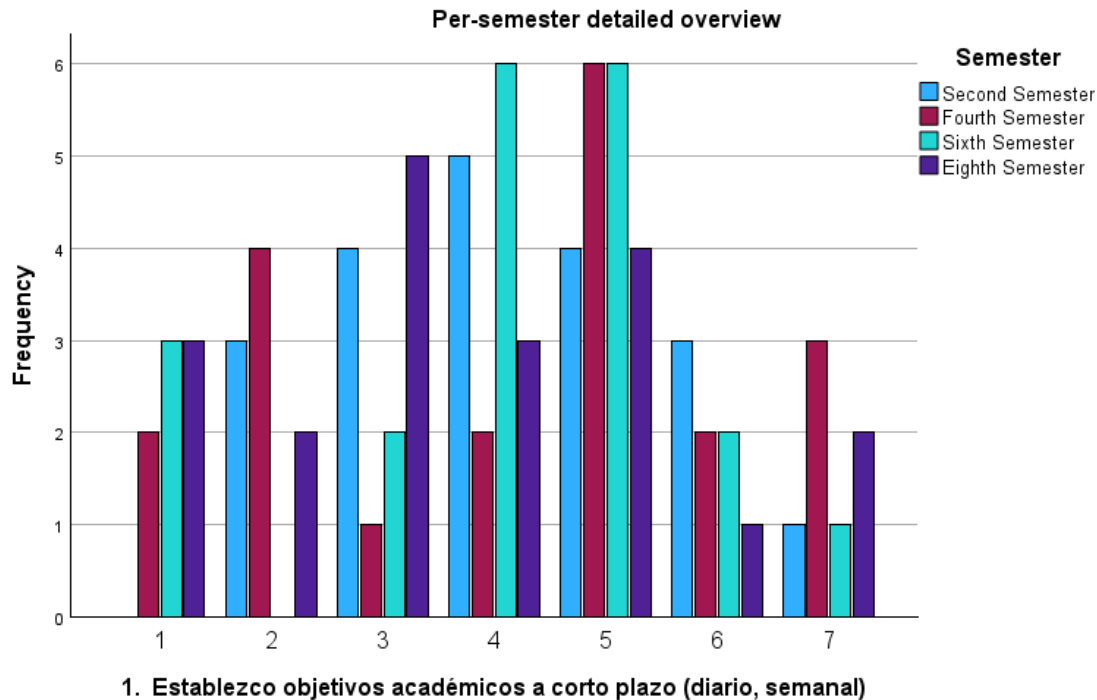


Figure 6: Second Section Second Question: “Establezco objetivos académicos a corto plazo (diario, semanal)” [I establish short-term objectives (daily, weekly)]

On the other hand, the second question relates to long-term objectives setting, linked to the aforementioned self-regulation strategy above. In this second Likert scale question, results have been distributed as follows; “**Almost Always**” was the least frequent response with 5% frequency. “**Never**” had a frequency of 7,5% in replies. “**Rarely**” is next, with a 10% frequency, following the “**Always**” option with 16,3% of the reply frequency. Before the majority, the “**Occasionally**” and “**Sometimes**” options were tied in 18,8% of reply frequency. There was a majority of answers in the “**Often**” option, with 23,8% of the total replies. Such can be seen in *figure 7*, a general overview of the answers, whereas in *figure 8*, a per-semester detailed overview can be found.

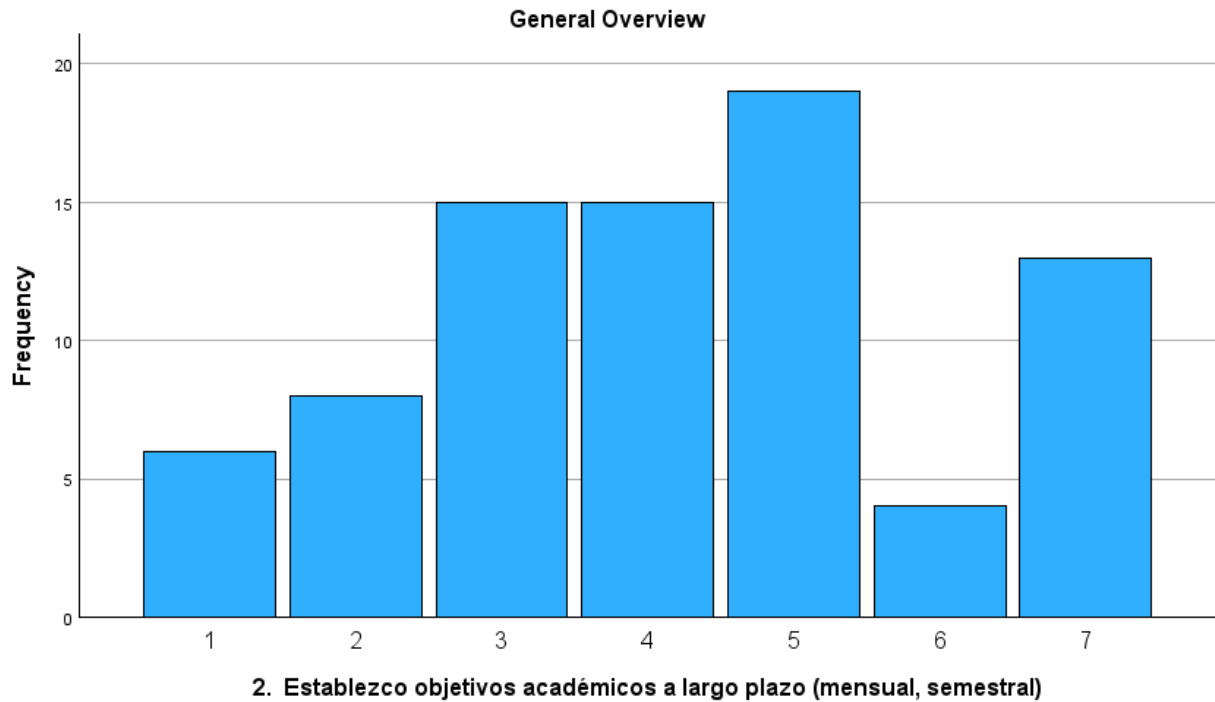


Figure 7: Second Section Third Question general overview: “Establezco objetivos académicos a largo plazo (mensual, semestral)” [I establish long-term academic objectives (monthly, semester)]

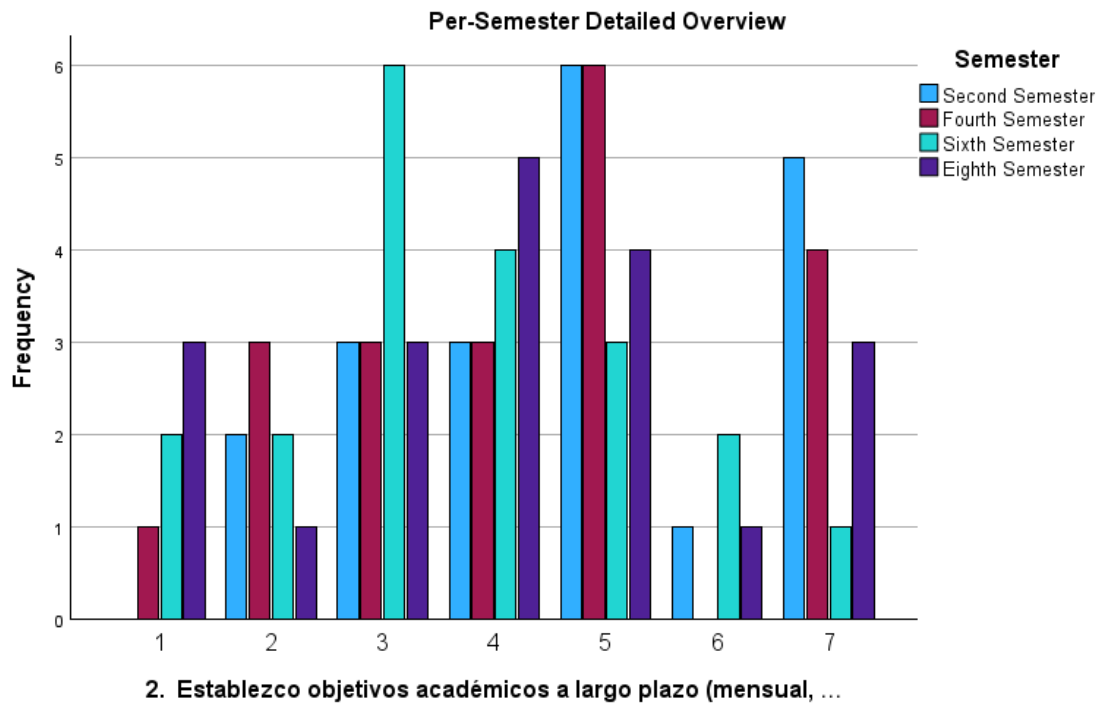


Figure 8: Second Section Third Question per-semester detailed overview: “Establezco objetivos académicos a largo plazo (mensual semestral)” [I establish long-term academic objectives (monthly, semester)]

In the third question, which is related to study material organization, answers are distributed as follows: The least frequent reply was “**Never**”, with 3,8% of frequency. Above, “**Rarely**” is next with 10% frequency, which is followed next by “**Occasionally**” with 11,3% of replies. Sharing the same percentage of 15%, the options “**Always**” and “**Sometimes**” are next. Afterwards, the “**Almost Always**” option followed with an 18,8% of frequency. Finally, the most replies were found in the “**Often**” category, holding 26,3% of reply frequency. As explained before, such is represented in *figures 9 and 10*. The aforementioned as a general overview, and the latter as a detailed per-semester overview.

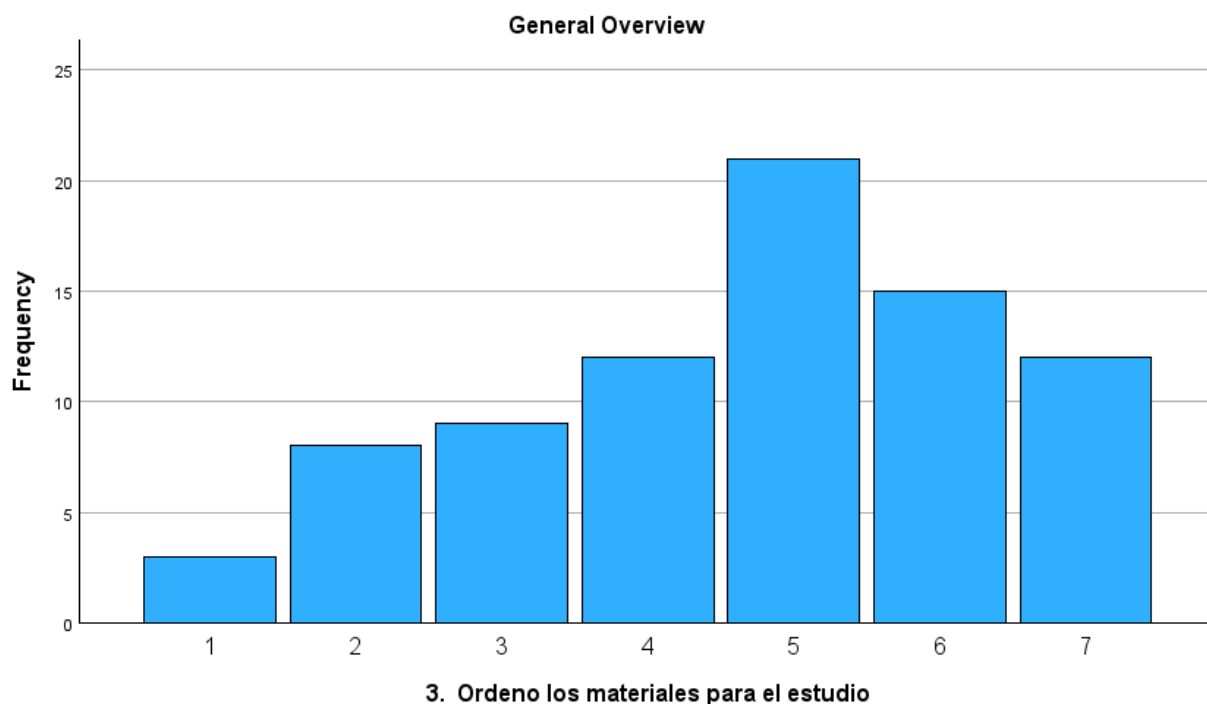


Figure 9: Second Section Third Question general overview: “Ordeno los materiales para el estudio” [I order the materials for study]

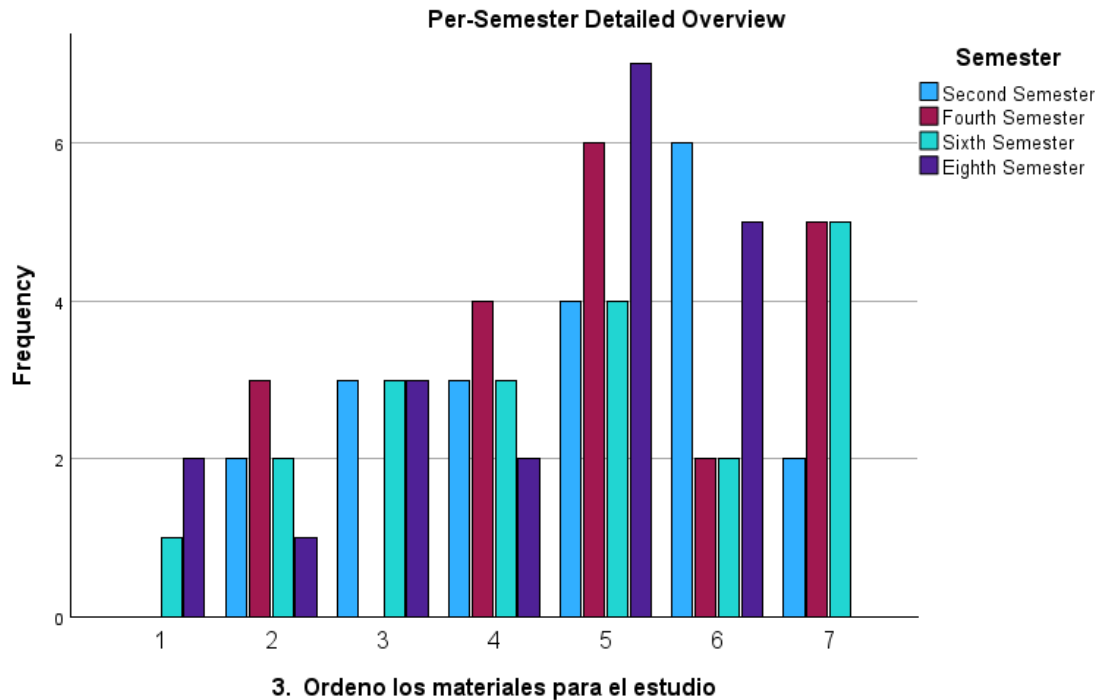


Figure 10: Second Section Third Question Per-semester detailed overview: “Ordeno los materiales para el estudio” [I order the materials for study]

In the fourth question, which refers to study schedule setting, therefore to the planning strategy of self-regulation learning, data results are the following: The “**Almost Always**” option holds the lowest frequency percentage with 8,8%. Following the latter is the “**Always**” category with 10% which is followed by 11,3%, held by both “**Often**” and “**Never**”. “**Occasionally**” is next with 13,8% of reply frequency, and “**Rarely**” follows with 18,8% of replies. Lastly, the most frequently chosen option was “**Sometimes**” with 26,3% of frequency. Said representation is plotted in figure 11 for a general overview, and figure 12 for a detailed per-semester overview, graphed below.

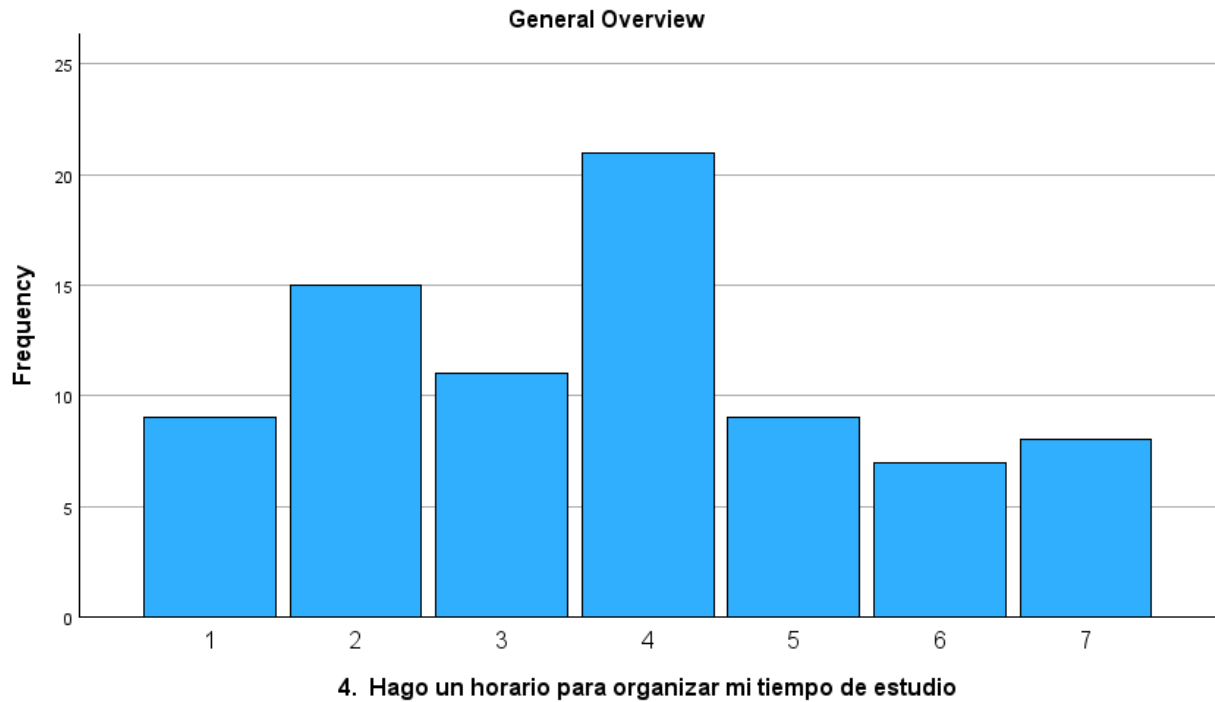


Figure 11: Second Section Fourth Question general overview: “Hago un horario para organizar mi tiempo de estudio” [I make a schedule to organize my study sessions]

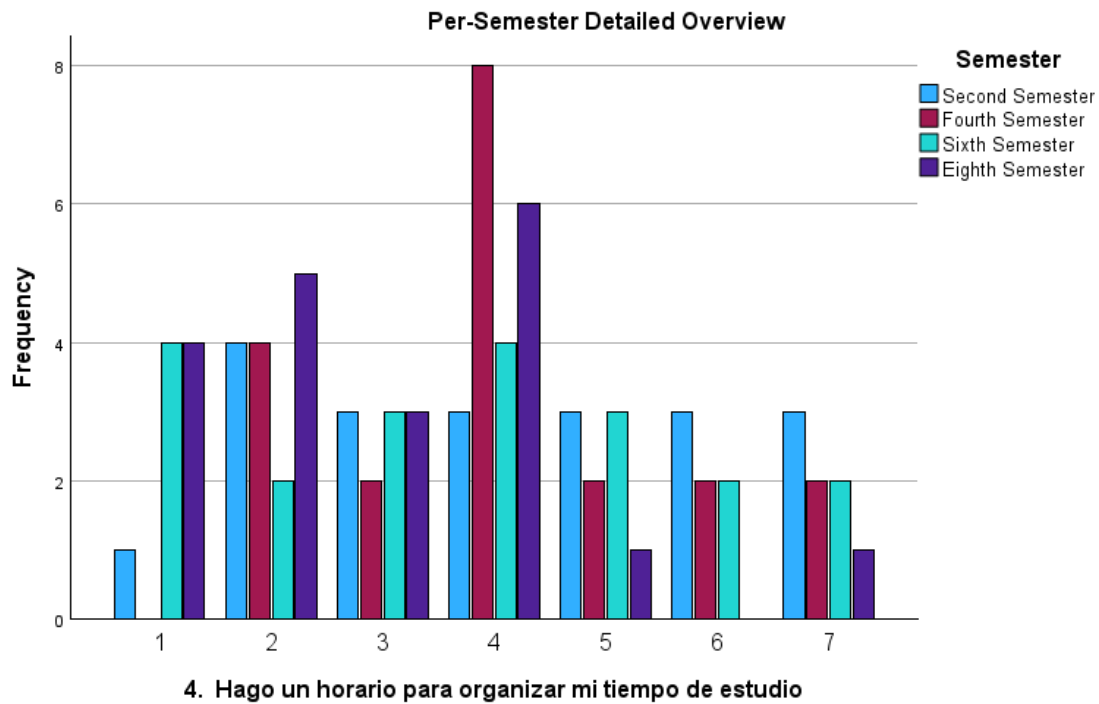


Figure 12: Second Question Fourth Question per-semester detailed overview: “Hago un horario para organizar mi tiempo de estudio” [I make a schedule to organize my study sessions]

Fifth question wise, that which refers to time and activity planning, related towards the aforementioned self-regulation strategy, results are as follows: **“Never”** holds 8,8% of replies. Following the latter, **“Almost Always”** has 10% of frequency, and **“Always”** is above with 11,3% of replies. which is then followed by **“Sometimes”** follows with 12,5% of frequency. **“Occasionally”** is next with 15% of replies. **“Often”** follows with 17,5% of frequency, and finally the highest frequency percentage is present in the **“Rarely”** category, with 25% of frequency.

The aforementioned is represented on *figure 13* (as a general overview) and *figure 14* (in a detailed per-semester manner).

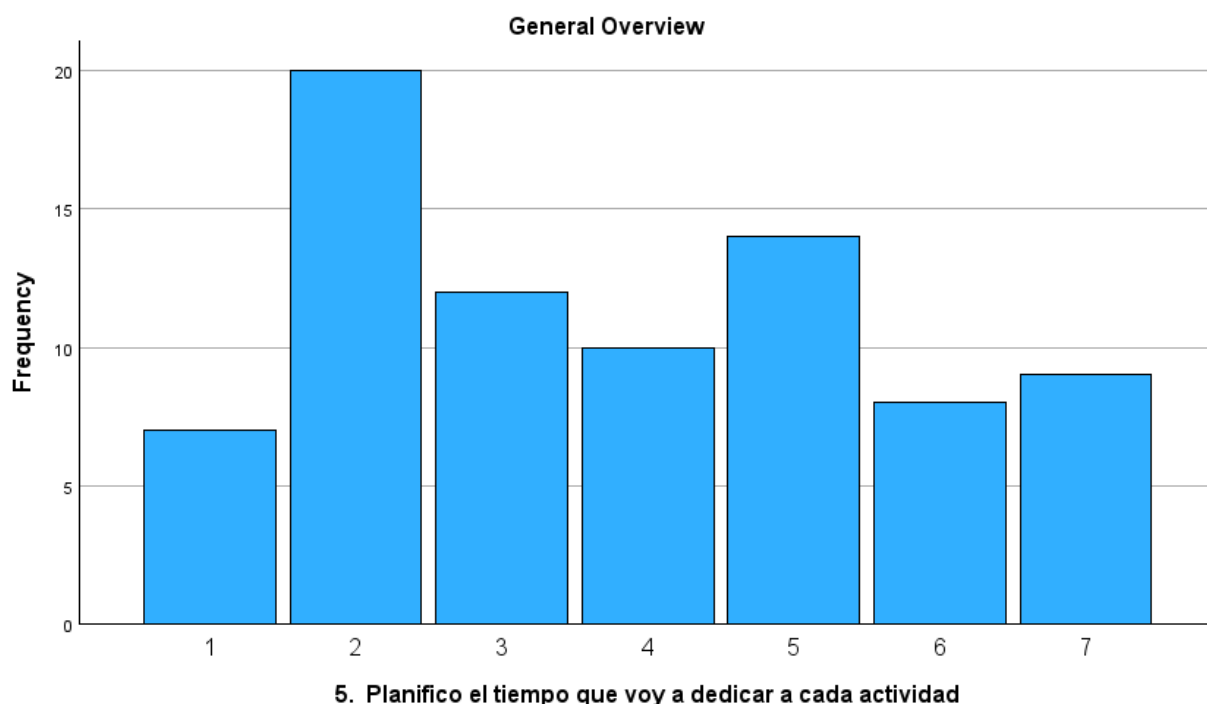


Figure 13: Second Section Fifth Question general overview: “Planifico el tiempo que voy a dedicar a cada actividad” [I plan the time I am going to spend to each activity]

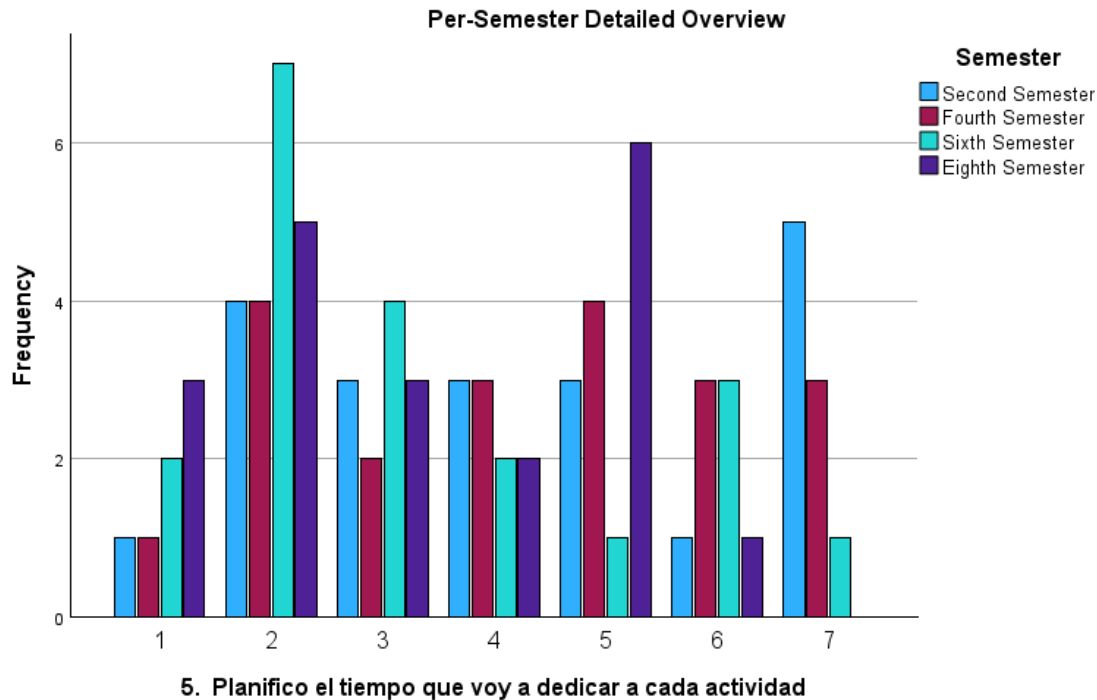


Figure 14: Second Section Fifth Question detailed per-semester overview: “Planifico el tiempo que voy a dedicar a cada actividad” [I plan the time I am going to spend in each activity]

The sixth question refers to the goal-setting self-regulation strategy, that is to say specifically in context, in how students create a list of tasks for further guidance. Results-wise, data is as follows: “**Never**” holds the least amount of responses with 8,8% frequency. Following the latter, “**Occasionally**” and “**Sometimes**” are tied with 10% of responses each. “**Rarely**” follows with 11,3% frequency, and “**Often**” follows below with 12,5% of replies. “**Almost Always**” is above with 17,5% of replies, and the majority of replies are held by the “**Always**” category, with 30% of frequency responses. Such can be seen in *figure 15* (as a general overview) and *figure 16* (as a detailed per-semester overview) below:

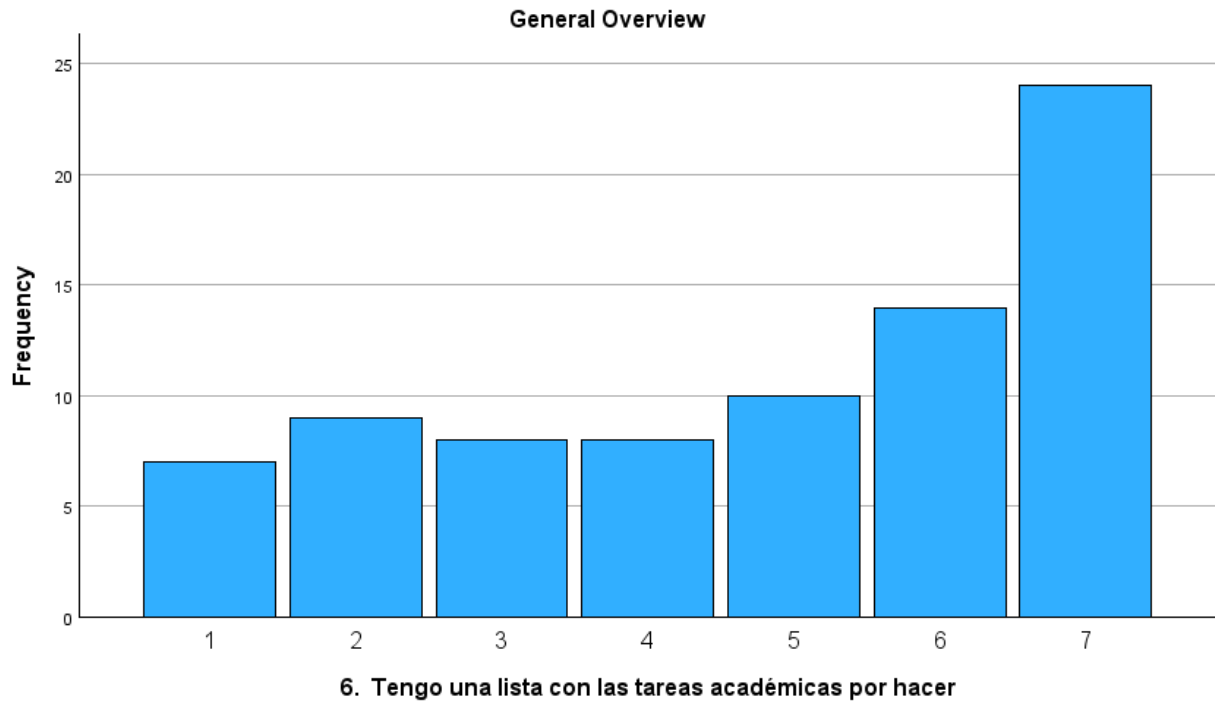


Figure 15: Second Section Sixth Question general overview: “Tengo una lista con las tareas académicas por hacer” [I have a list with to-do academic tasks]

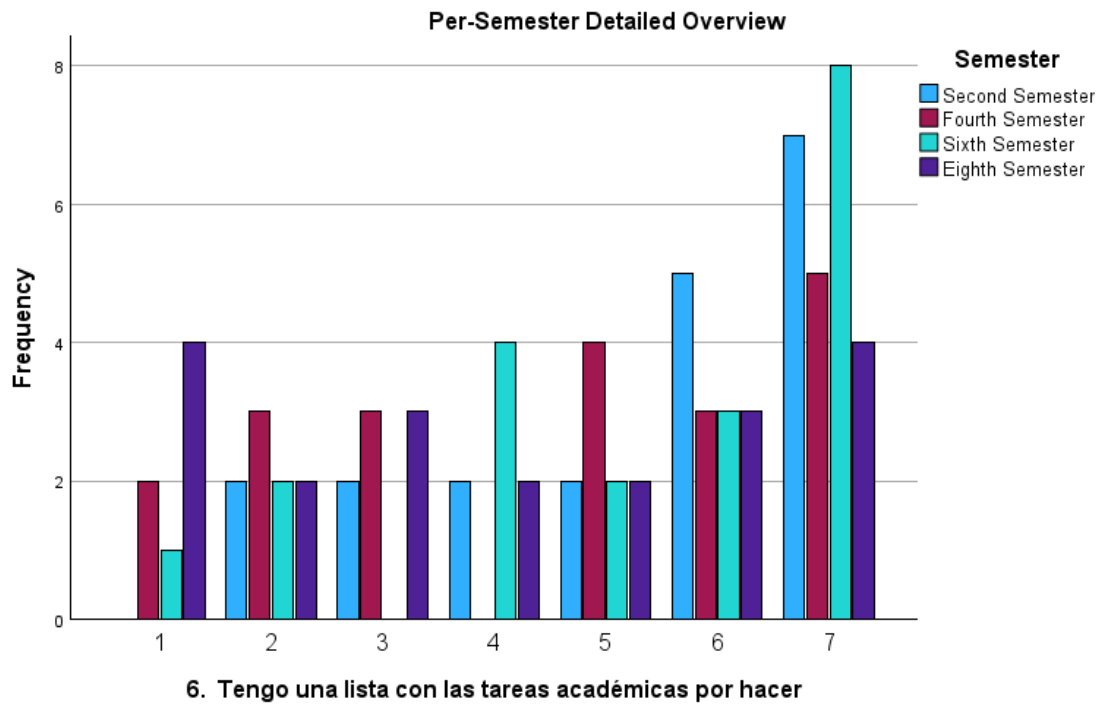


Figure 16: Second Section Sixth Question detailed per-semester overview: “Tengo una lista con las tareas académicas por hacer” [I have a list with to-do academic tasks]

The seventh question relates to academic tasks metacognition, results are the following: **“Rarely”** holds 2,5% of replies, being the least frequent option. Both **“Never”** and **“Occasionally”** follow with 6,3% of frequency each. Afterwards, **“Sometimes”** follows with 11,3% of replies. Going up to 16,3% of responses, **“Often”** follows the earlier categories. Following ahead with 27,5% frequency is **“Always”**, and **“Almost Always”** has the highest percentage of frequency, with 30% of replies. The aforementioned is plotted in *figure 17* as a general overview and *figure 18* as a detailed per-semester overview:

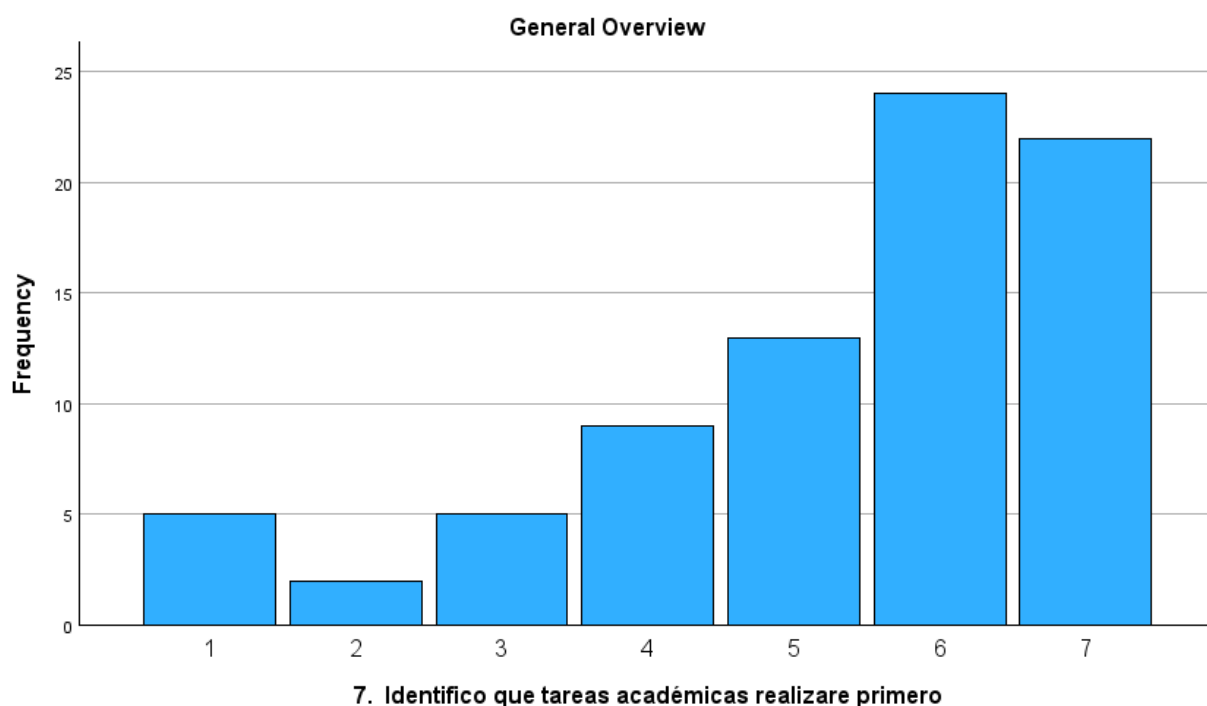


Figure 17: Second Section Seventh Question general overview: “Identifico que tareas académicas realizaré primero” [I identify what academic tasks I will do first]

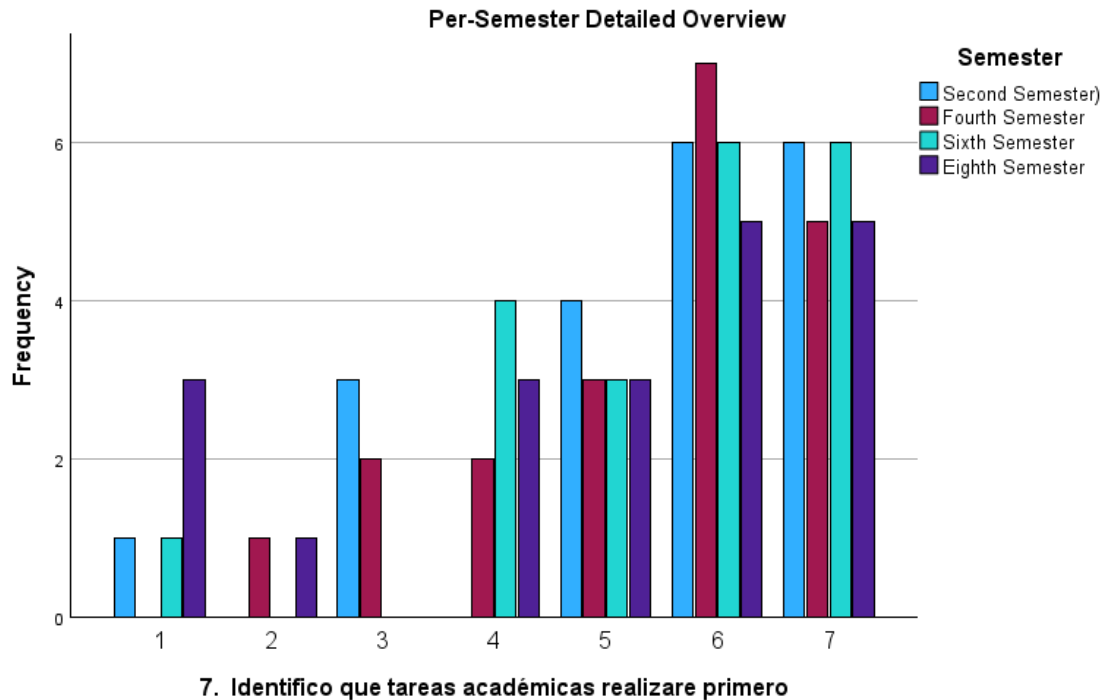


Figure 18: Second Section Seventh Question per-semester detailed overview: “Identifico que tareas académicas realizaré primero” [I identify what academic tasks I will do first]

c) Section III: Execution and Performance Scale

This section discusses with respondents’ cognitive strategies and possible help-seeking behaviors related to self-regulation, such as reviewing lesson notes, memorizing concepts to retain key concepts and asking classmates for help when uncertain, among others. This item is composed of 17 questions in a 1 to 7 likert scale valorization, being 1 **Never**, 2 **Rarely**, 3 **Occasionally**, 4 **Sometimes**, 5 **Often**, 6 **Almost Always**, and 7 **Always**.

The first question deals about how the surveyees are using the strategy of studying by a schedule established by them. Results wise, answers were dispersed in the following manner; “**Rarely**” has the least percentage of frequency with 2,5% of replies. After, “**Never**” holds 5% of frequency. “**Sometimes**” follows with 7,5% of reply frequency and “**Occasionally**” grows further with 10% of frequency. “**Almost Always**” shows a considerable jump in percentage with 22,5% of replies, and “**Often**” follows with 25% frequency. The highest frequency percentage belongs to the “**Always**” category, with 27,5% of total replies.

Such can be seen in *figure 19* as a general overview, and *figure 20* in a more detailed per-semester manner.

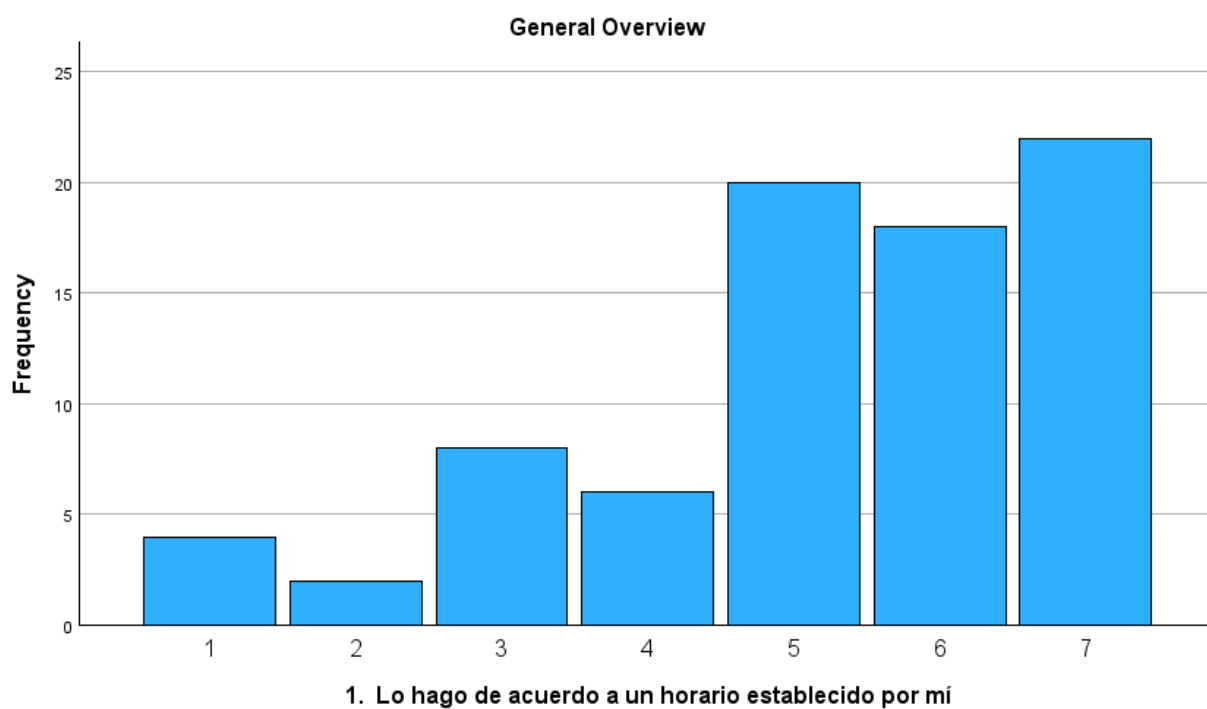


Figure 19: Third section First question general overview : “Lo hago de acuerdo a un horario establecido por mí” [I do it according to a schedule set by me]

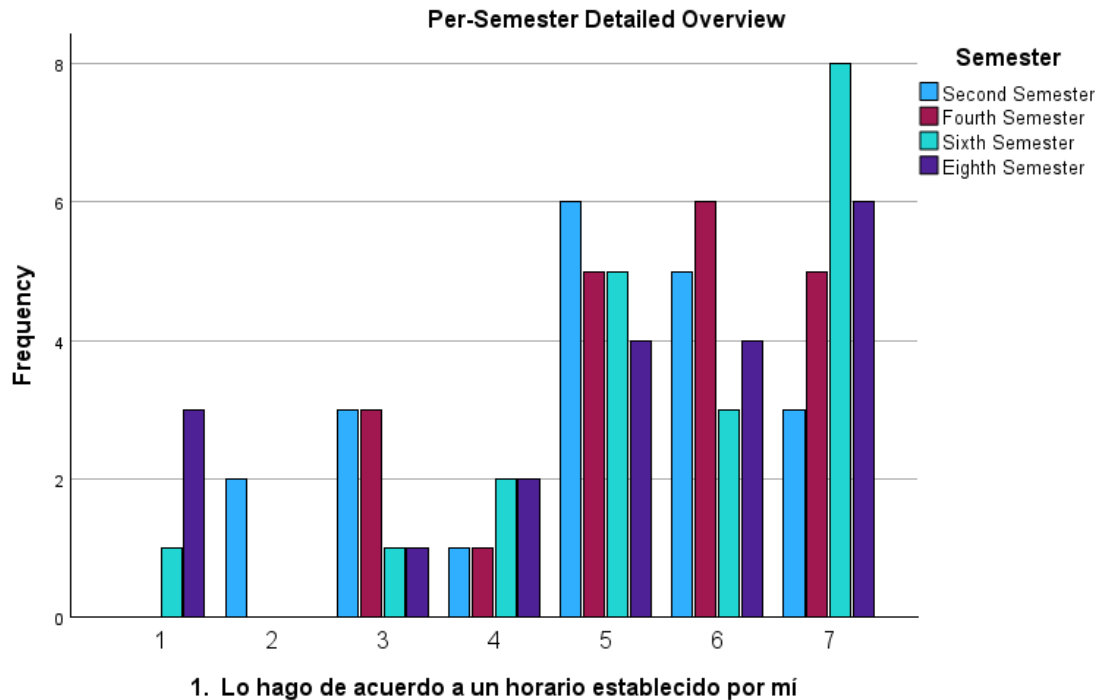


Figure 20: Third section First question detailed per-semester overview: “Lo hago de acuerdo a un horario establecido por mí” [I do it according to a schedule set by me]

In the second question which is related to how students evaluate themselves during their study process, the percentage of students’ choices is as follows: The least frequent reply is “**Never**” with 6,3% of frequency, which is followed by both “**Occasionally**” and “**Rarely**”, with 10% of reply frequency each. “**Sometimes**” follows with 16,3% of reply frequency. The next most frequent category is “**Almost Always**” with 17,5% of replies. In the end, both “**Often**” and “**Always**” are the most frequent replies, having 20% of frequency each. Such can be seen in *figure 21* as a general overview, and *figure 22* in a more detailed per-semester manner.

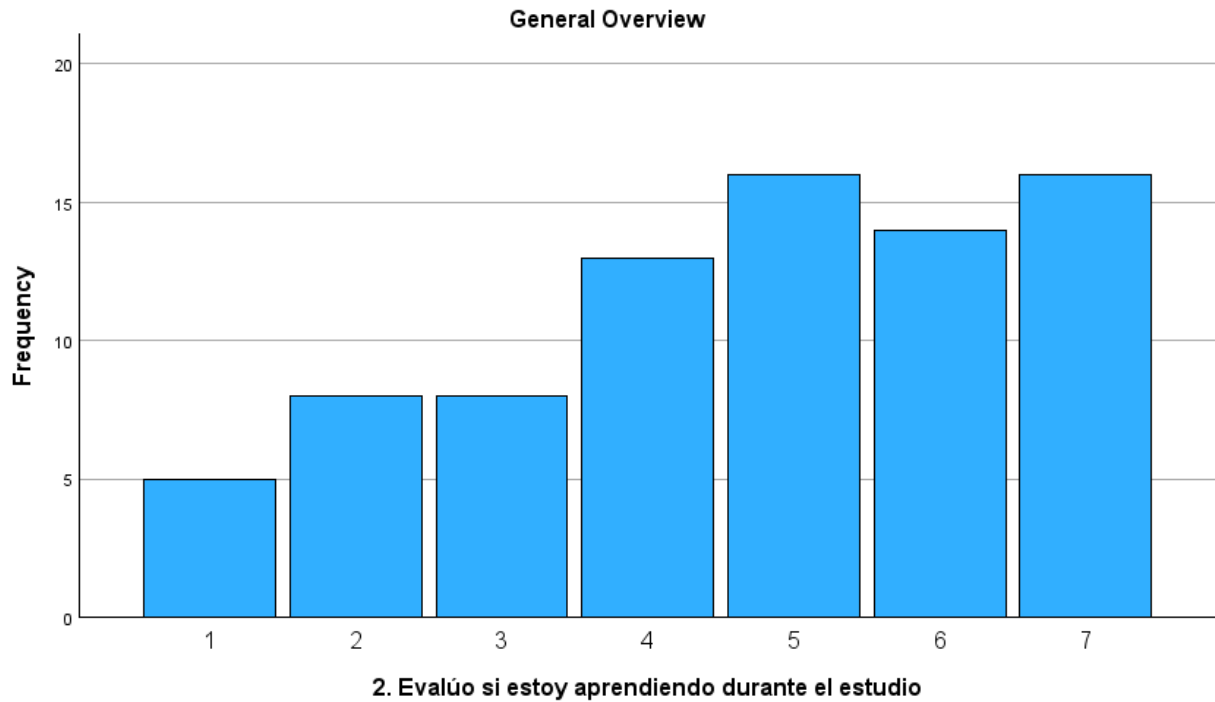


Figure 21: Third section Second question general overview : “Evalúo si estoy aprendiendo durante el estudio” [I evaluate if I am learning while studying]

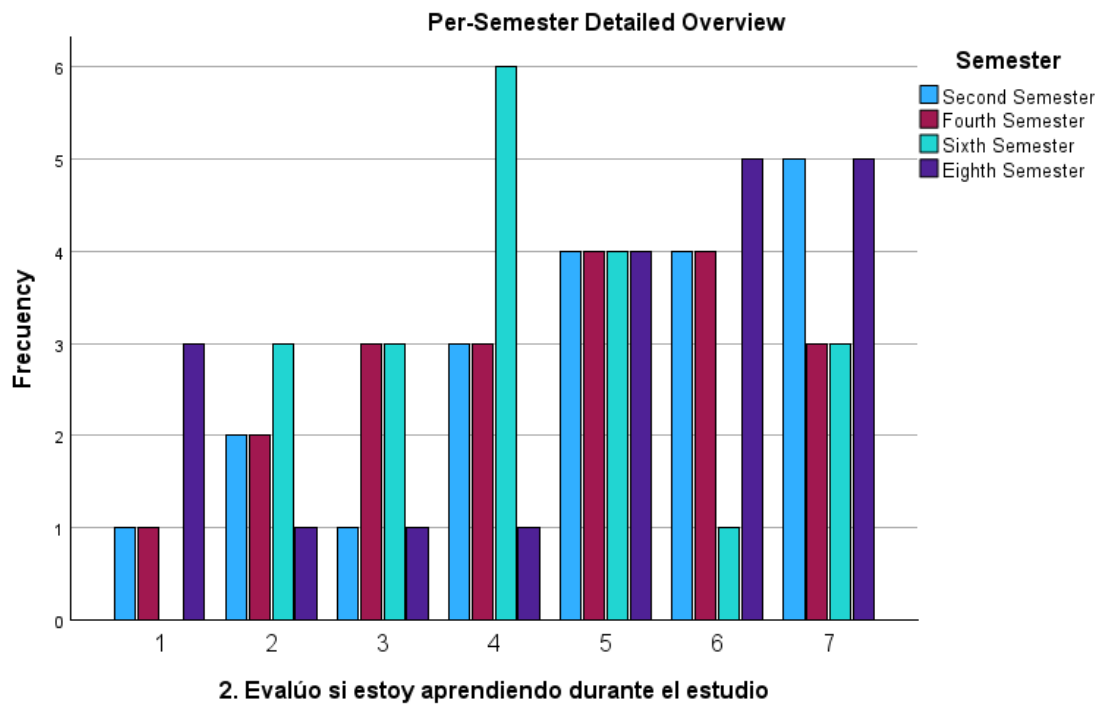


Figure 22: Third question Second question per-semester overview: “Evalúo si estoy aprendiendo durante el estudio” [I evaluate if I am learning while studying]

Third question deals with how students revise their notes taken in class. The percentage of students was as follows: The least frequent response is “**Never**”, with 3,8% of reply frequency, below “**Rarely**”, with 5% of replies. “**Occasionally**” follows with 12,5% of frequency, behind “**Sometimes**” with 13,8% of replies. “**Almost Always**” follows next with 15% of frequency, and “**Often**” follows with 18,8% of replies. Finally, the highest percentage of replies is held by the “**Always**” reply, with 31,3% of frequency. Such can be seen in *figure 23* as a general overview, and *figure 24* in a more detailed per-semester manner.

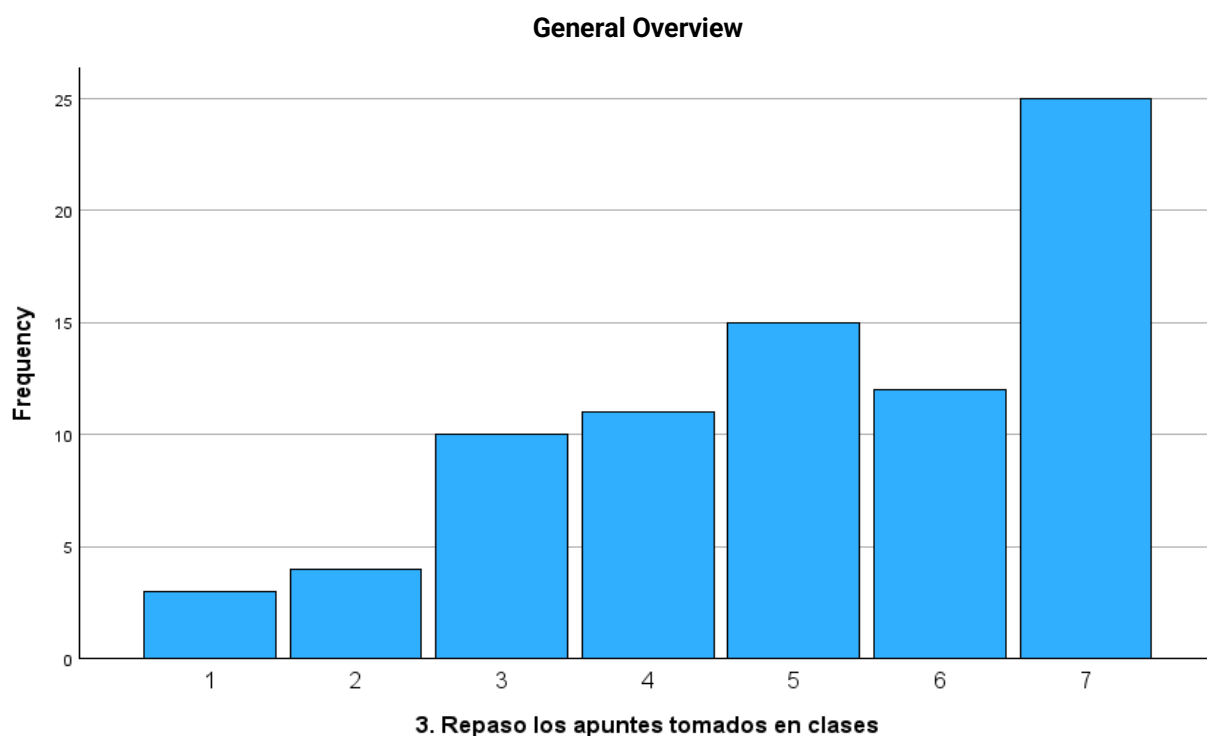


Figure 23: Third Section Third Question general overview: “Repaso los apuntes tomados en clases” [I review the notes taken in class]

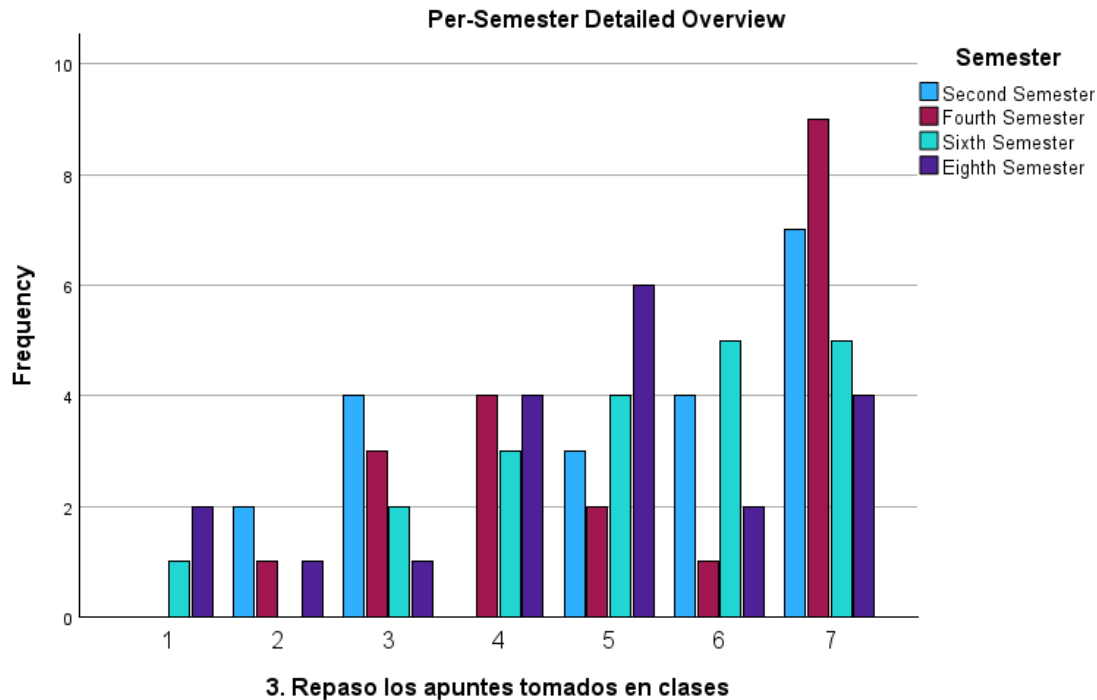


Figure 24: Third Section Third Question per-semester detailed overview: “Repaso los apuntes tomados en clases” [I review the notes taken in class]

The fourth question refers to if students know who to ask for help in necessary cases, which is the help-seeking component within the self-regulation strategies realm. Data results-wise from least to greatest or most preferences, both **Never** and **Rarely** share 1,3% of replies, being the least chosen. Subsequently, **Occasionally** follows with 3,8%, and **Sometimes** 5%. Antepenultimate and penultimate respectively, **Often** is chosen by 20% of the respondents, followed by **Almost Always** with 28,7%; whereas the most selected is **Always** by 40%. Such can be seen in *figure 25* as a general overview, and *figure 26* in a more detailed per-semester manner.

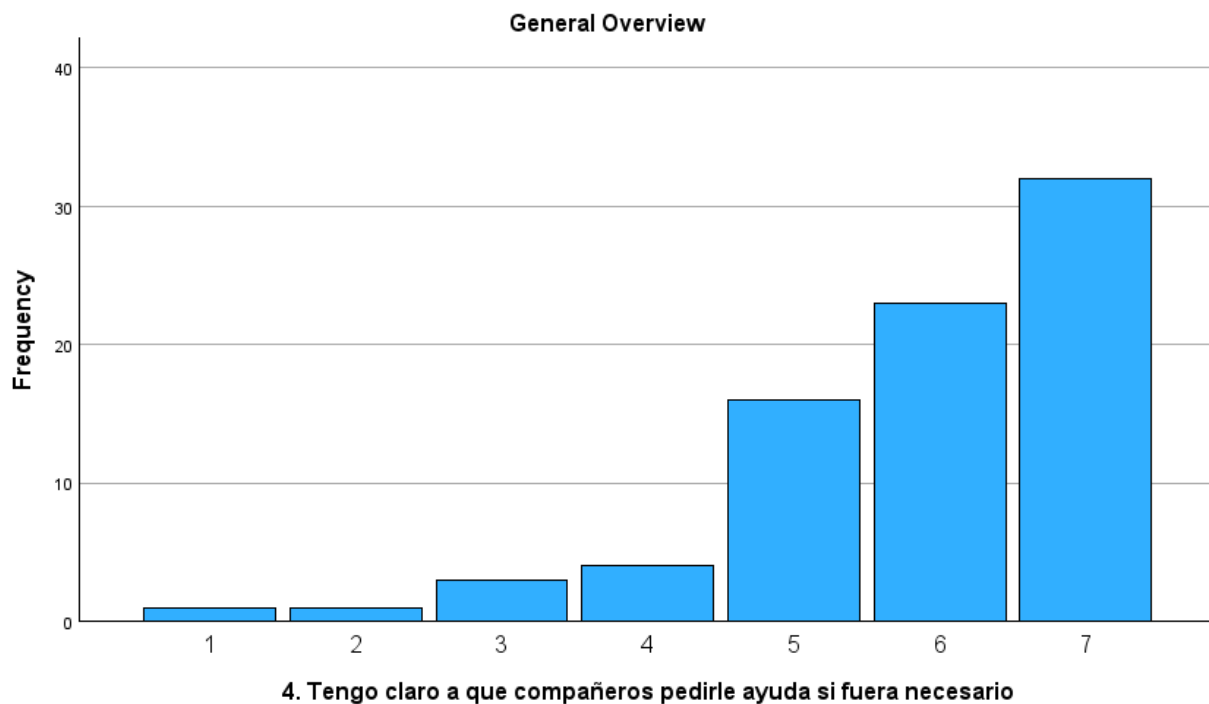


Figure 25: Third Section Fourth Question general overview: “Tengo claro a que compañeros pedirle ayuda si fuera necesario” [It is clear to me which classmates to ask for help if necessary]

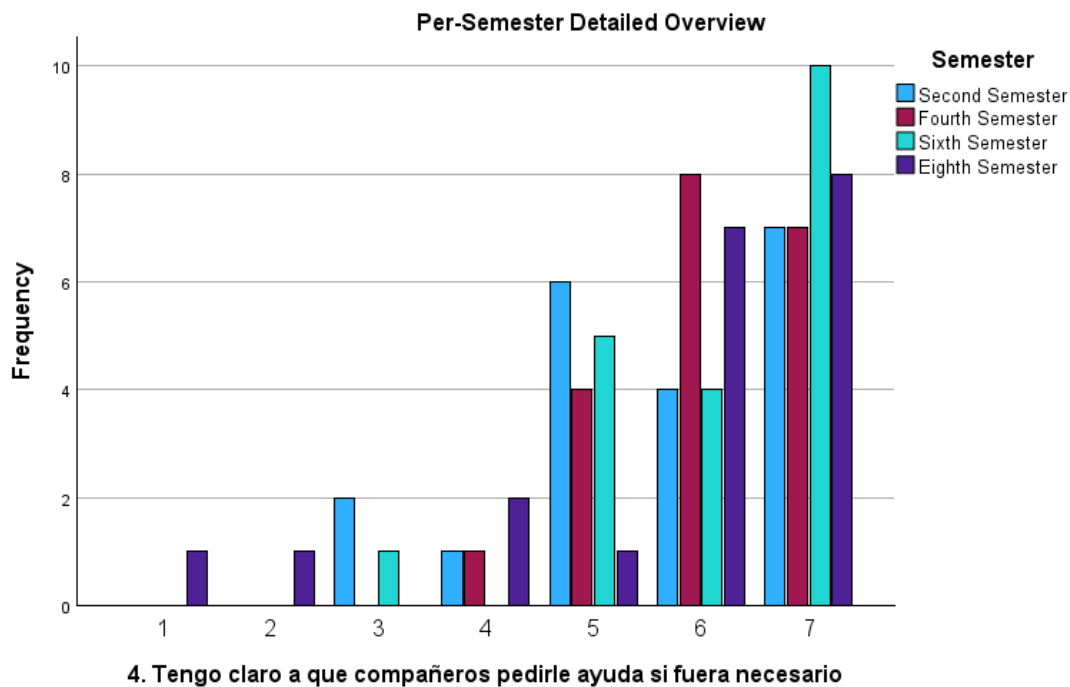


Figure 26: Third Section Fourth Question per-semester detailed overview: “Tengo claro a que compañeros pedirle ayuda si fuera necesario” [It is clear to me which classmates to ask for help if necessary]

By the same token, the fifth question aims at how students search for solutions in cases where they do not understand the information that has been read. The percentage of students' preference is the following least to greatest: 0% for option **Rarely**, then **Never**, **Occasionally**, and **Sometimes** shares the same frequency of selection, with 2,5% of respondents choosing these values, followed by **Often**, that contains 23,8% of preferences. The two most chosen options are **Almost Always** with 32,5%, and ultimately **Always**, being the mode with 36,3% of the selections.

Such can be seen in *figure 27* as a general overview, and *figure 28* in a more detailed per-semester manner.

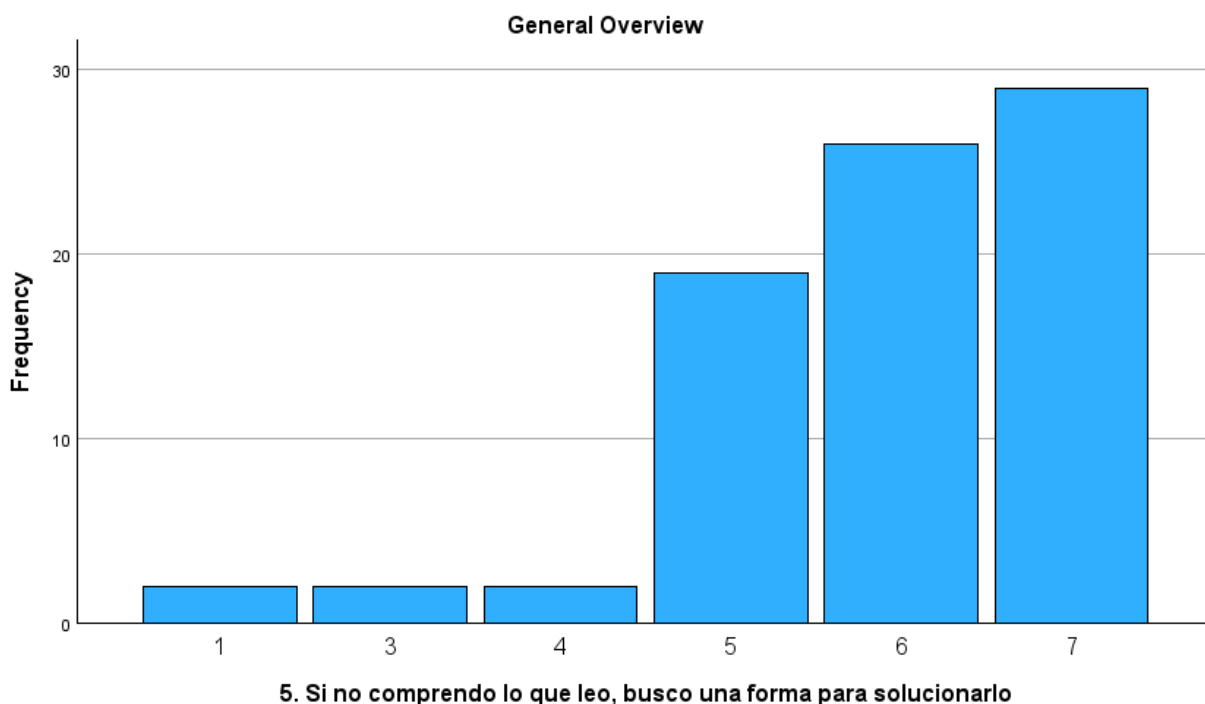


Figure 27: Third Section Fifth Question general overview: “Si no comprendo lo que leo, busco una forma para solucionarlo” [If I do not understand what I am reading, I seek a solution.]

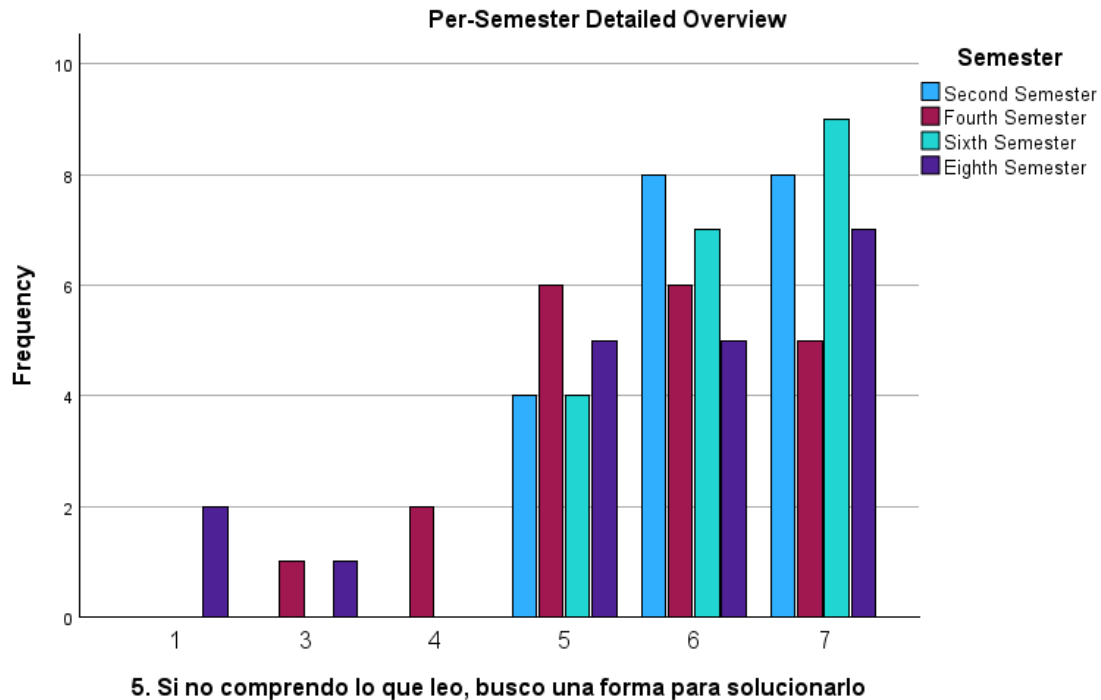


Figure 28: Third Section Fifth Question per-semester detailed overview: “Si no comprendo lo que leo, busco una forma para solucionarlo” [If I do not understand what I am reading, I seek a solution.]

The sixth question deals if students know where to find people who can help them with the study issue. Results are 1,3% of preference for both **Never** and **Rarely**, followed by **Occasionally**, with 5%. The following answers with a higher preference are **Sometimes** with 13,8%, then **Often** by 20%. Subsequently, **Almost Always** is chosen by the 26,3% of the sample universe, and **Always** with 32,5% of preferences, being the most preferred by the survey respondents. Such can be seen in *figure 29* as a general overview, and *figure 30* in a more detailed per-semester manner.

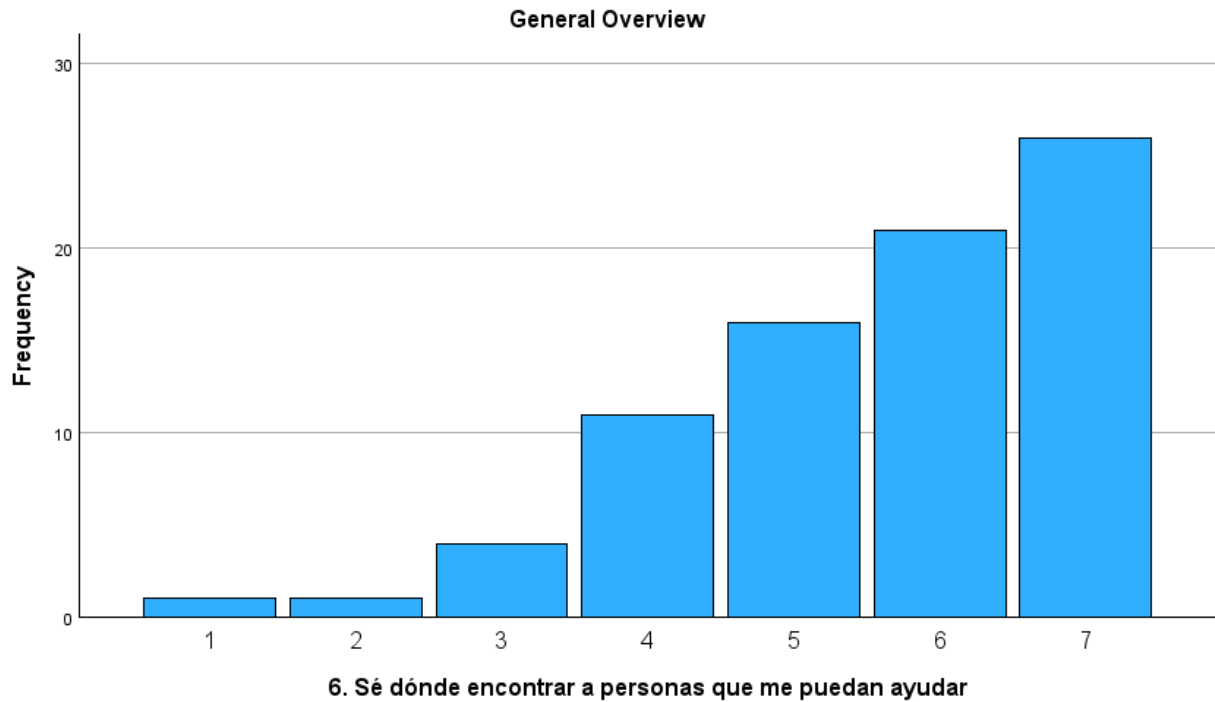


Figure 29: Third Section Sixth Question general overview: “Se donde encontrar a personas que me puedan ayudar” [I know where to find people who can assist me.]

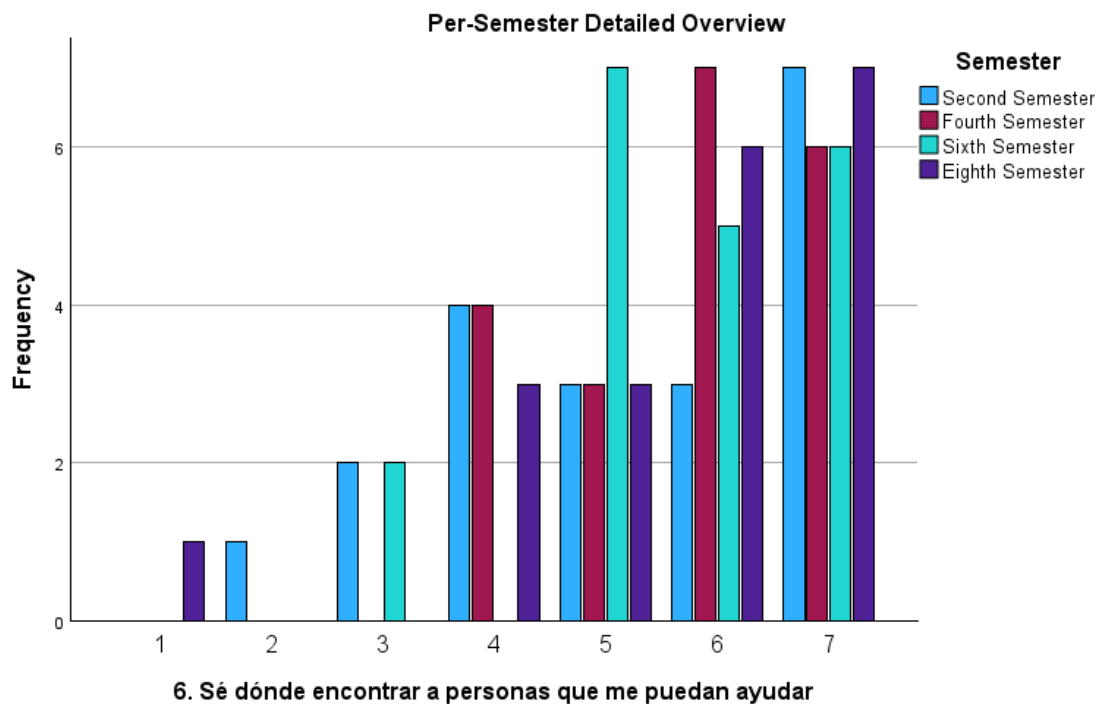


Figure 30: Third Section Sixth Question per-semester detailed overview: “Se donde encontrar a personas que me puedan ayudar” [I know where to find people who can assist me.]

Following the analysis, the seventh question inquiries about how students identify contents that they could not understand. Preferences in this question are the following least to greatest: 1,3% of preferences are corresponding to **Rarely**, the least chosen option, followed by **Never** with 3,8% and **Occasionally** with 5%. Option **Sometimes** shares 8,8% of the surveyees preferences; and the most selected options are **Almost Always** with 25%, **Often** with 26,3%, and **Always**, the most chosen, holds 30% of preferences.

Such can be seen in *figure 31* as a general overview, and *figure 32* in a more detailed per-semester manner.

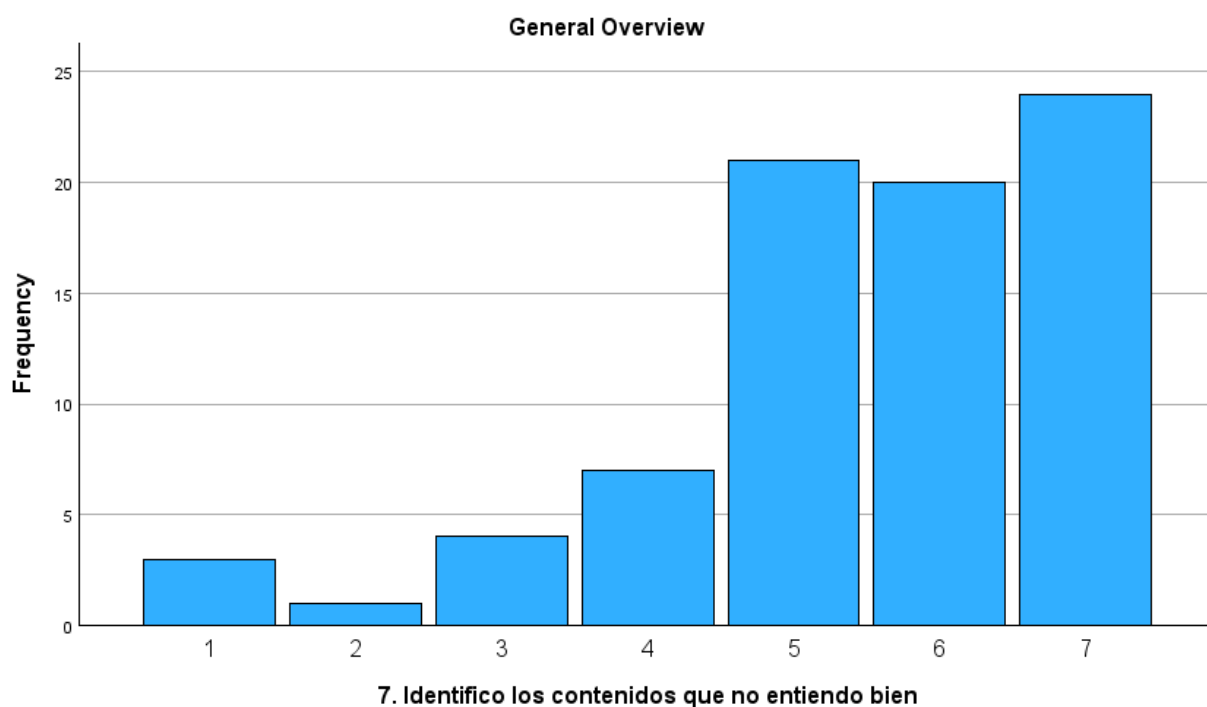


Figure 31: Third Section Seventh Question general overview: “Identifico los contenidos que no entiendo bien” [I recognize the contents I do not understand well.]

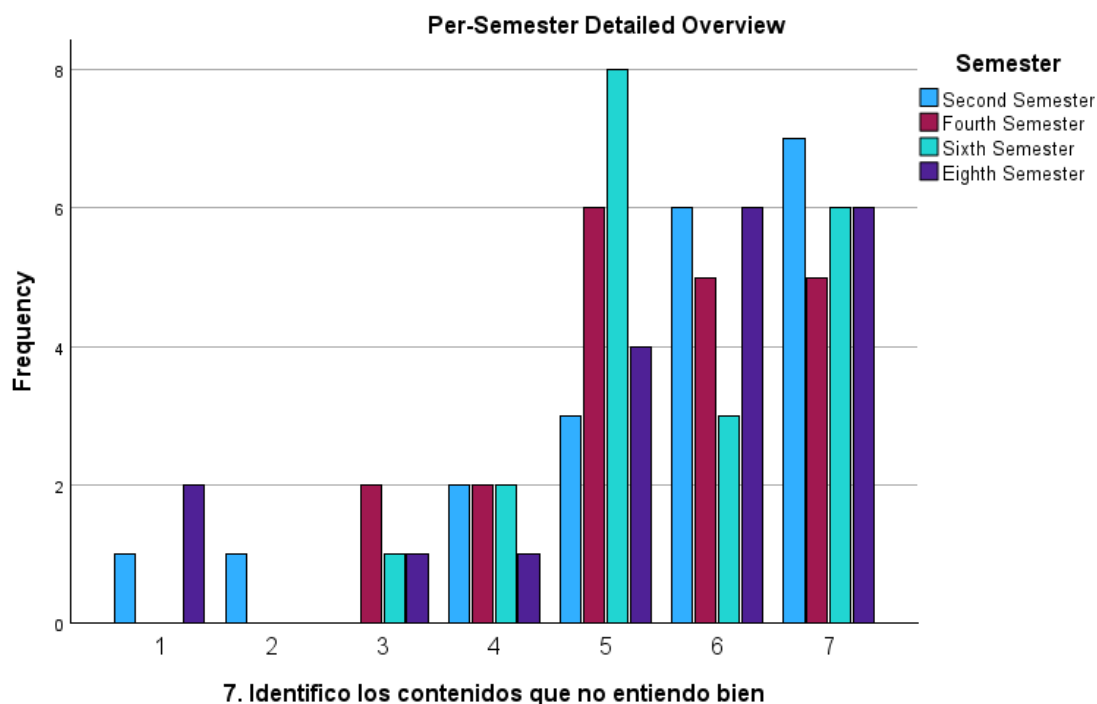


Figure 32: Third Section Seventh Question per-semester detailed overview: “Identifico los contenidos que no entiendo bien” [I recognize the contents I do not understand well.]

The eighth question aims to seek how students use keywords to remember key concepts. In that regard, least to greatest, results are the following; the least chosen option is **Never** with 3,8% of preference, followed by **Rarely** with 5%, **Occasionally** with 13,8%, and **Sometimes** with 17,5%. Both options **Often** and **Almost Always** are preferred equally with 18,8%, whereas **Always** is the most preferred with 22,5%.

Such can be seen in *figure 33* as a general overview, and *figure 34* in a more detailed per-semester manner.

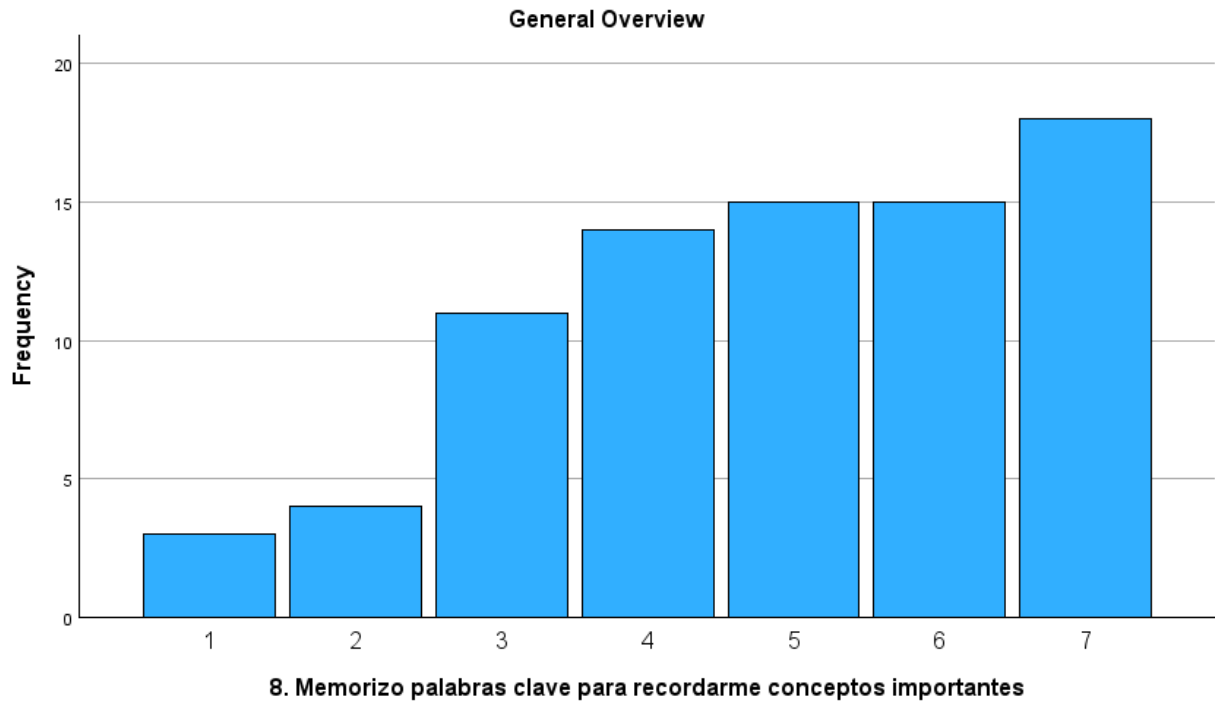


Figure 33: Third Section Eighteenth Question general overview: “Memorizo palabras clave para recordarme conceptos importantes” [I use keywords to recall important concepts.]

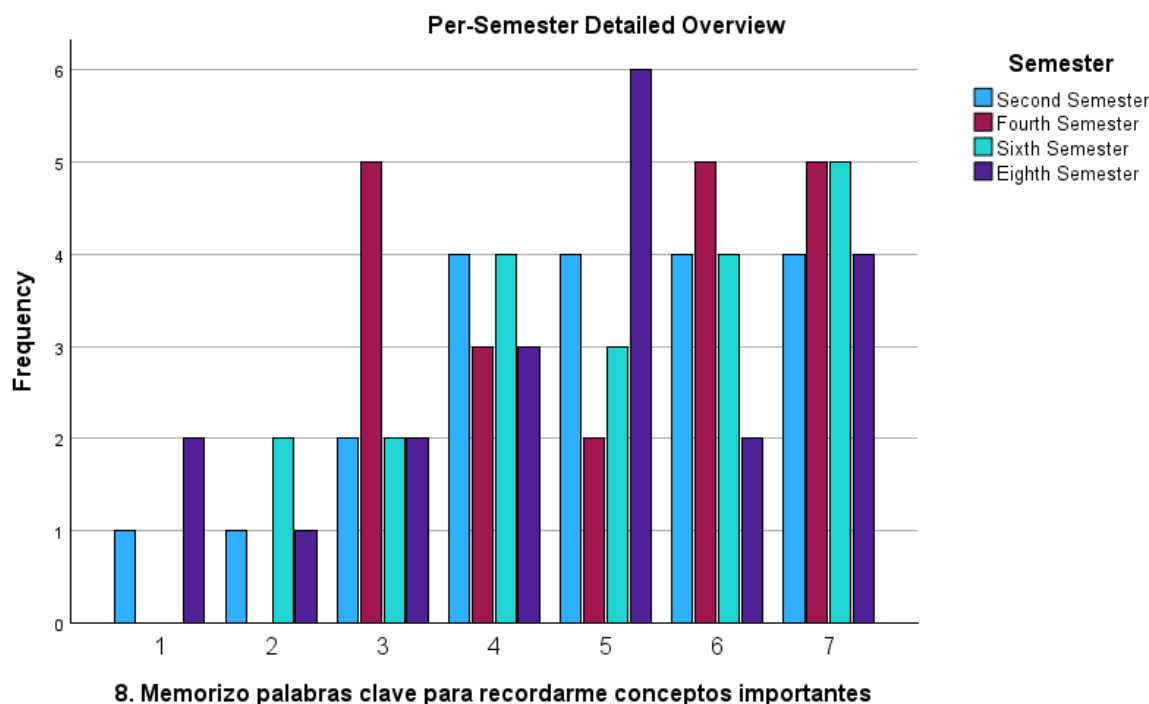


Figure 34: Third Section Eighteenth Question per-semester detailed overview: “Memorizo palabras clave para recordarme conceptos importantes” [I use keywords to recall important concepts.]

The ninth question inquiries about if students take notes about their doubts to ask the teacher about them. Results-wise, answers are distributed as follows; option **Almost Always** has the least amount of preferences with 7,5%, followed by **Sometimes** with 10%. On the other hand, Option **Occasionally** have 11,3%. The four most chosen options are **Always** with 13,8%, **Often** with 16,3%, **Never** with 20% and **Rarely** holds the most preferred amongst the surveyees with 21,3%. Such can be seen in *figure 35* as a general overview, and *figure 36* in a more detailed per-semester manner.

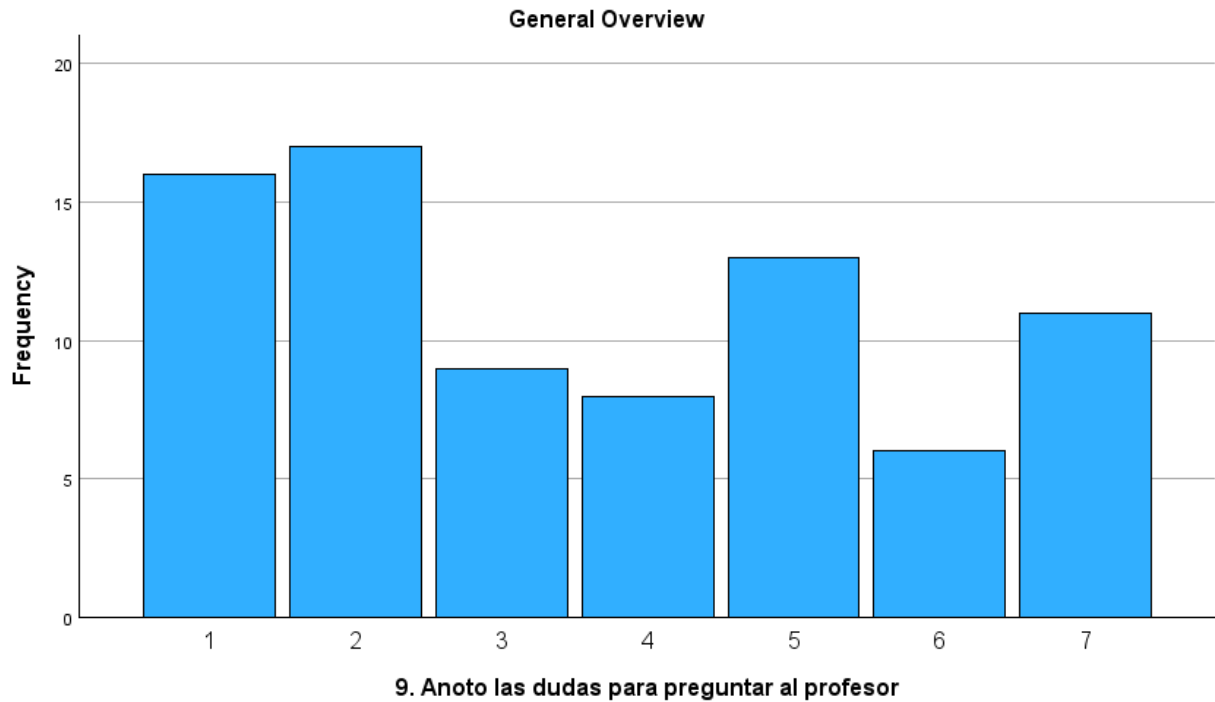


Figure 35: Third Section ninth Question general overview: “Anoto las dudas para preguntar al profesor” [I note down my questions to ask the professor.]

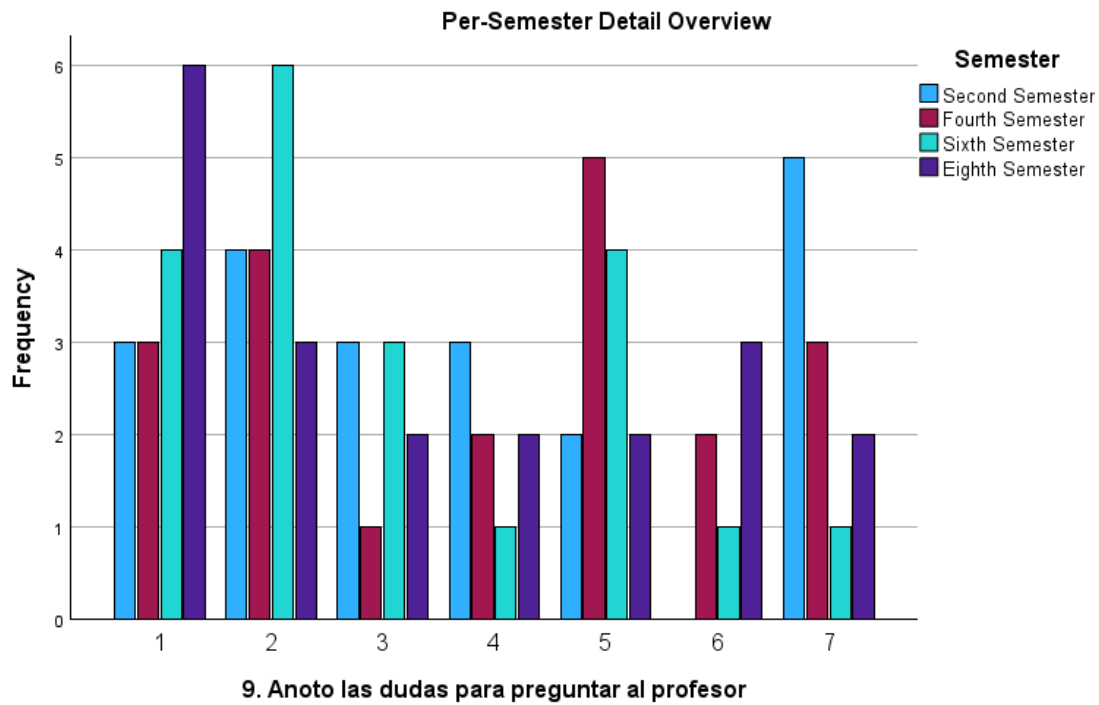


Figure 36: Third Section ninth Question per-semester detailed overview: “Anoto las dudas para preguntar al profesor” [I note down my questions to ask the professor.]

The tenth question deals with the frequency of objectives accomplishment by students. In that regard, answers are distributed as follows: option “**Rarely**” have the least amount of preferences with 1,3%, followed by “**Never**” with 6,3%, “**Always**” with 8,8%, and “**Occasionally**” with 11,3%. The most chosen ones are “**Almost Always**” with 18,8%, “**Sometimes**” with 20%, and “**Often**” with 33,8%, making it the most preferred answer by the surveyees. Such can be seen in *figure 37* as a general overview, and *figure 38* in a more detailed per-semester manner.

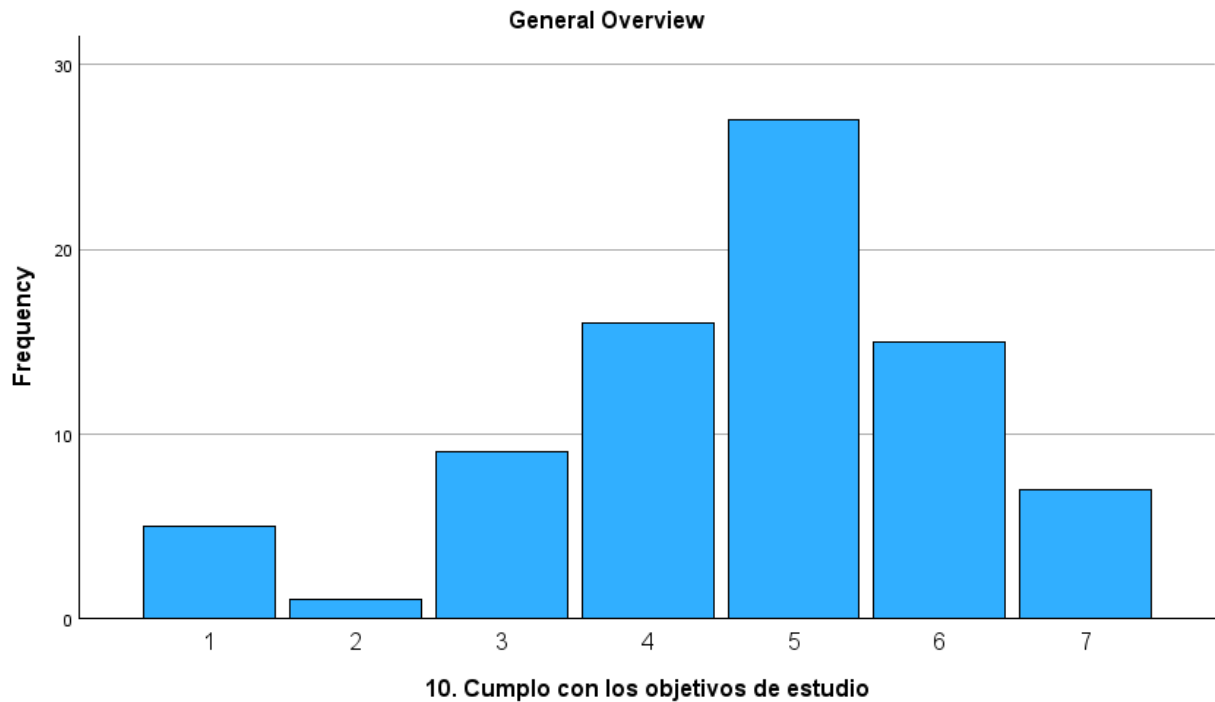


Figure 37: Third Section tenth Question general overview: “Cumpro con los objetivos de estudio” [I achieve my learning goals.]

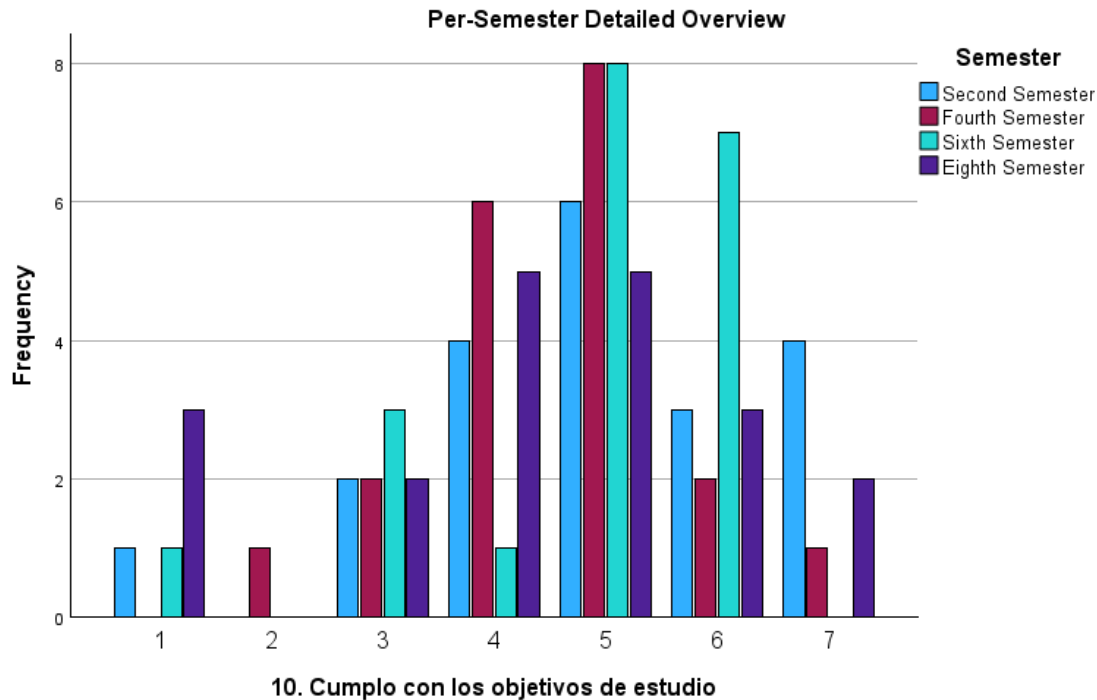


Figure 38: Third Section tenth Question per-semester detailed overview: “Cumpro con los objetivos de estudio” [I achieve my learning goals.]

The eleventh question is about how often students look at their study progress. The percentage of students was as follows: **“Sometimes”** has the highest number of replies, with 25% of frequency; followed by **“Often”** with 17,5% of replies. **“Occasionally”** has 16,3% of reply frequency, followed by **“Rarely”** with 12,5%. **“Almost Always”** falls next with 11,3% of frequency. After **“Never”** with 10% frequency, the least frequent response was **“Always”** with 7,5% of reply frequency. Such can be seen in *figure 39* as a general overview, and *figure 40* in a more detailed per-semester manner.

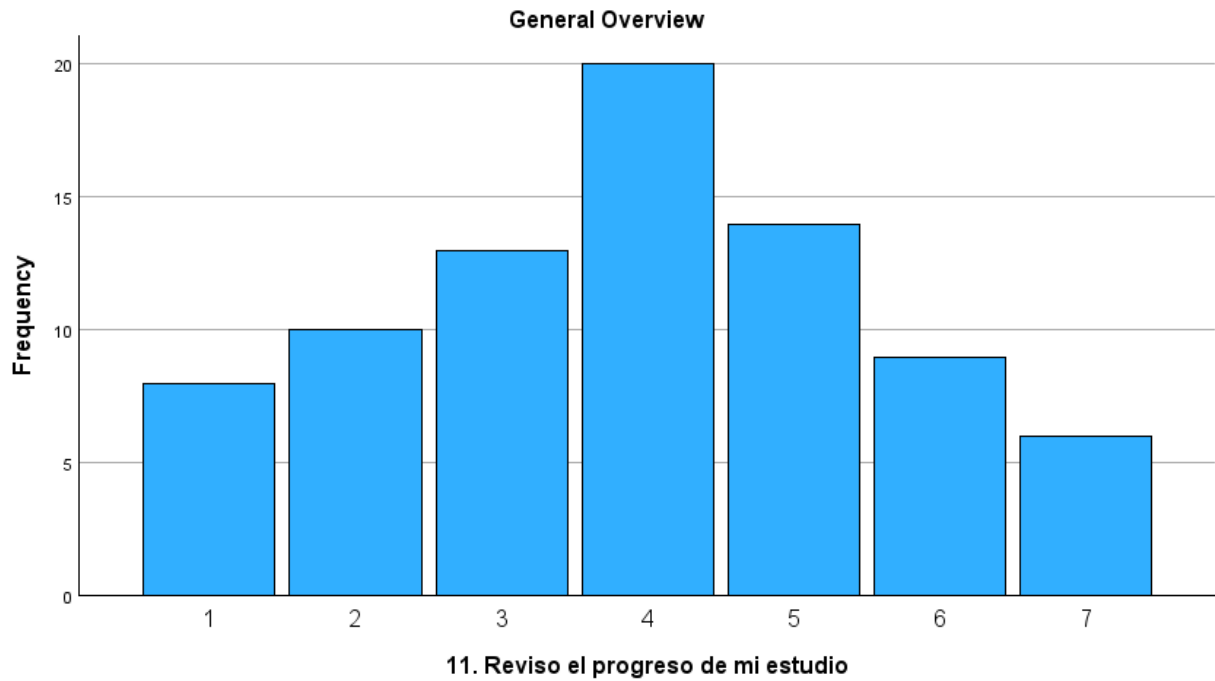


Figure 39: Third Section eleventh Question general overview: “Reviso el progreso de mi estudio” [I review my study progress.]

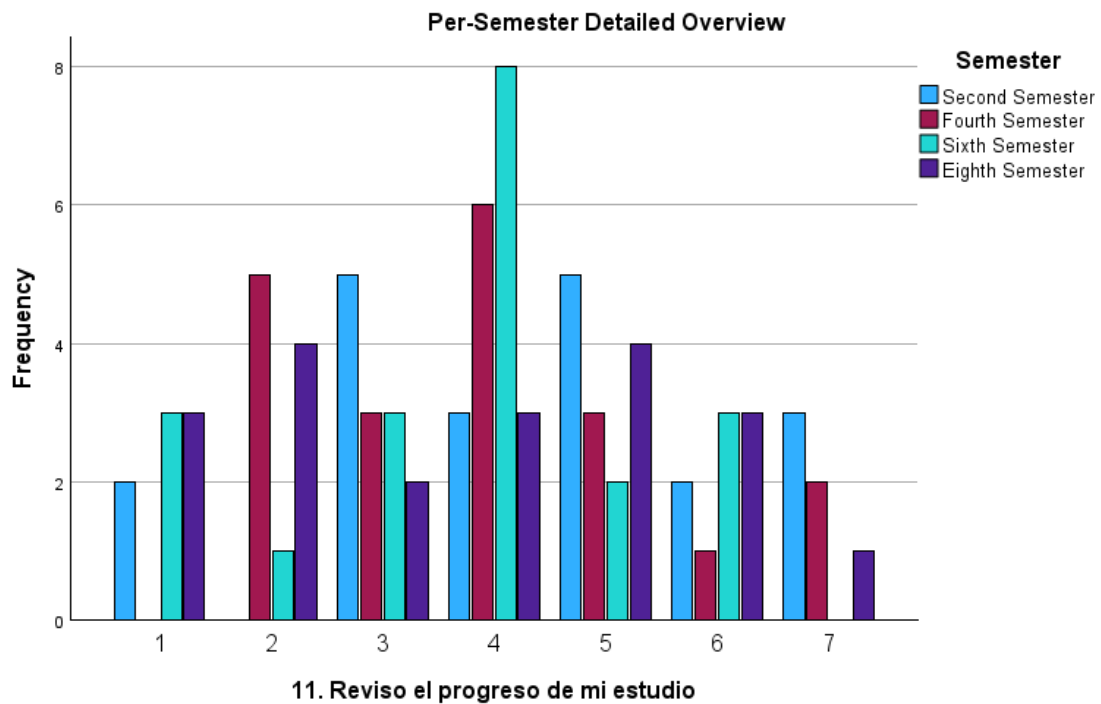


Figure 40: Third Section eleventh Question per-semester detailed overview: “Reviso el progreso de mi estudio” [I review my study progress.]

The twelfth question focuses on how often students create summaries of the main ideas seen in class. The percentage of students was as follows: The least frequent response is **“Sometimes”** with 8,8% of replies. **“Never”**, **“Rarely”** and **“Occasionally”** have a tied 10% of frequency each. **“Always”** follows with 18,8% of replies, and the most frequent categories are both **“Often”** and **“Almost Always”** with 21,3% of reply frequency each. Such can be seen in *figure 41* as a general overview, and *figure 42* in a more detailed per-semester manner.

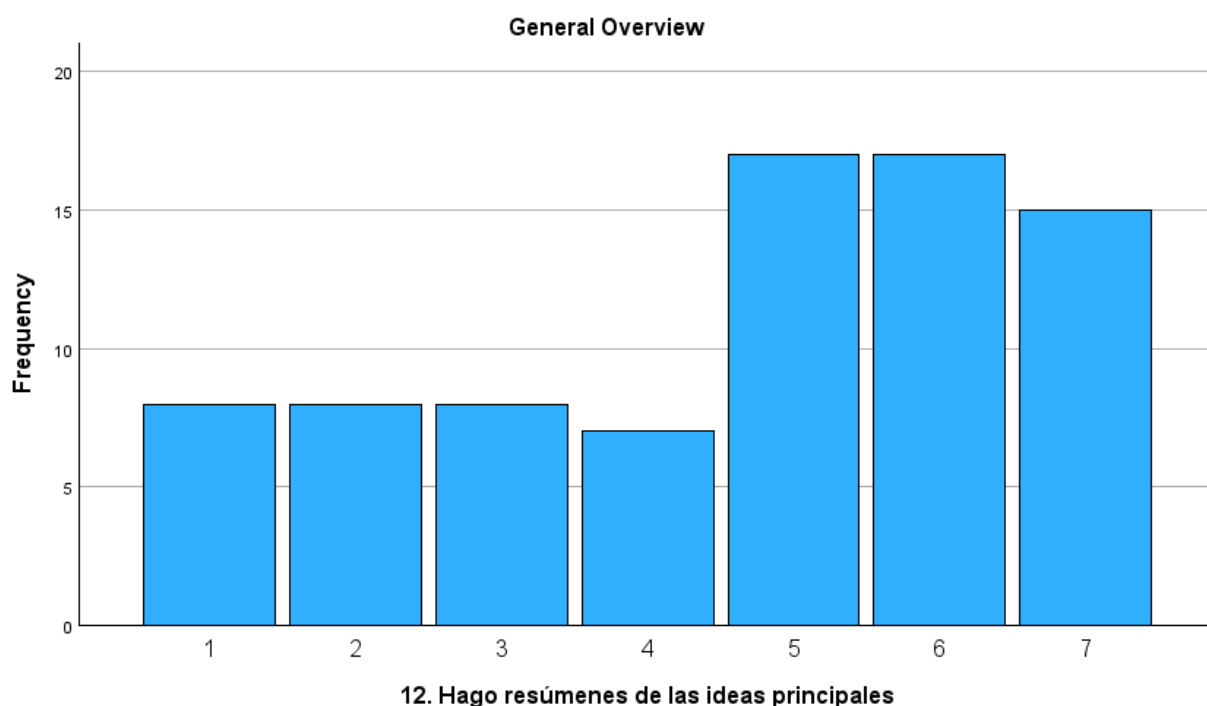


Figure 41: Third Section Twelfth Question general overview: "Hago resúmenes de las ideas principales" [I make summaries of the main ideas]

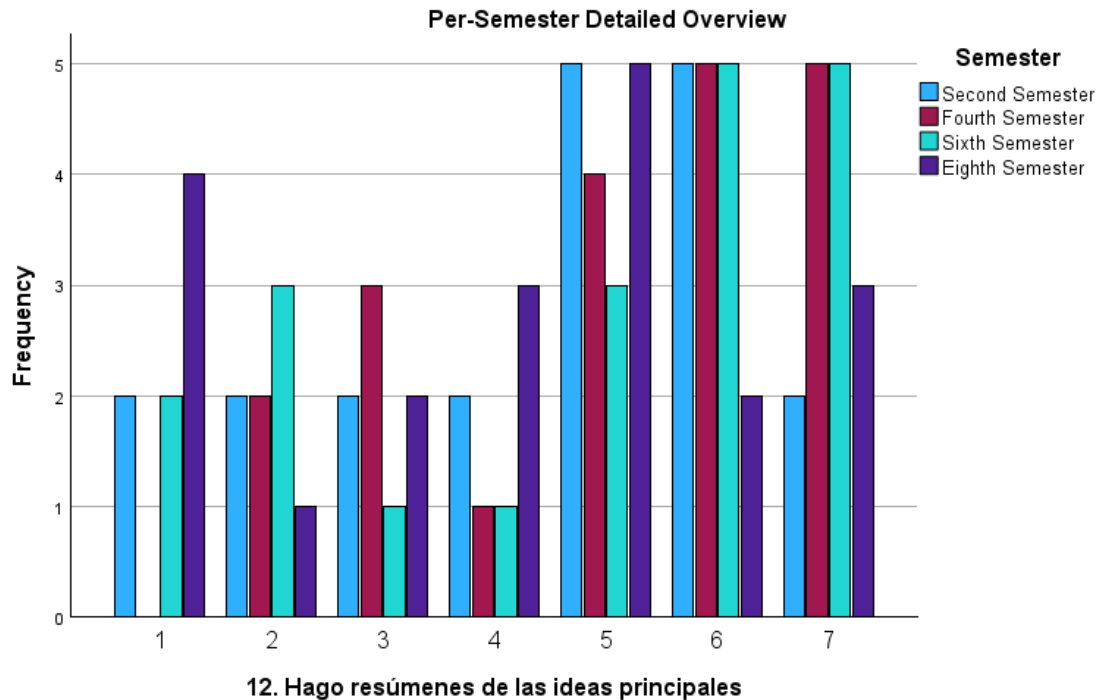


Figure 42: Third Section Twelfth Question per-semester detailed overview: “Hago resúmenes de las ideas principales” [I make summaries of the main ideas.]

The thirteenth question concerns how the surveyees check their studying plans in order to modify it if necessary. Results-wise, data is distributed in the following manner; the least selected option is “**Always**” with 8,8%, followed by both “**Rarely**” and “**Almost Always**” that share an equal amount of preferences with 10%. Next on, “**Occasionally**” has 13,8% of preferences, followed by “**Often**” with 15%, and “**Never**” with 18,8%. The most chosen answer is “**Sometimes**” with 23,8%. Such can be seen in *figure 43* as a general overview, and *figure 44* in a more detailed per-semester manner.

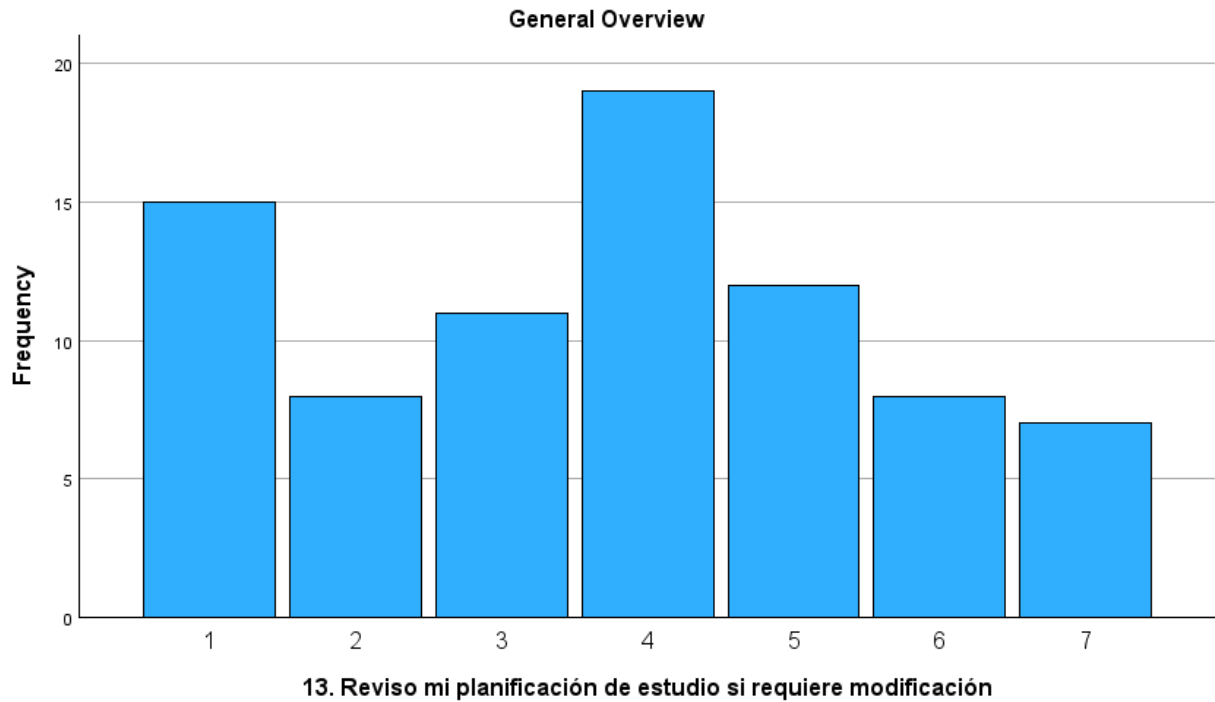


Figure 43: Third Section Thirteenth Question general overview: “Reviso mi planificación de estudio si requiere modificación” [I review my study plan to see if it needs adjusting.]

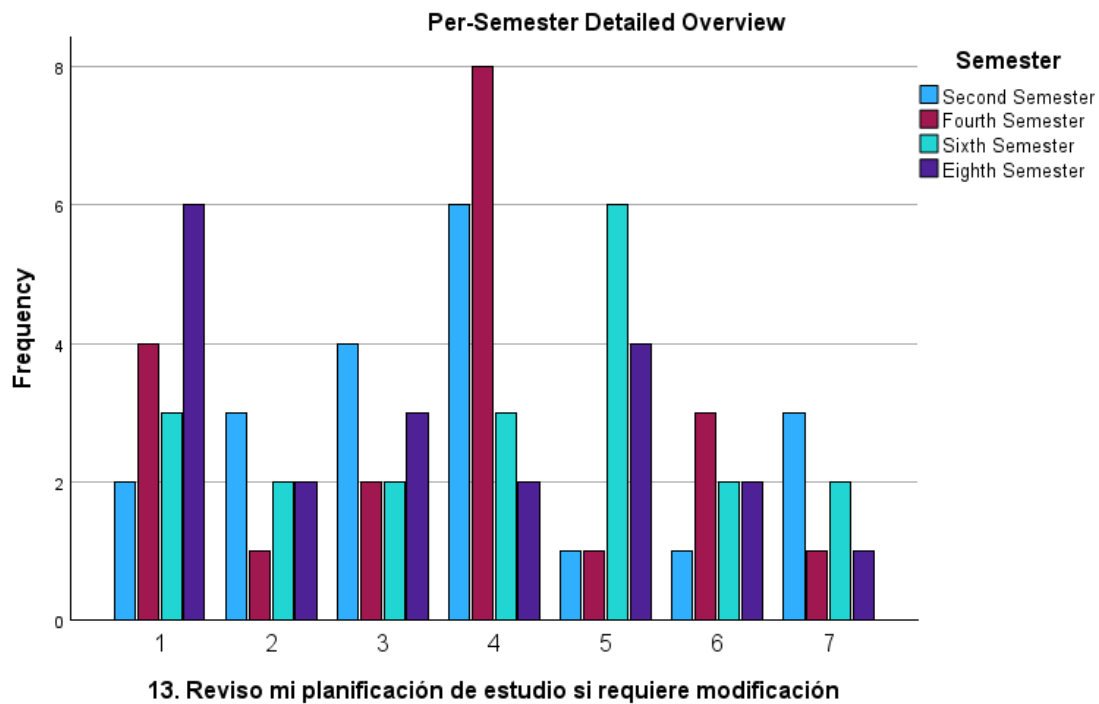


Figure 44: Third Section Thirteenth Question per-semester detailed overview: “Reviso mi planificación de estudio si requiere modificación” [I review my study plan to see if it needs adjusting.]

The fourteenth question relates to how students check their study method and strategy to assess if it is effective for learning. The percentage of students was as follows: The least frequently picked category is “**Almost Always**” with 8,8% of frequency. “**Never**”, “**Rarely**”, and “**Always**” are equally split in frequency with 10% of replies each. “**Often**” follows with 18,8% of frequency. “**Sometimes**” holds 20% of reply frequency. The most frequent response is “**Occasionally**” with 22,5% of reply frequency. Such can be seen in *figure 45* as a general overview, and *figure 46* in a more detailed per-semester manner.

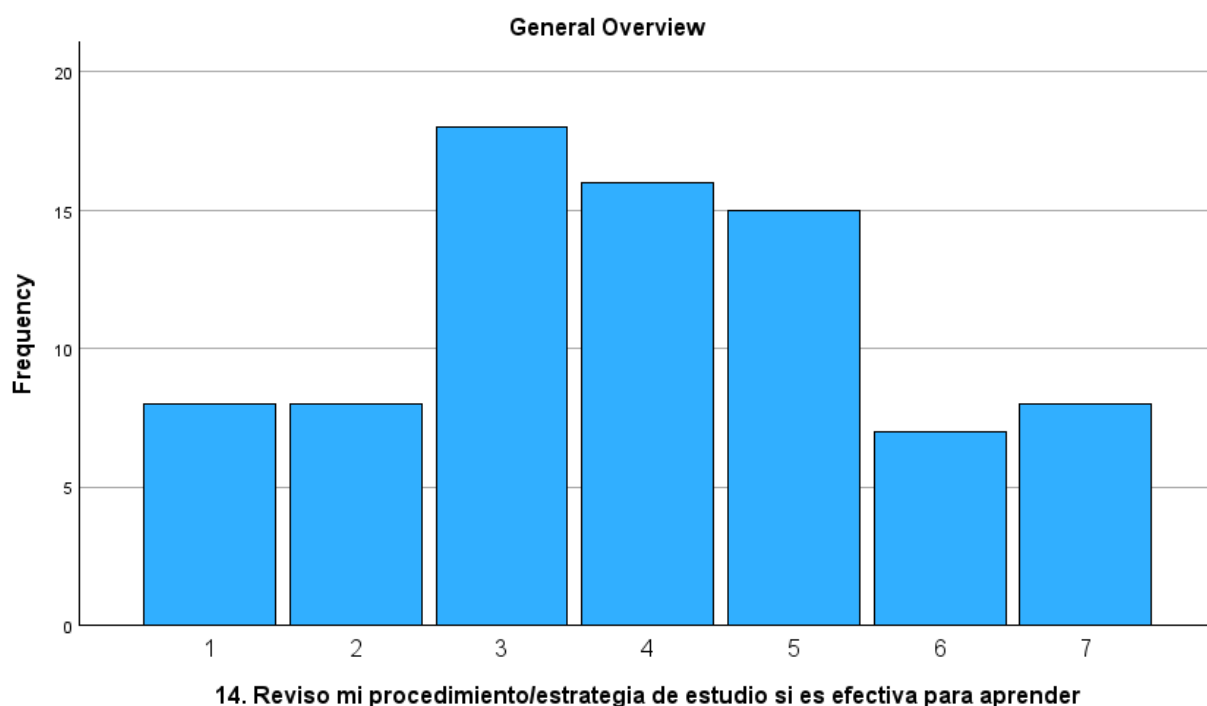


Figure 45: Third Section Fourteenth Question general overview: “Reviso mi procedimiento/estrategia de estudio si es efectiva para aprender ” [[I review my study plan to see if it needs adjusting.]

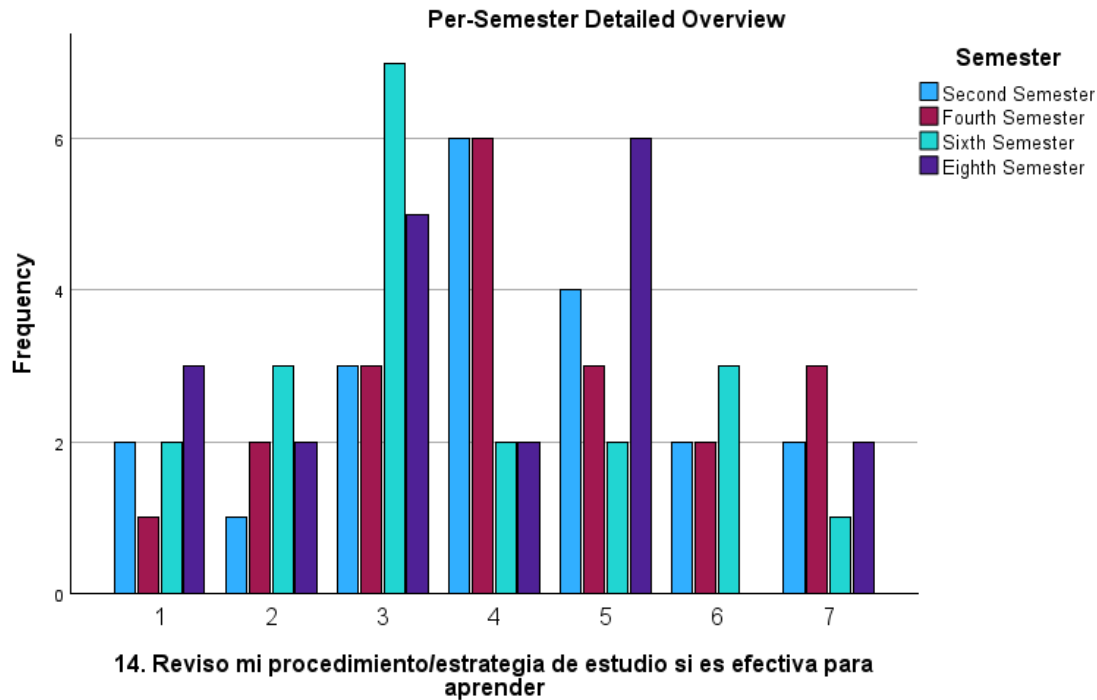


Figure 46: Third Section Fourteenth Question per-semester detailed overview: “Reviso mi procedimiento/estrategia de estudio si es efectiva para aprender ” [I assess my study techniques to see if they are promoting learning.]

The fifteenth question alludes to if students review key concepts to aid in memorization. The percentage of students is as follows: the least preferred option is “**Never**” with 3,8% of inclinations, followed by “**Occasionally**” with 5%, “**Rarely**” with 6,3%, and “**Sometimes**” with 15%. The three most preferred choices are “**Often**” with 18,8%, “**Always**” with 20%, and “**Almost Always**” with 31,3%, the most selected option. Such can be seen in *figure 47* as a general overview, and *figure 48* in a more detailed per-semester manner.

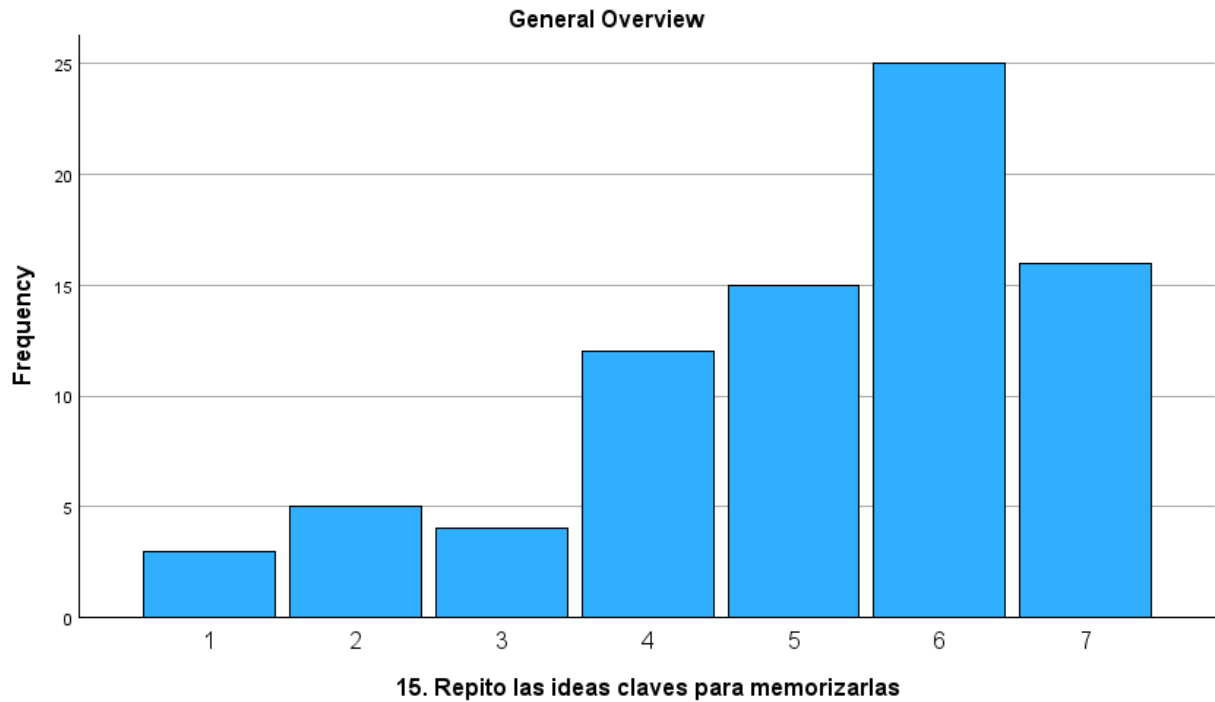


Figure 47: Third Section Fifteenth Question general overview: “Repito las ideas claves para memorizarlas ” [I review key concepts to memorize them.]

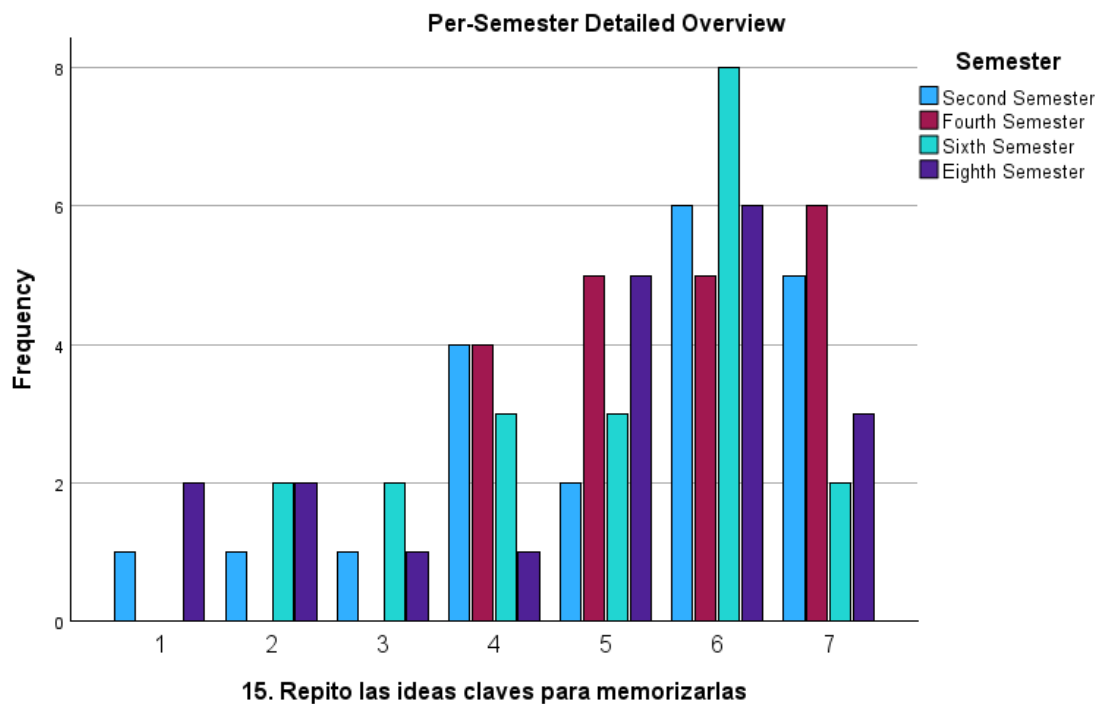


Figure 48: Third Section Fifteenth Question per-semester detailed overview: “Repito las ideas claves para memorizarlas ” [I review key concepts to memorize them.]

The sixteenth question deals with if students are confused regarding the content or material, they ask their classmates. The percentage of students was as follows: The least frequent option is **“Rarely”** with 1,3% of replies. **“Never”** follows with 2,5% of replies, and **“Occasionally”** with 5% of frequency. **“Sometimes”** holds 6,3% of reply frequency. After a considerable frequency leap, **“Often”** is next with 20% of reply frequency, followed by **“Almost Always”** with 30% of replies. The most frequent reply category is **“Always”** with 35% of reply frequency. Such can be seen in *figure 49* as a general overview, and *figure 50* in a more detailed per-semester manner.

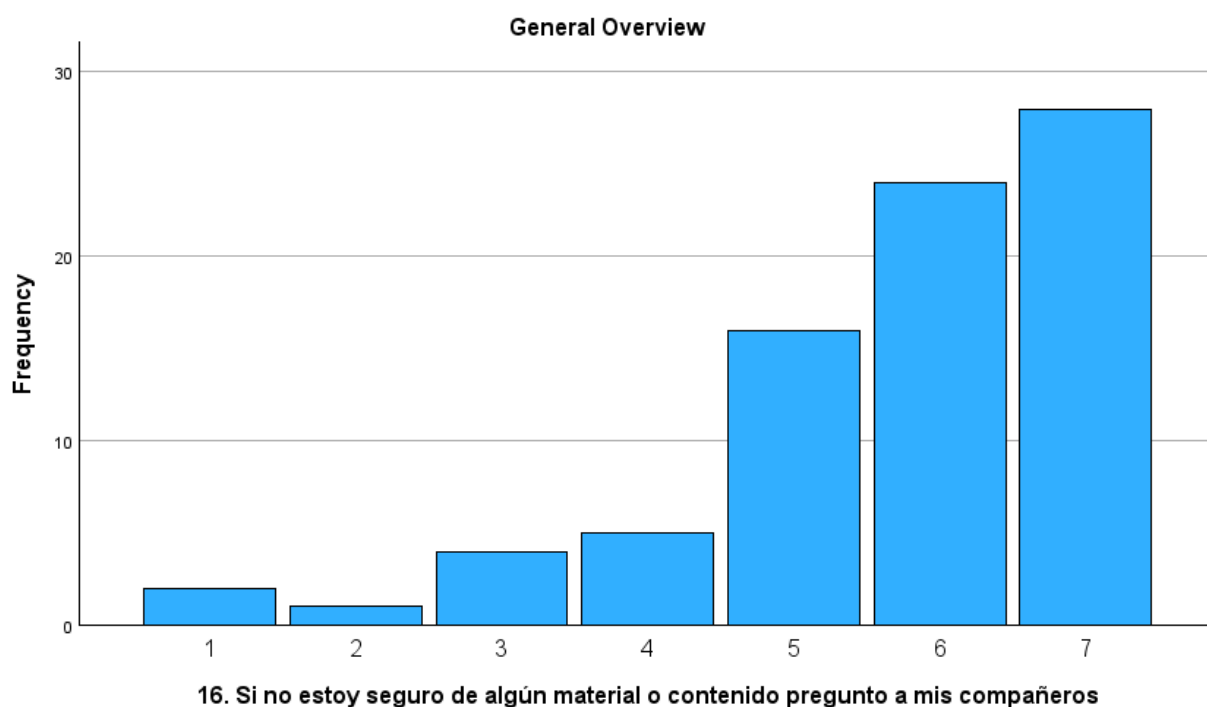


Figure 49: Third Section Sixteenth Question general overview: “Si no estoy seguro de algún material o contenido pregunto a mis compañeros” [If I am unsure about any material or content, I ask my classmates.]

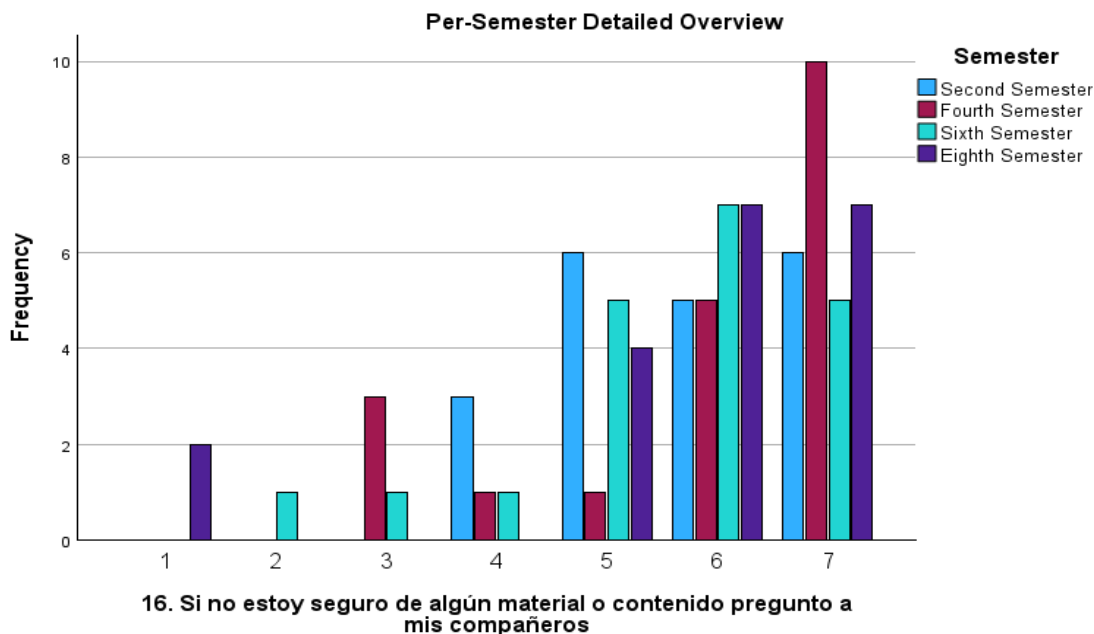


Figure 50: Third Section Sixteenth Question per-semester detailed overview: “Si no estoy seguro de algún material o contenido pregunto a mis compañeros” [If I am unsure about any material or content, I ask my classmates.]

The seventeenth question aims at students collecting information from different sources when they study. The percentage of students was as follows: The least frequent reply category is **“Occasionally”** with 2,5% frequency. **“Never”** follows with 5% of frequency, and **“Rarely”** is next with 6,3% of replies. **“Sometimes”** holds 15% of frequency, followed by **“Always”** with 20%. Over **“Almost Always”** with 22,5%, the most frequent category picked is **“Often”** with 28,7% of reply frequency. Such can be seen in *figure 51* as a general overview, and *figure 52* in a more detailed per-semester manner.

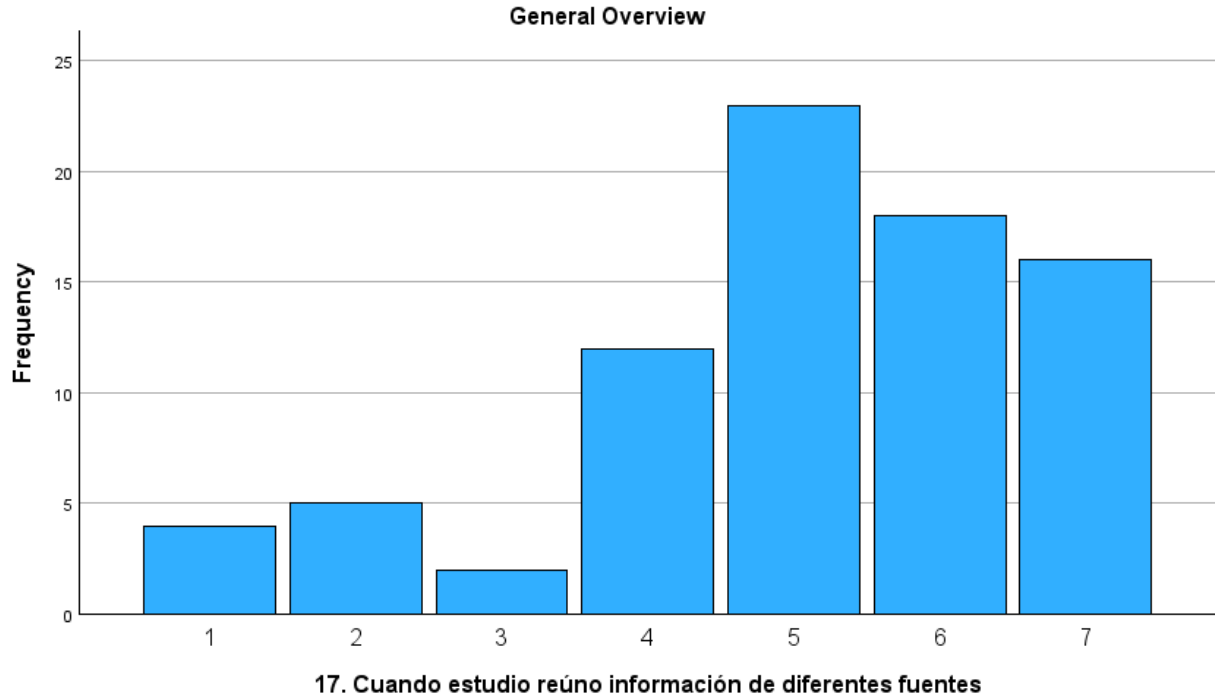


Figure 51: Third Section Seventeenth Question general overview: “Cuando estudio reúno información de diferentes fuentes” [While studying, I collect information from different sources.]

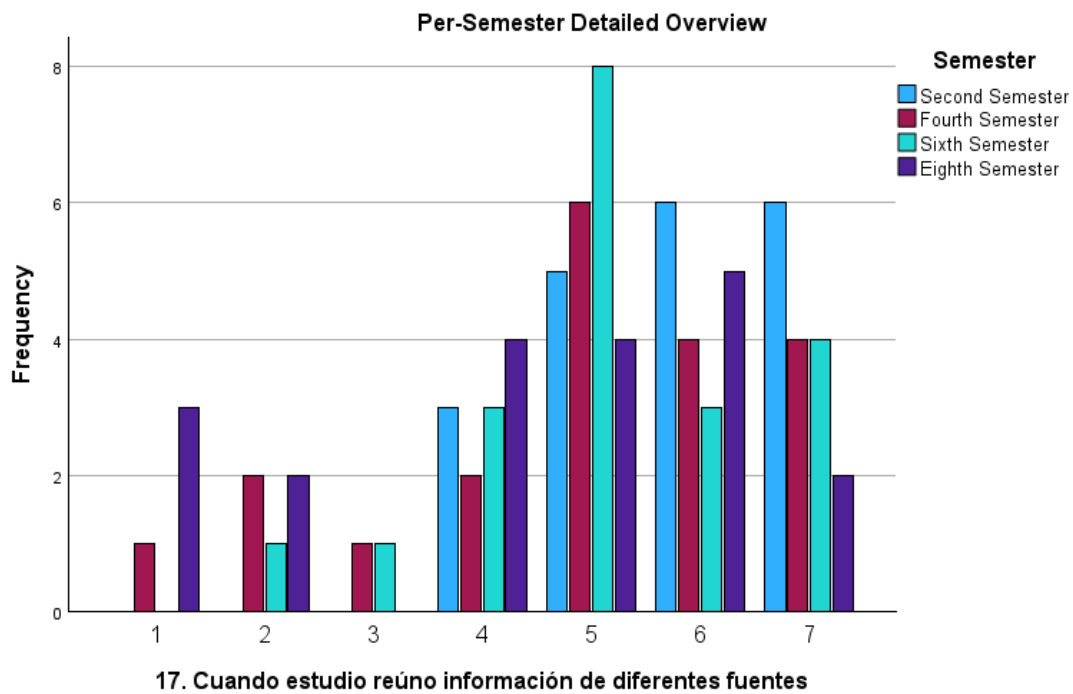


Figure 52: Third Section Seventeenth Question per-semester detailed overview: “Cuando estudio reúno información de diferentes fuentes” [While studying, I collect information from different sources.]

c) Section IV: Study and learning planning self-assessment scale

This section of the survey consists of a 7 point likert scale valorization, being option 1 **Never**, 2 **Rarely**, 3 **Occasionally**, 4 **Sometimes**, 5 **Often**, 6 **Almost Always**, and 7 **Always**. Likewise, it explores the concept of self-assessment, one of the self-regulation strategies.

The first question of this section deals with objectives accomplishment; out of 80 answers, input is distributed into the following valorizations, represented graphically below in *figures 53 and 54*: “**Never**” is the least frequent reply with 5% frequency. “**Rarely**” and “**Occasionally**” hold 6,3% of replies each. “**Always**” follows with 8,8% of reply frequency. “**Sometimes**” comes next with 17,5% of frequency, followed by “**Almost Always**” with 23,8% of replies. The most frequent reply is “**Often**”, with 32,5% of reply frequency.

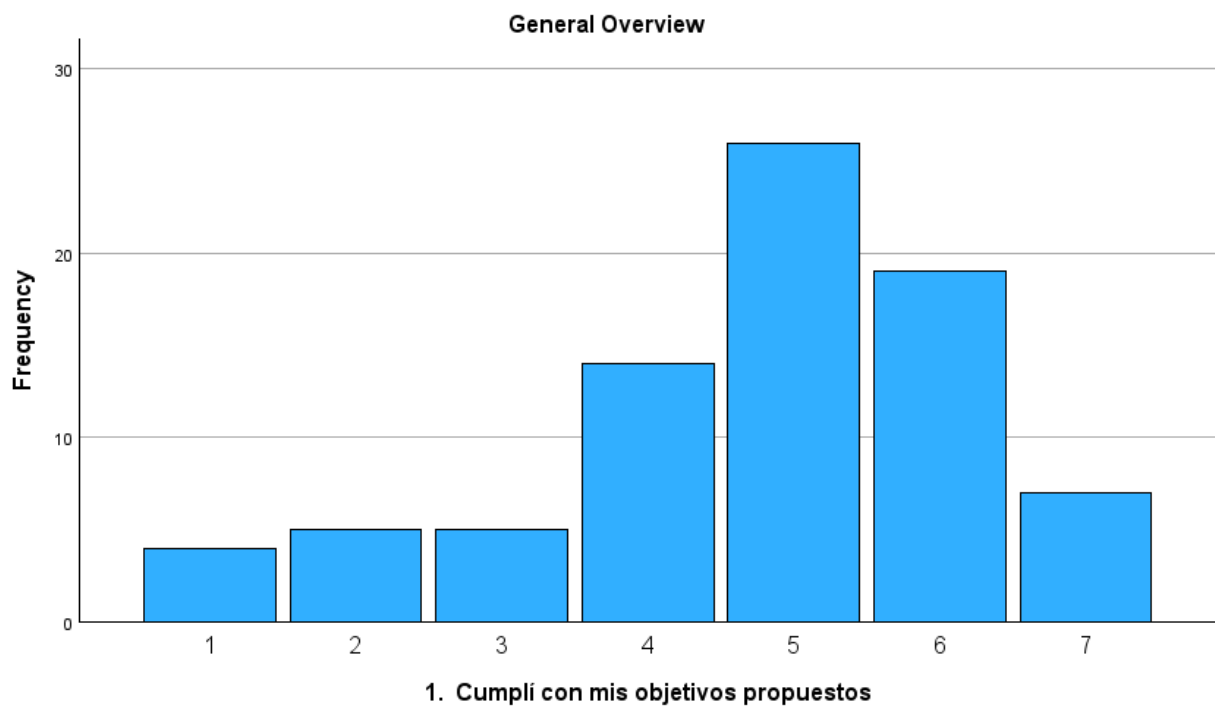


Figure 53: Fourth Section First Question general overview: “Cumpli con mis objetivos propuestos” [I met my set objectives.]

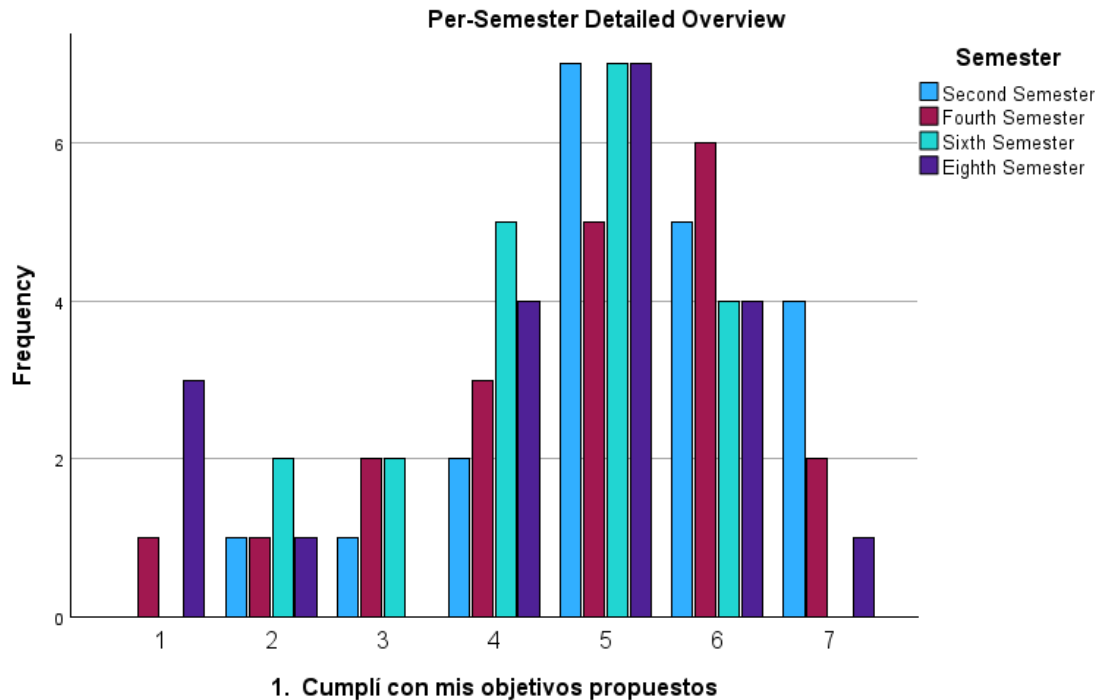


Figure 54: Fourth Section First Question per-semester detailed overview: “Cumpli con mis objetivos propuestos” [I met my set objectives.]

Secondly, the following question deals with whether the student or the surveyee perceives they have fulfilled their personal learning objectives. In that regard, results are distributed as follows: the least selected options are both “**Rarely**” and “**Always**” with 5% of preferences, followed by “**Never**” with 8,8%, “**Occasionally**” with 10%, and “**Often**” with 20%. The two most selected choices are “**Sometimes**” with 23,8%, and “**Almost Always**” with 27,5%, being the most chosen. Represented graphically below in *figures 55 and 56*.

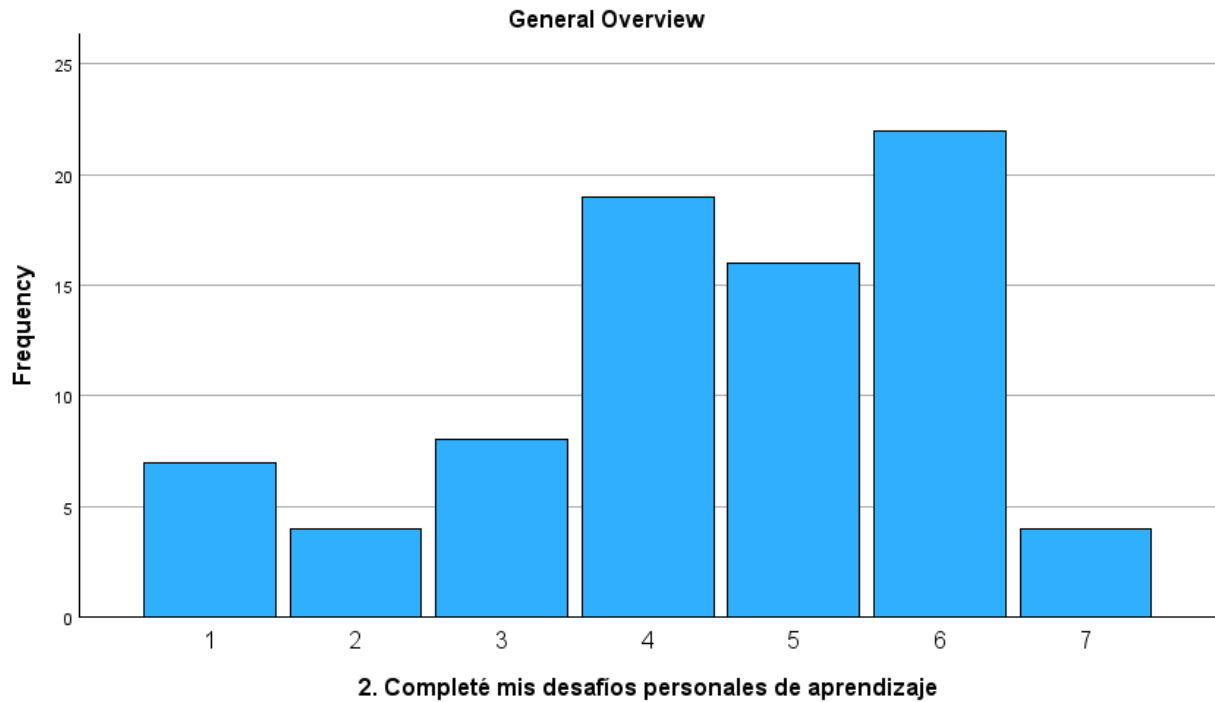


Figure 55: Fourth Section Second Question general overview: “Completé mis desafíos personales de aprendizaje” [I met my personal learning challenges.]

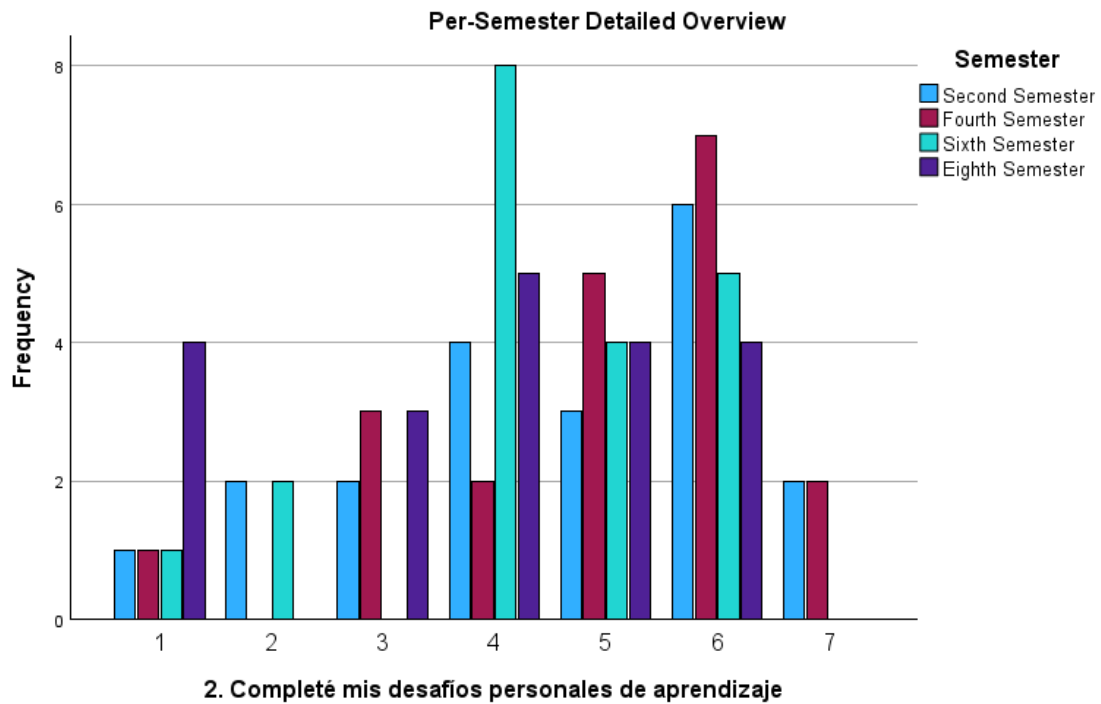


Figure 56: Fourth Section Second Question per-semester detailed overview: “Completé mis desafíos personales de aprendizaje” [I met my personal learning challenges.]

The third question deals with if the surveyee did academic tasks during their established schedules. As such, data is distributed in the following manner: The least frequent answer is “**Never**”, with 5% of reply frequency. “**Rarely**” is next with 6,3% of replies, followed by “**Always**” and “**Almost Always**” with 13,8% and 15% frequency respectively. “**Often**”, “**Occasionally**” and “**Sometimes**” all hold the highest percentage of replies with 20% frequency each. Represented graphically below in *figures 57 and 58*.

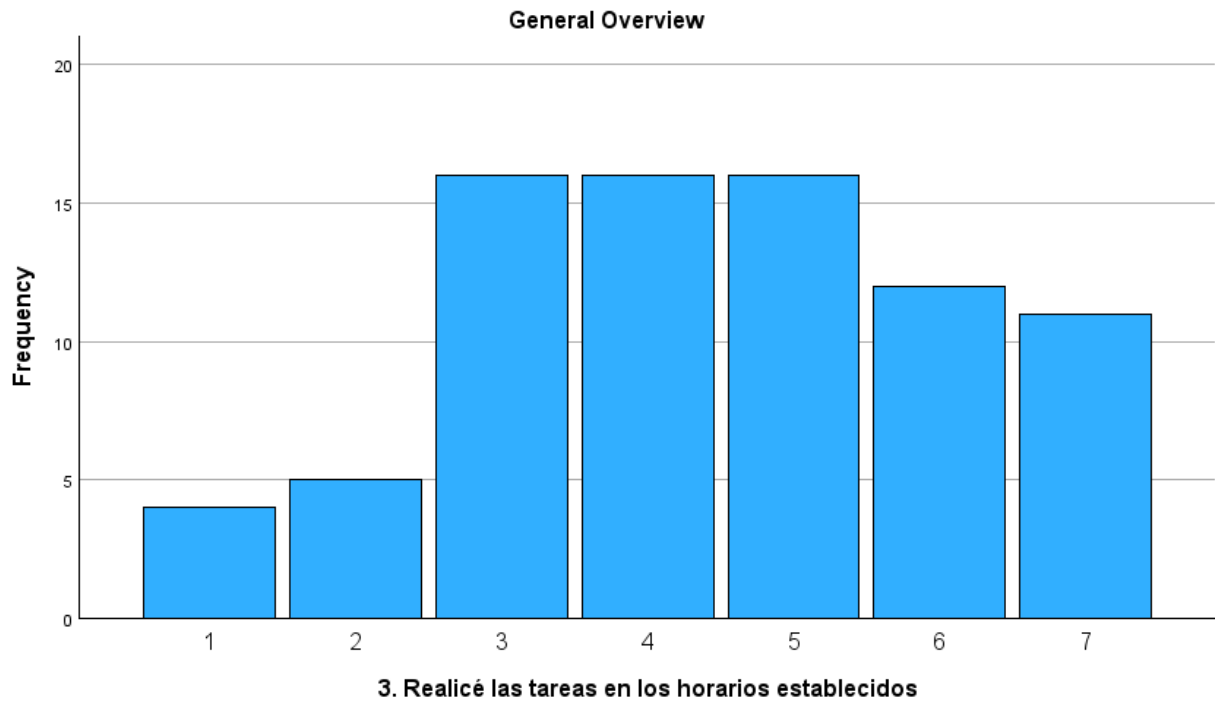


Figure 57: Fourth Section Third Question general overview: “Realice las tareas en los horarios establecidos” [I finished the tasks by the deadlines.]

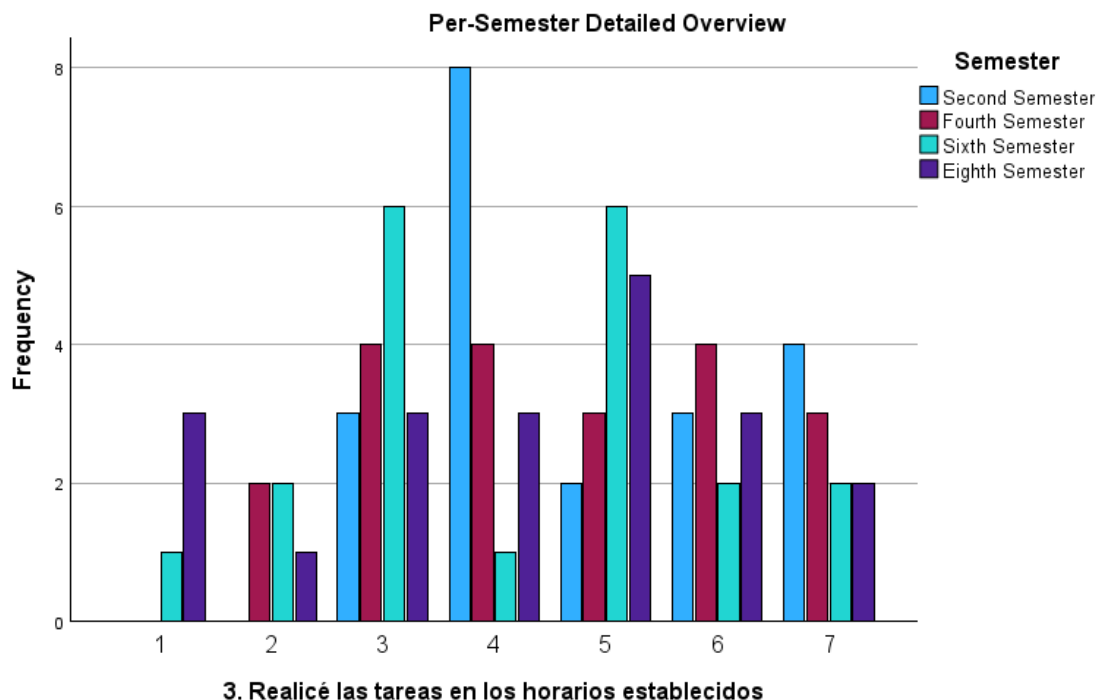


Figure 58: Fourth Section Third Question per-semester detailed overview: “Realice las tareas en los horarios establecidos” [I finished the tasks by the deadlines.]

The fourth question refers to assessment capabilities to assess and self-reflect if they meet the professor's expectations or not. Data is distributed as follows and is represented below in figures 59 and 60: “**Rarely**” is the least frequent option with 2,5% of replies. “**Never**” is next with 7,5% frequency, followed by “**Always**” with 11,3% of replies. “**Occasionally**” holds 15% of replies, followed by “**Almost Always**” and “**Sometimes**” with 16,3% and 18,8% respectively. The most frequently chosen option is “**Often**” with 28,7% of reply frequency.

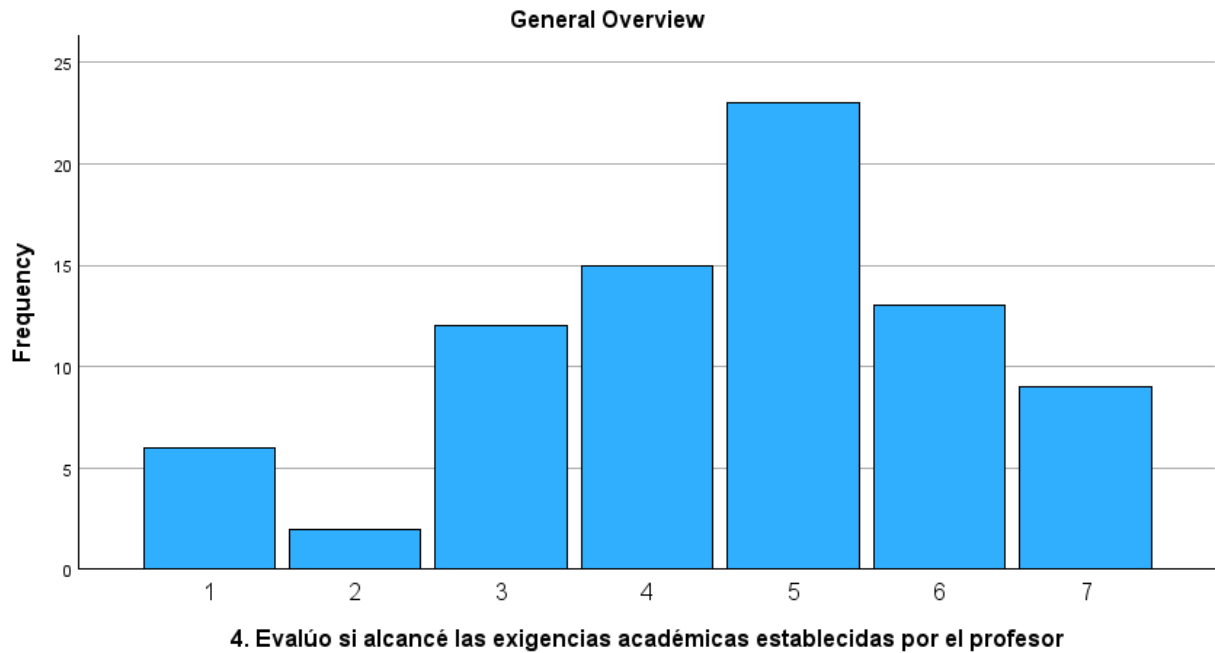


Figure 59: Fourth Section Fourth Question general overview: “Evaluó si alcancé las exigencias académicas establecidas por el profesor” [I assessed whether I met the academic standards established by the professor.]

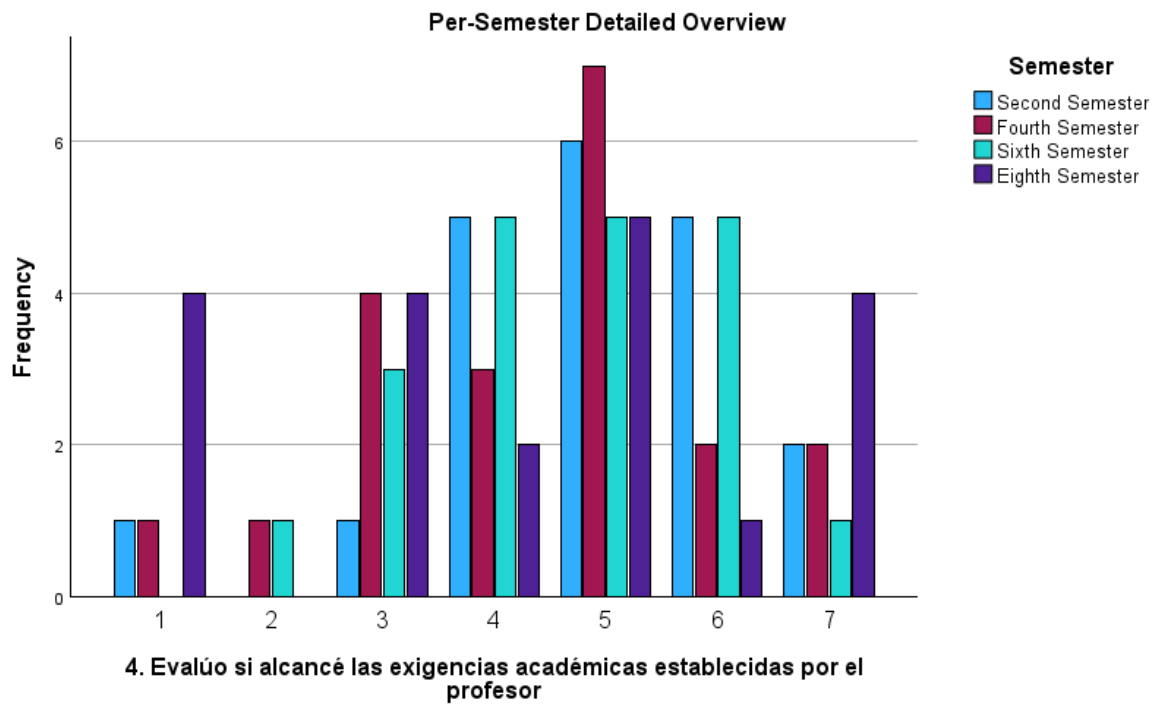


Figure 60: Fourth Section Fourth Question per-semester detailed overview: “Evaluó si alcancé las exigencias académicas establecidas por el profesor” [I assessed whether I met the academic standards established by the professor.]

The fifth question, however, deals with task accomplishment by the surveyees. In that regard, results are the following: the least selected option is “**Rarely**” with 2,5%, followed by “**Never**” with 5%, “**Sometimes**” with 11,3%, and “**Occasionally**” with 12,5%. The three most chosen options are “**Almost Always**” with 18,8%, “**Often**” with 21,3%, and the most preferred one is “**Always**” with 28,7%. Represented graphically below in *figures 61* and 62.

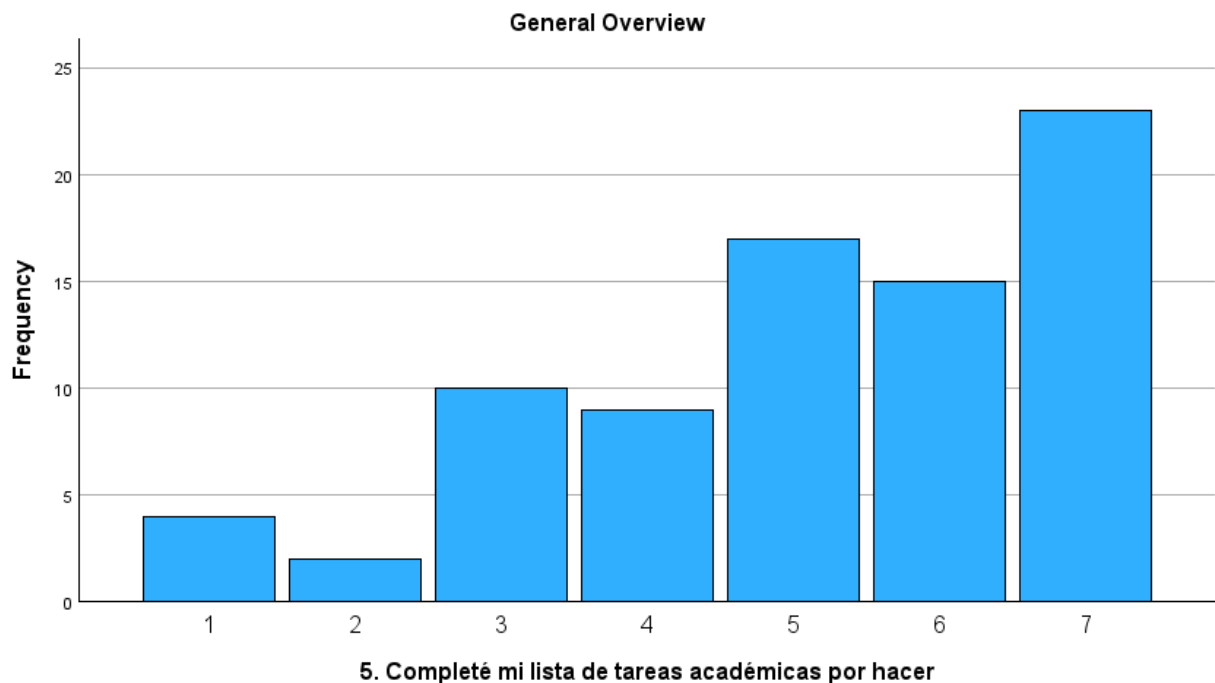


Figure 61: Fourth Section Fifth Question general overview: “Completé mi lista de tareas académicas por hacer” [I completed my list of academic assignments.]

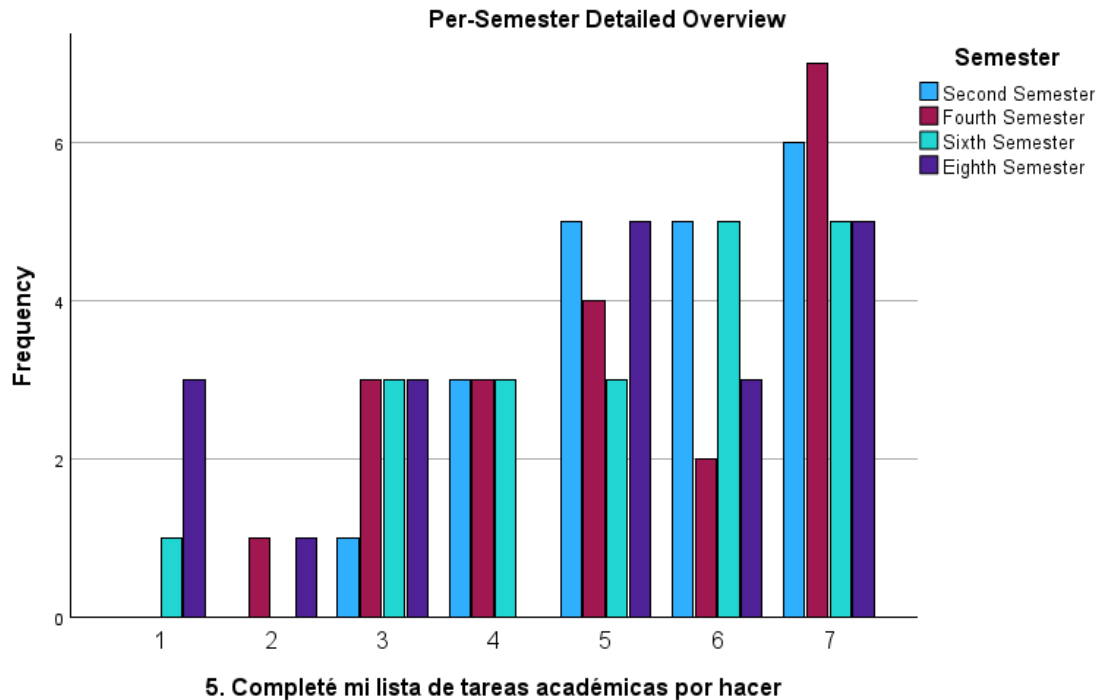


Figure 62: Fourth Section Fifth Question per-semester detailed overview: “Completé mi lista de tareas académicas por hacer” [I completed my list of academic assignments.]

The sixth question reveals data related to monitoring and reflection of the expected objectives or outcomes proposed by professors. On that note, results are distributed in the following manner and plotted in figures 63 and 64: The least frequent option is “**Rarely**” with 5% of frequency. “**Always**” follows with 8,8% of replies. “**Never**” and “**Occasionally**” hold 11,3% of replies each, and are followed by “**Often**” with 20% of reply frequency. Over “**Sometimes**”, with 21,7% of frequency; “**Almost Always**” is the most frequent reply with 22,5% frequency.

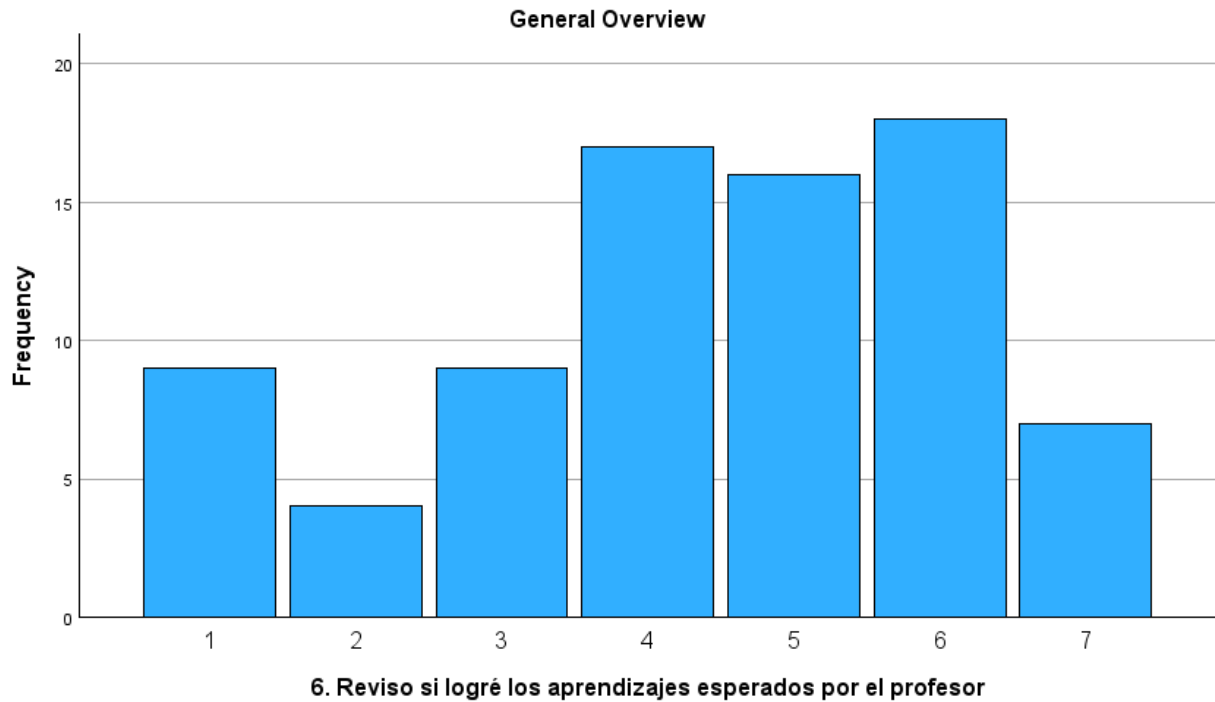


Figure 63: Fourth Section Sixth Question general overview: “Reviso si logré los aprendizajes esperados por el profesor” [I assess if I met the learning expectations outlined by the professor.]

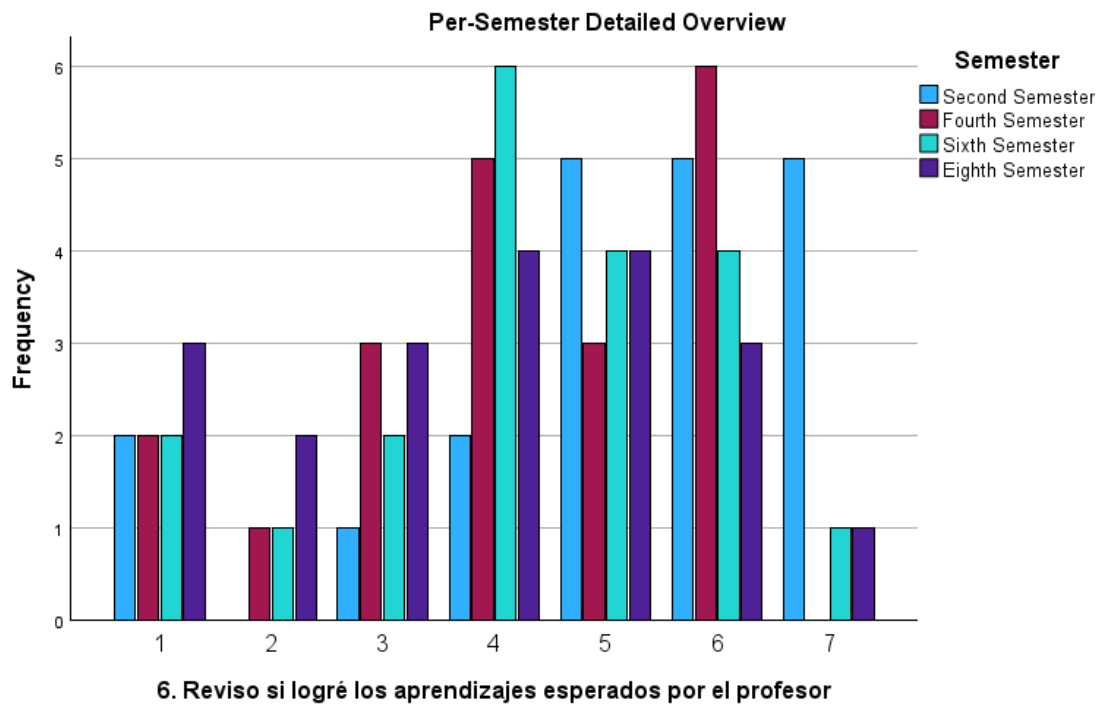


Figure 64: Fourth Section Sixth Question per-semester detailed overview: “Reviso si logré los aprendizajes esperados por el profesor” [I assess if I met the learning expectations outlined by the professor.]

On the other hand, the seventh question reflects if planning was effective for the surveyees' needs. Distribution of data is represented below in figures 65 and 66, and is the following: The least frequent option is “**Never**”, with 5% of replies. “**Rarely**” follows with 6,3% of replies, followed by “**Always**” and “**Occasionally**” with 11,3% and 13,8% of frequency respectively. “**Almost Always**” is next with 16,3% of frequency, followed by “**Sometimes**” with 18,8% of frequency. The most frequent response with a noticeable leap in percentage is “**Often**”, with 28,7% of reply frequency.

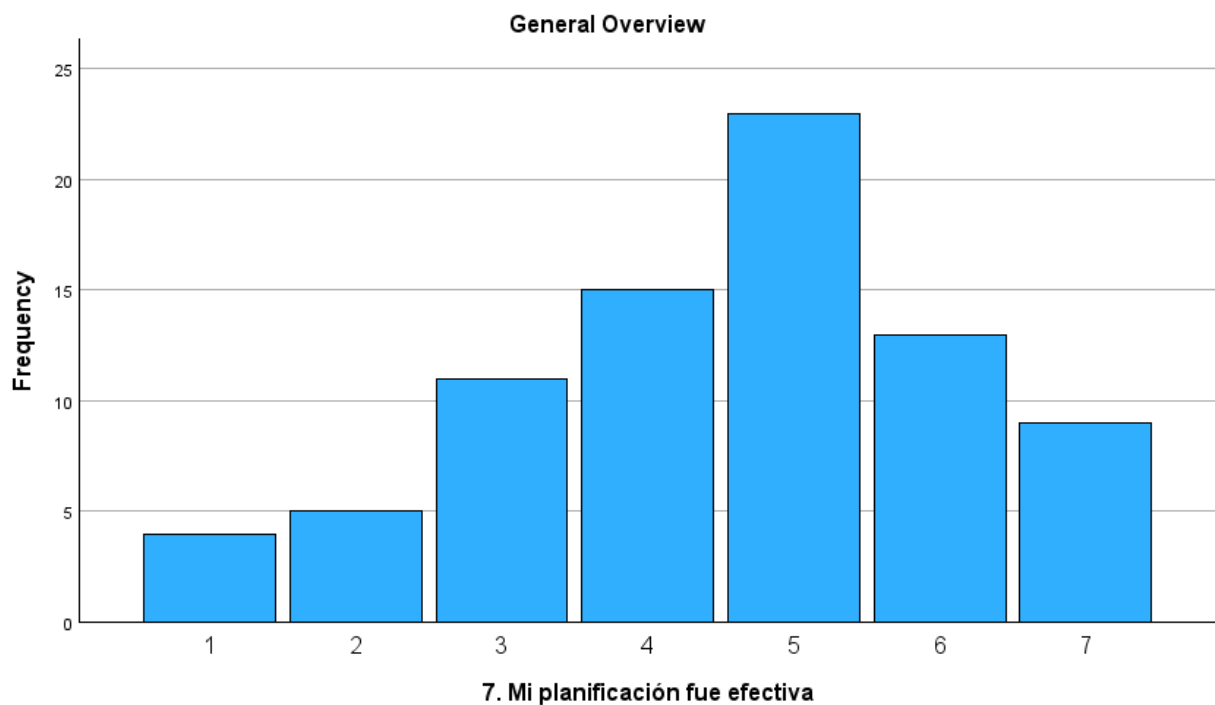


Figure 65: Fourth Section Seventh Question general overview: “Mi planificación fue efectiva” [My planning was effective.]

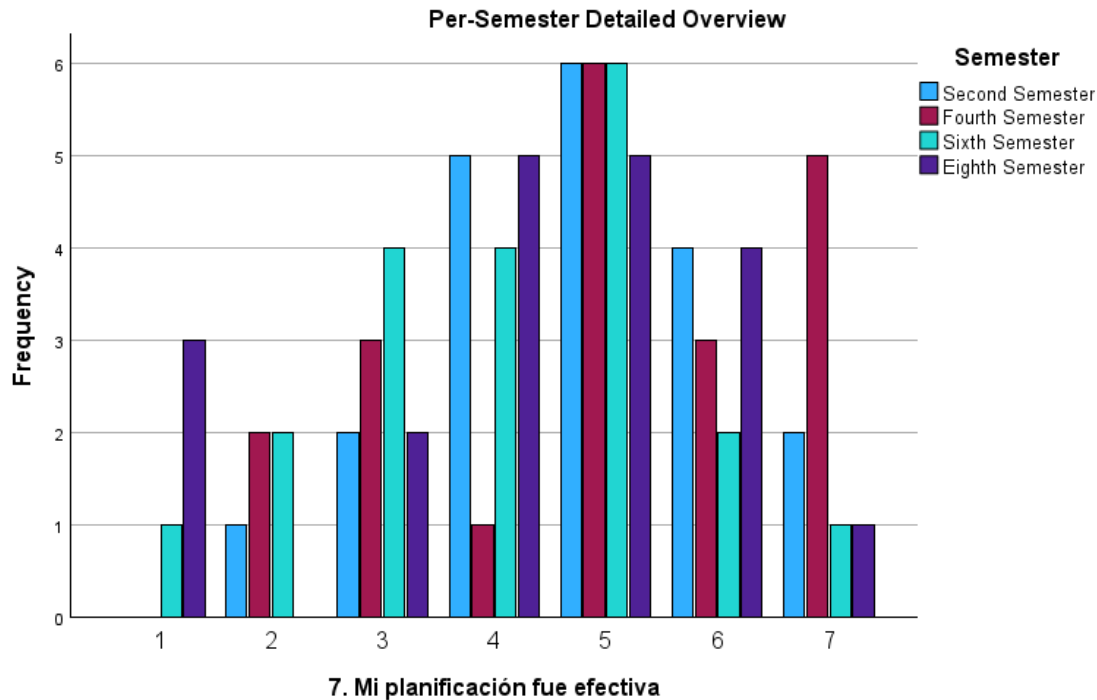


Figure 66: Fourth Section Seventh Question per-semester detailed overview: “Mi planificación fue efectiva” [My planning was effective.]

The eighth question aims to objective fulfillment on the milestones the surveyees put over. Data is dispersed in the following manner: the least preferred option is **“Rarely”** with 3,8% of preference, followed by **“Never”** with 7,5%, **“Occasionally”** with 11,3%, **“Always”** with 15%, and **“Sometimes”** with 18%. Lastly, the two most selected preferences by the surveyees are **Often** with 21,3%, and **Almost Always** with 22,5%, being the most chosen out of the seven options. Represented graphically below in *figures 67 and 68*.

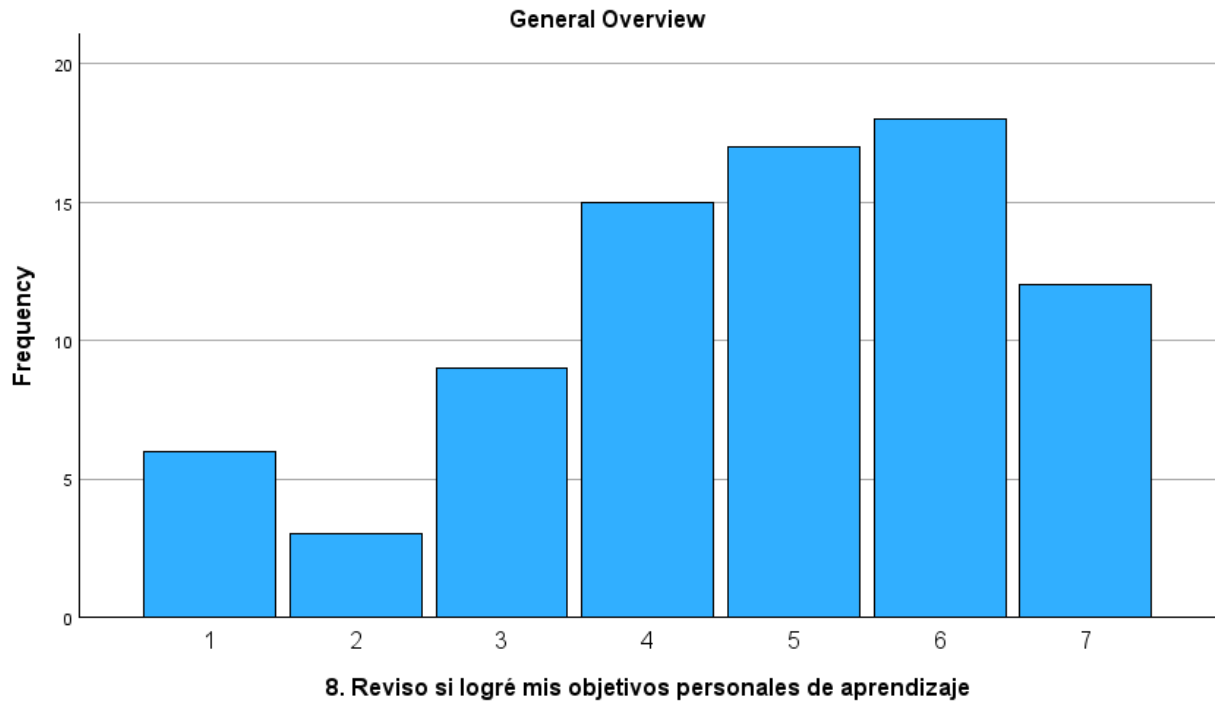


Figure 67: Fourth Section Eighth Question general overview: “Reviso si logré mis objetivos personales de aprendizaje” [My planning was effective.]

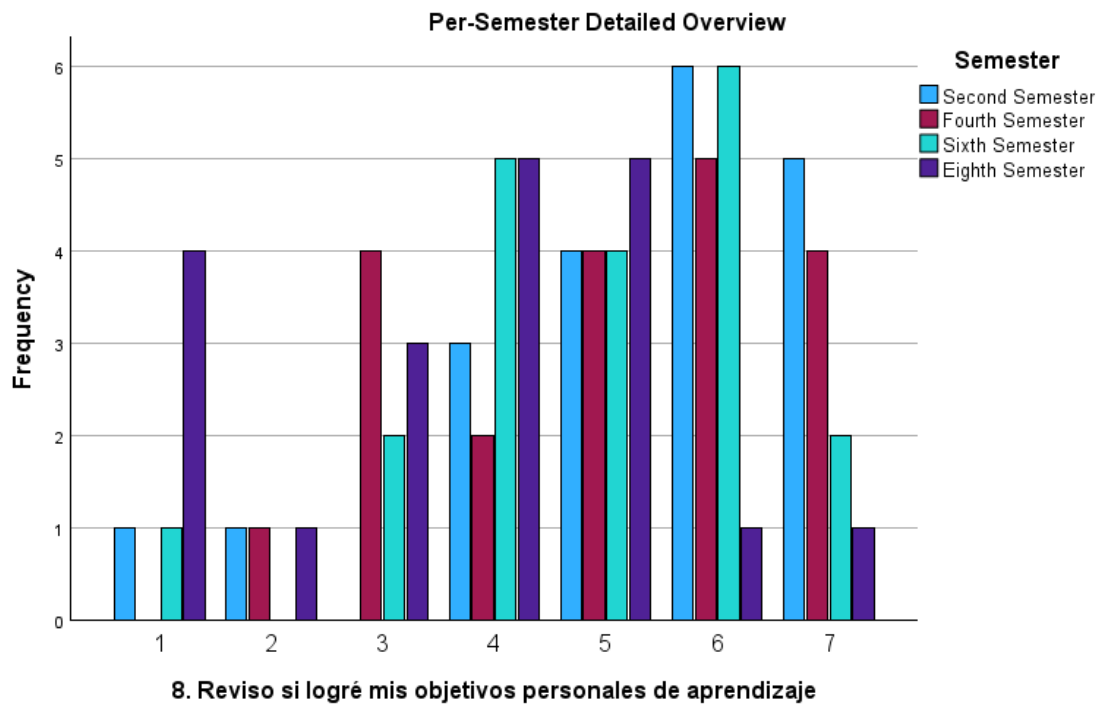


Figure 68: Fourth Section Eighth Question per-semester detailed overview: “Reviso si logré mis objetivos personales de aprendizaje” [My planning was effective.]

The ninth question refers to objectives fulfillment during the expected times established by the surveyees. The data display is such as the following, which is graphed in a general manner in figure 69, and in a detailed per-semester way in figure 70: **“Never”** and **“Rarely”** both hold the lowest reply percentage with 7,5% each. After a noticeable leap in percentages, both **“Sometimes”** and **“Always”** follow with 15% each. **“Almost Always”** follows with 17,5% of replies. **“Often”** and **“Occasionally”** both share the highest percentage of replies with 18,8% frequency.

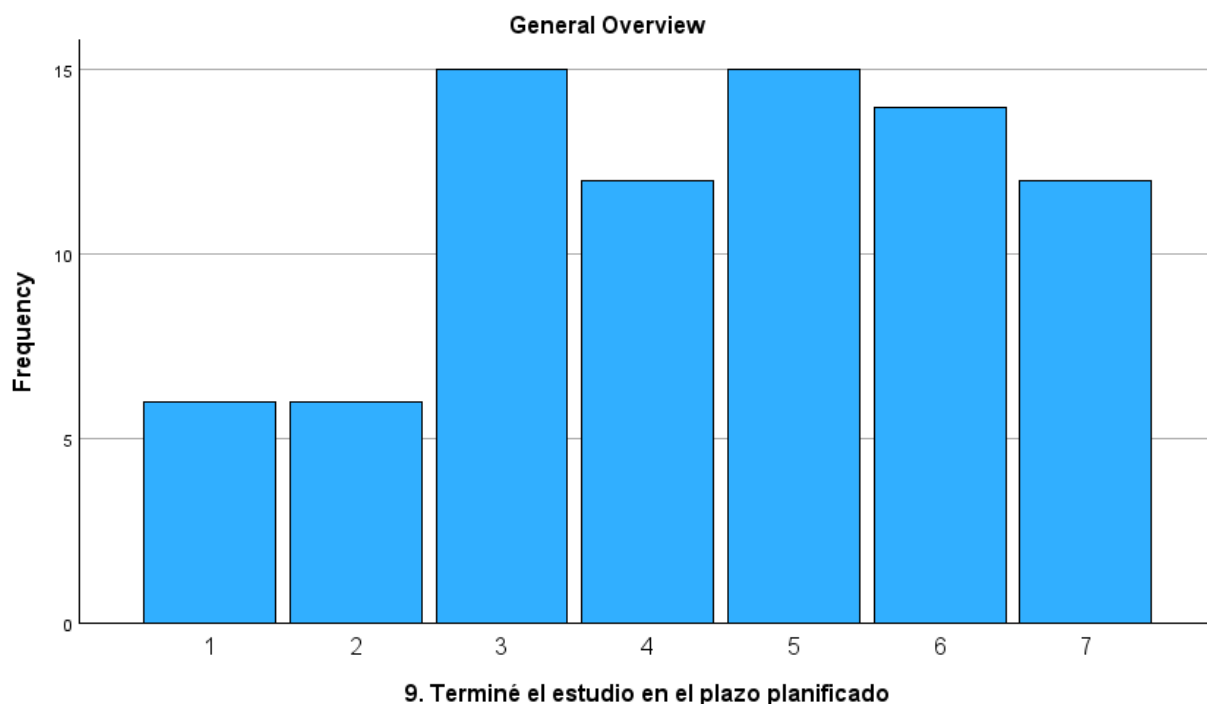


Figure 69: Fourth Section Ninth Question general overview: “Terminé el estudio en el plazo planificado”
[I finished my studies on schedule.]

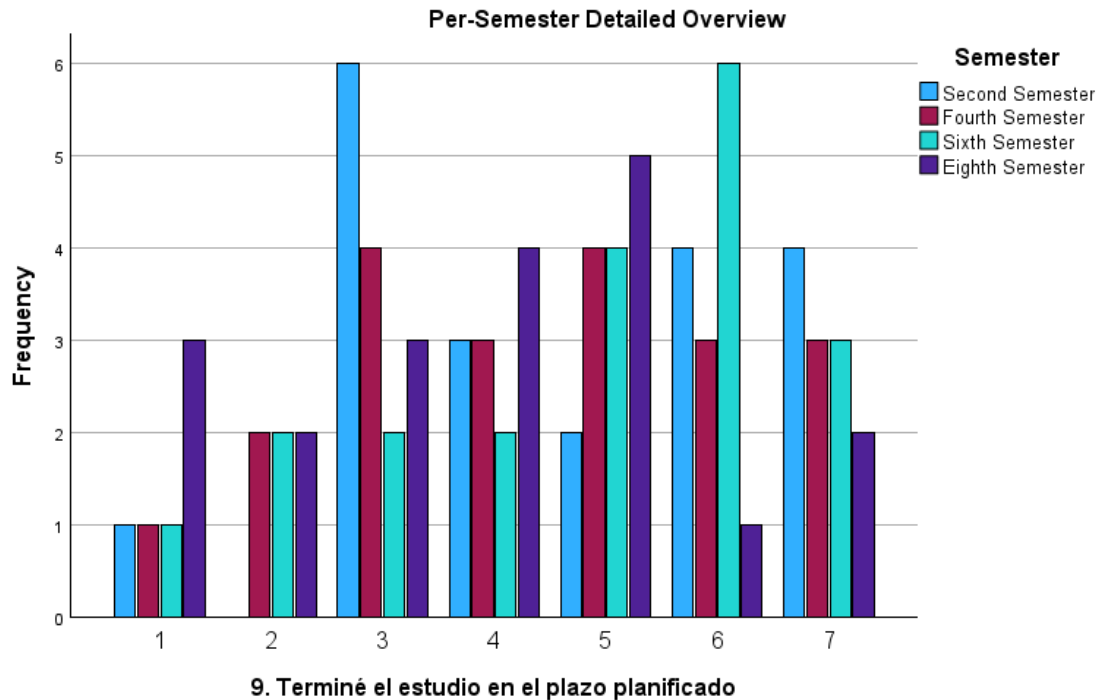


Figure 70: Fourth Section Ninth Question per-semester detailed overview: “Terminé el estudio en el plazo planificado” [I finished my studies on schedule.]

The tenth question deals with whether the surveyee understands key concepts or not, using the aforementioned likert scale valorization. Data is plotted in figures 71 (in a general manner) and 72 (in a per-semester detailed manner), which can be seen below: “**Rarely**” is the least frequent reply, holding 1,3% of frequency. “**Never**” and “**Occasionally**” follow with 6,3% of reply frequency each. “**Sometimes**” follows with 11,3% frequency, which is followed by “**Almost Always**” after a noticeable leap in frequency with 23,8% of replies. Over “**Always**” with 25%, “**Often**” is the most frequent response with 26,3% of reply frequency.

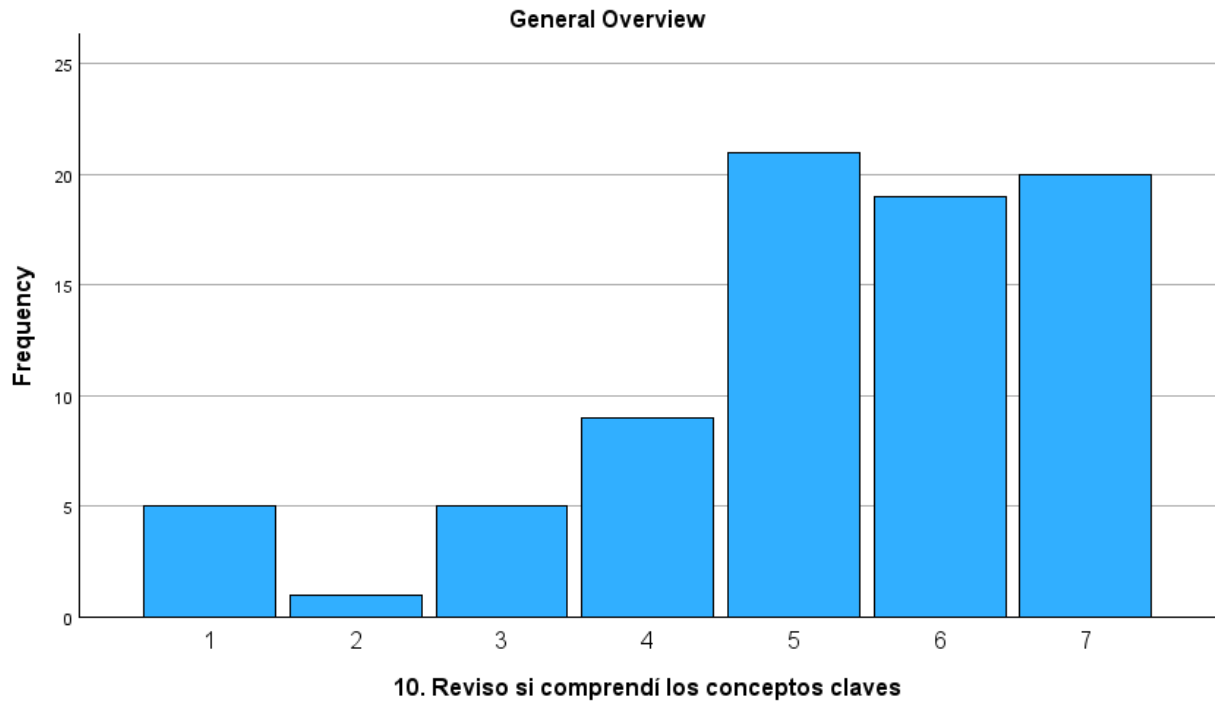


Figure 71: Fourth Section Tenth Question general overview: “Reviso si comprendí los conceptos claves” [I reviewed my understanding of the key concepts.]

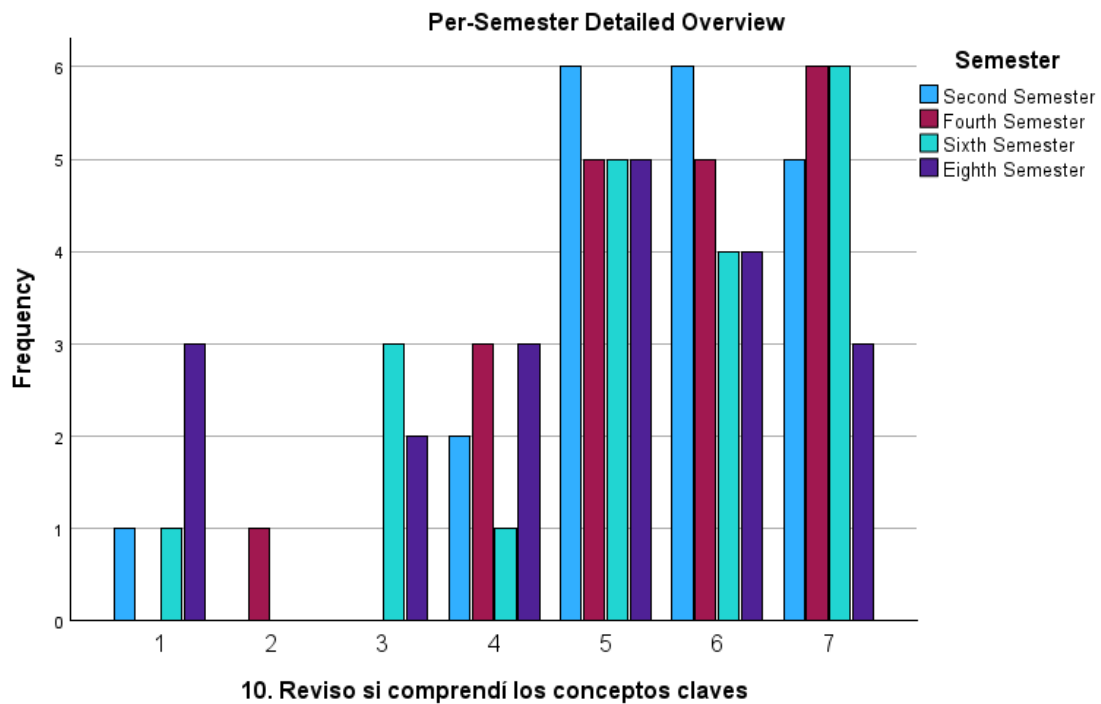


Figure 72: Fourth Section Tenth Question per-semester detailed overview: “Reviso si comprendí los conceptos claves” [I reviewed my understanding of the key concepts.]

The eleventh refers to strategies identification for further learning choices, more specifically, to the ones that do not work to choose better ones that fit the future intended milestones the surveyee might want to reach. The data regarding this question of the survey is the following, and below the graphical representation that can be seen in figures 73 and 74. The least frequent reply is **“Rarely”** with 7,5% of reply frequency. Both **“Never”** and **“Sometimes”** follow with 10% of frequency each, and both **“Occasionally”** and **“Always”** come next with 15% of reply frequency each. **“Almost Always”**, with 20% of replies; is behind the most frequent reply, this being **“Often”** with 22,5% of reply frequency.

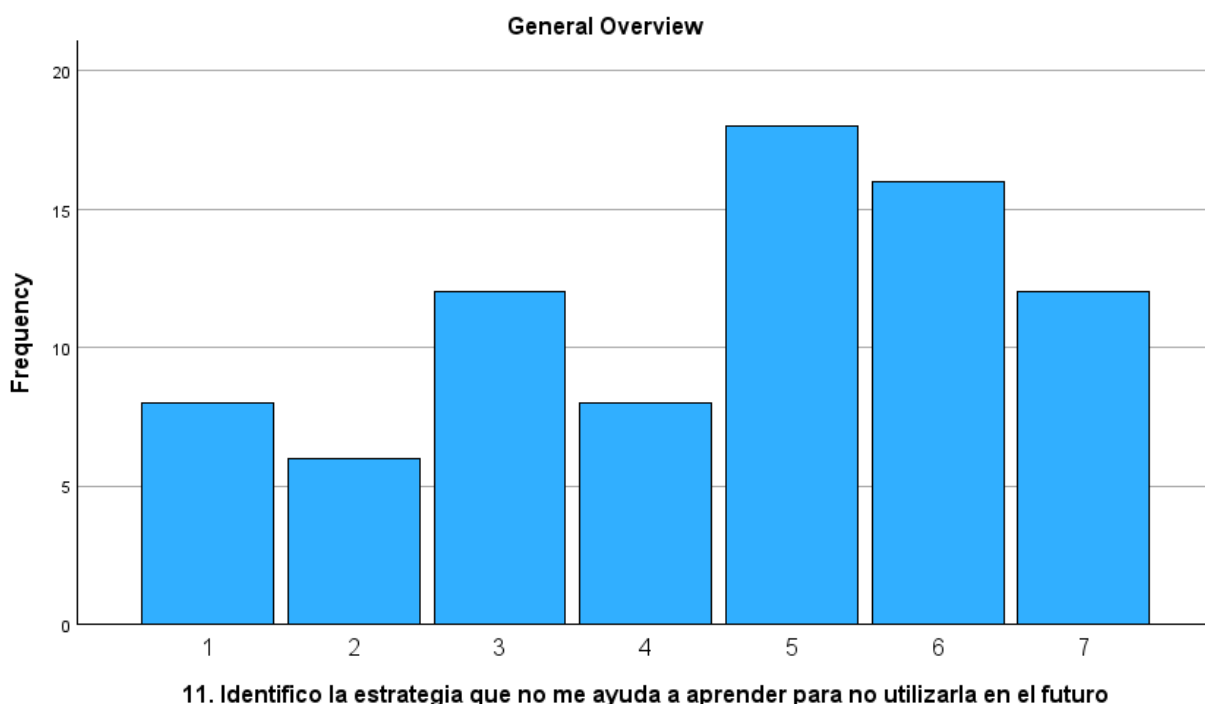


Figure 73: Fourth Section Eleventh Question general overview: “Identifico la estrategia que no me ayuda a aprender para no utilizarla en el futuro” [I identify the strategy that is ineffective for me, so I can avoid them in the future.]

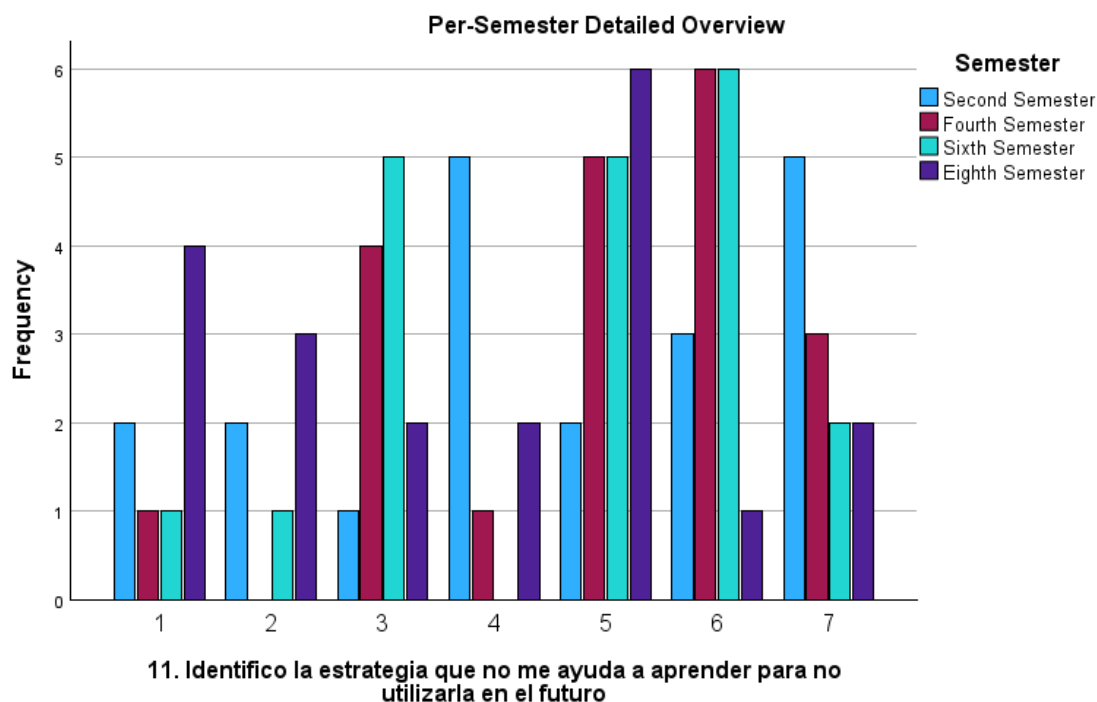


Figure 74: Fourth Section Eleventh Question per-semester detailed overview: “Identifico la estrategia que no me ayuda a aprender para no utilizarla en el futuro” [I identify the strategy that is ineffective for me, so I can avoid them in the future.]

The twelfth refers to evaluation of the learning process, more specifically, to the main contents of a subject, or any learning object or purpose. The data is the following, and consequently such data is plotted in figures 75 and 76; firstly, in a general overview, and secondly in a per-semester detailed view. **“Rarely”** was not chosen by any surveyees, leaving it by default as the least frequent choice in 0% frequency. Ignoring the null option, the least frequent option is **“Never”** with 3,8% of replies, followed by **“Occasionally”** with 7,5% of replies. Both **“Sometimes”** and **“Always”** follow with 18,8% of frequency each. Over **“Often”** with 21,3% of replies, the most frequent option is **“Almost Always”** with 30% of replies.

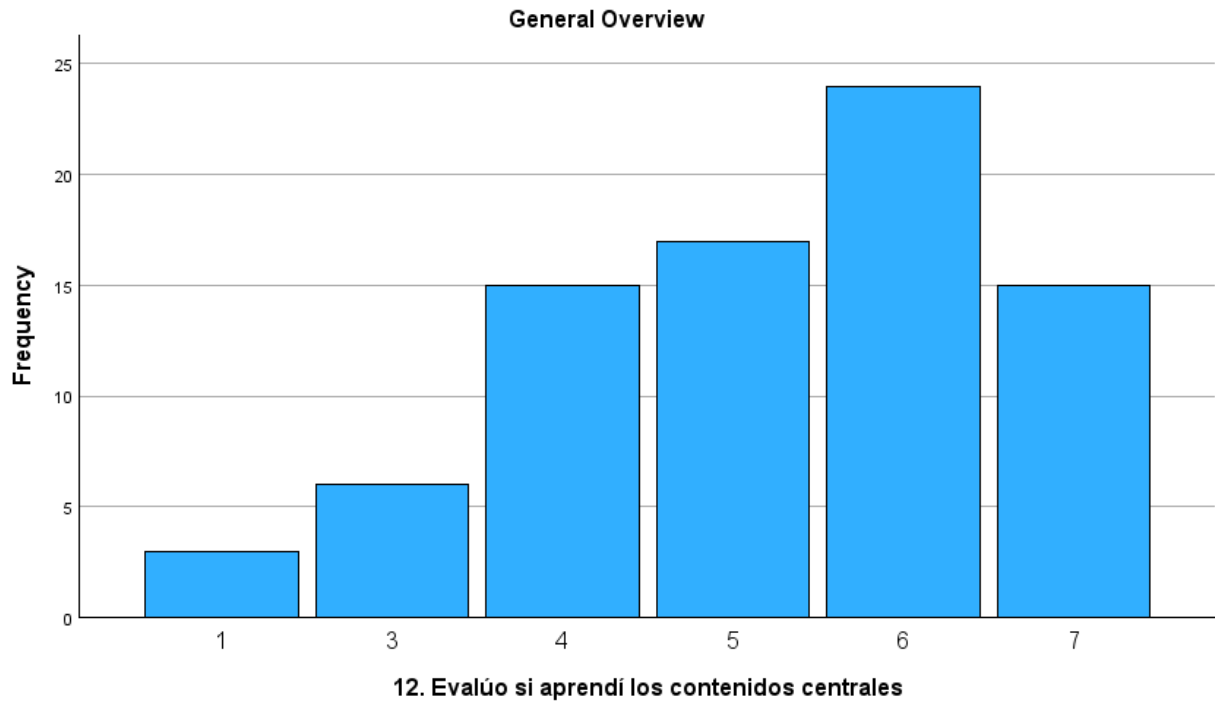


Figure 75: Fourth Section Twelfth Question general overview: “Evaluó si aprendí los contenidos centrales” [I assess whether I learned the core contents.]

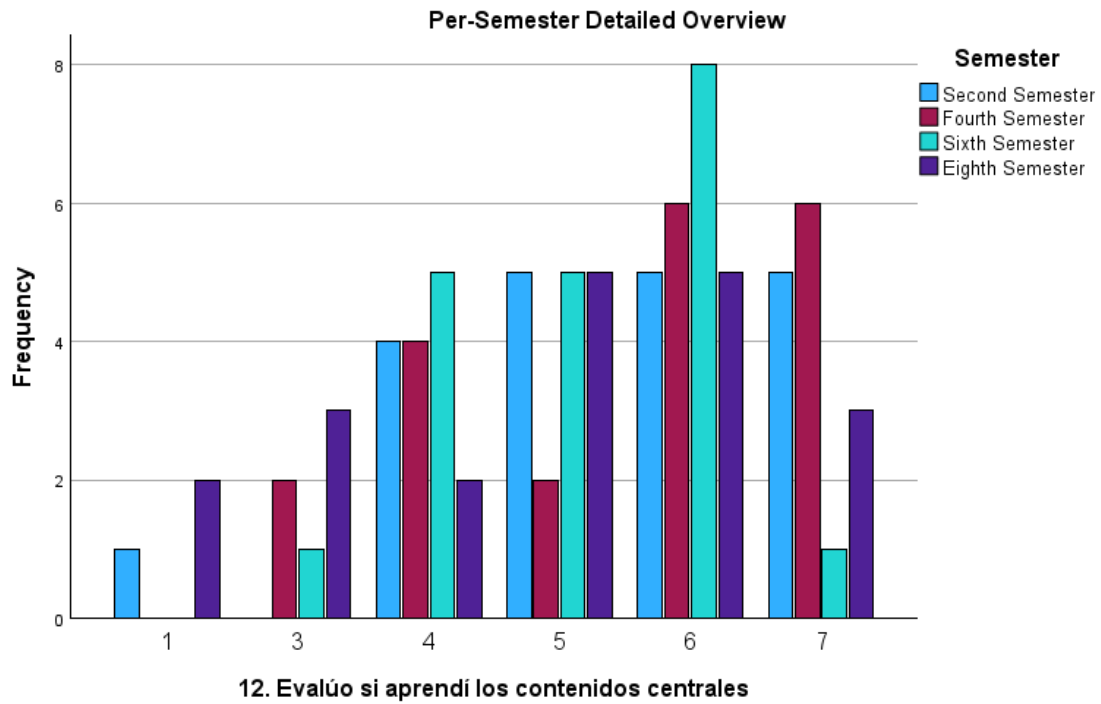


Figure 76: Fourth Section Twelfth Question per-semester detailed overview: “Evaluó si aprendí los contenidos centrales” [I assess whether I learned the core contents.]

The thirteenth refers to whether the surveyee needs more study time to meet their self-proposed requirements when it comes to learning objectives. The data is portrayed below and is plotted in figures 77 and 78. The least frequent option is **“Never”**, with 2,5% of replies; followed closely by **“Rarely”** with 3,8% frequency. After a visible leap in percentage, **“Occasionally”** follows with 11,3% of replies. **“Sometimes”** follows with 12,5% frequency, while **“Often”** follows with 22,5% frequency. Both **“Almost Always”** and **“Always”** are the most frequent choices with 23,8% of reply frequency each.

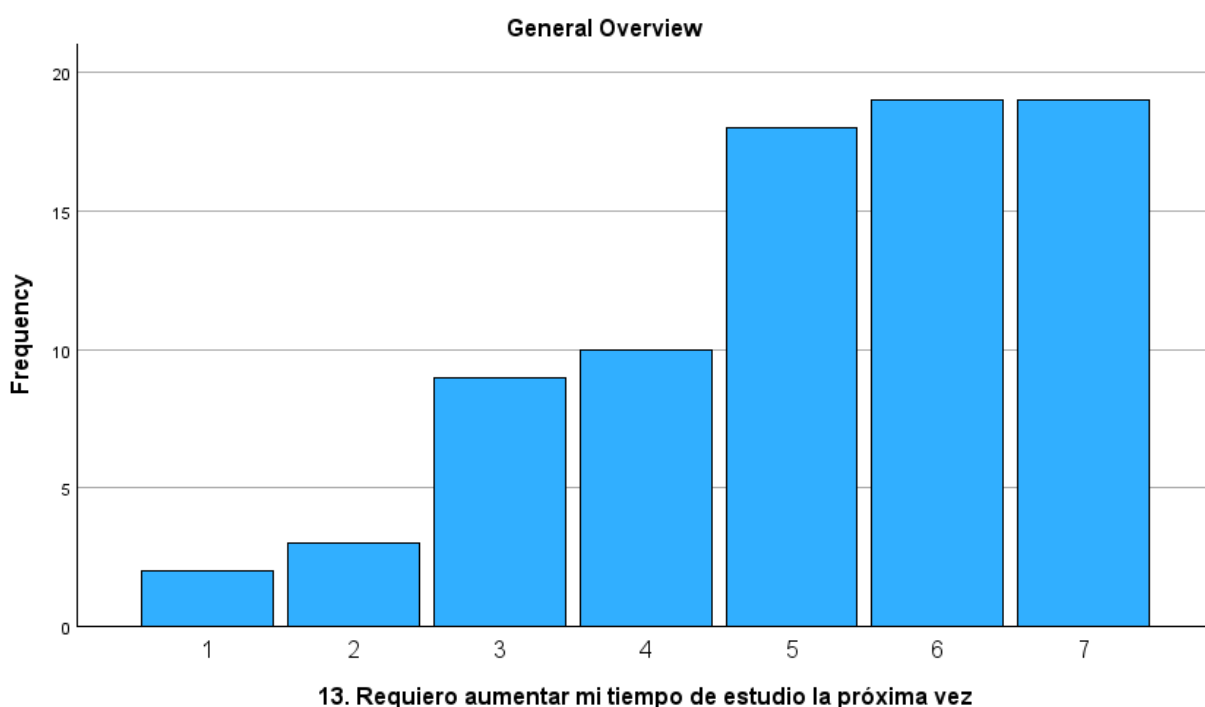


Figure 77: Fourth Section Thirteenth Question general overview: “Requiero aumentar mi tiempo de estudio la próxima vez” [I require more study time next time.]

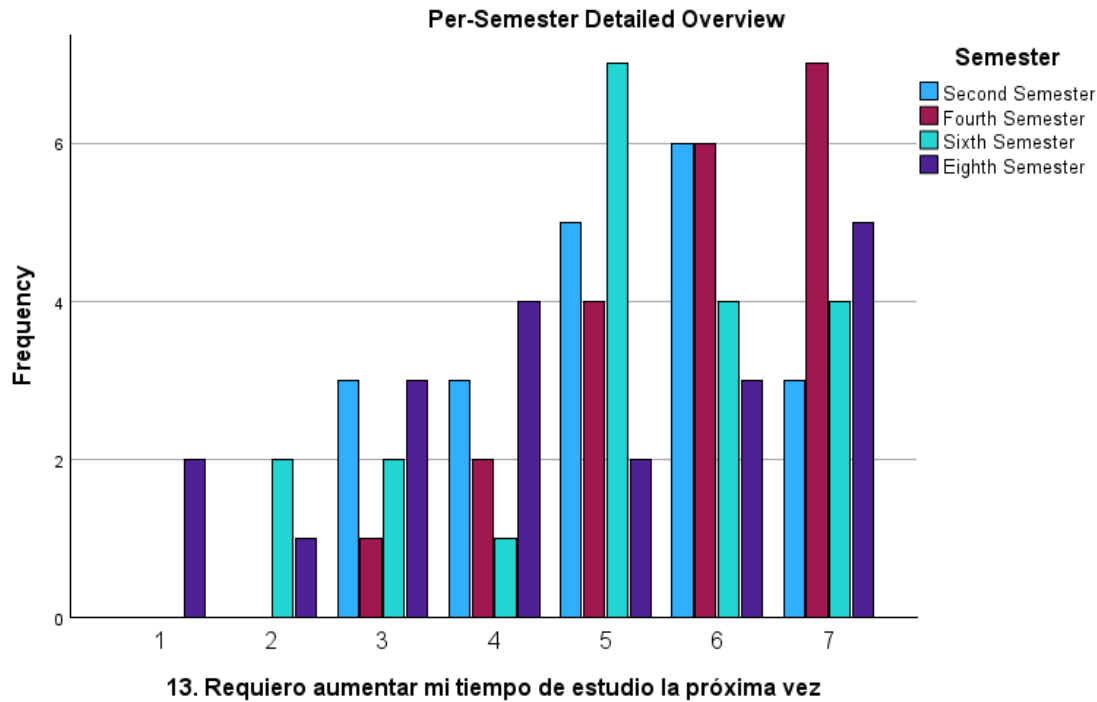


Figure 78: Fourth Section Thirteenth Question per-semester detailed overview: “Requiero aumentar mi tiempo de estudio la próxima vez” [I require more study time next time.]

Lastly, the fourteenth question deals with whether the surveyee improved in knowledge achievement compared to previous states or instances. The data is portrayed below and is plotted in figures 79 (in a general view), and 80 (in a detailed per-semester overview). “**Rarely**” was not chosen by the surveyees, leaving it as the least frequent by default in 0% frequency. Ignoring the null option, “**Occasionally**” was the least frequent option with 2,5% of replies. “**Never**” follows with 10% frequency, and “**Sometimes**” follows with 16,3% frequency. “**Always**” and “**Often**” are next with 20% and 23,8% frequency each. The most frequent option is “**Almost Always**” with 27,5% of reply frequency.

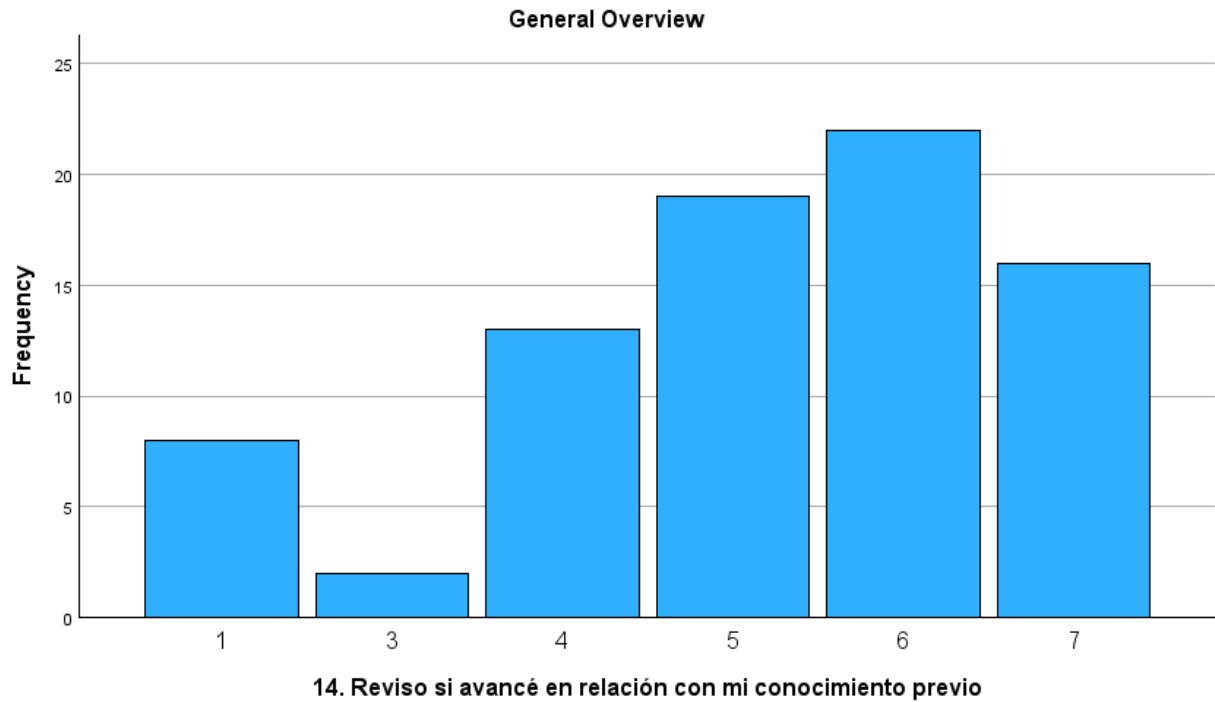


Figure 79: Fourth Section Fourteenth Question general overview: “Reviso si avancé en relación con mi conocimiento previo” [I assess my improvement compared to my prior understanding.]

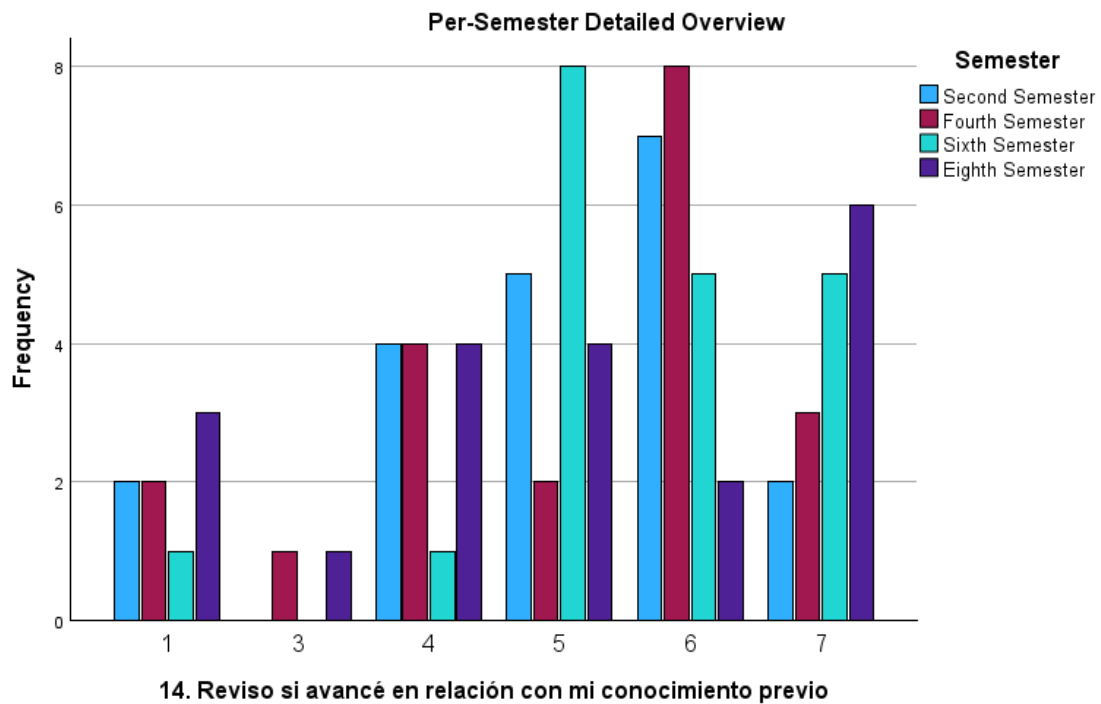


Figure 80: Fourth Section Fourteenth Question per-semester detailed overview: “Reviso si avancé en relación con mi conocimiento previo” [I assess my improvement compared to my prior understanding.]

Section V: Self-efficacy scale for willingness to study

This section inquires about students' confidence (self-efficacy) level in different aspects that are paramount for fostering self-regulation habits. This item consists of seven questions in a 1 to 10 likert scale valorizations, being option 1 **Unconfident**, 2 **Not very confident**, 3 **Not confident**, 4 **Somewhat confident**, 5 **Moderately confident**, 6 **Partially confident**, 7 **Very confident**, 8 **Highly confident**, 9 **Utterly confident**, and 10 **Absolutely confident**.

The first question deals with creating a study schedule, the percentage of students was as follows:

4 students selected number one: **“Unconfident”** (5%), 2 number two: **“Not very confident”** (2,5%), 5 number three: **“Not confident”** (6,3%), 5 number four: **“Somewhat confident”** (6,3%), 16 number five: **“Moderately confident”** (20%), 4 number six: **“Partially confident”** (5%), 15 number seven: **“Very confident”** (18,8%), 8 number eight: **“Highly confident”** (10%), 7 number nine: **“Utterly confident”** (8,8%) and finally 14 number ten: **“Absolutely confident”** (17,5%). In sum, the highest percentage of students was 20% of students who felt **“Moderately confident”** in their capacity to create a study schedule. From there, the percentage of students diminished slowly, being 5% of the students who felt **“Unconfident”**, as shown in the bar chart (fig. 81) and in the next figure (fig. 82) a per-semester detailed overview answer.

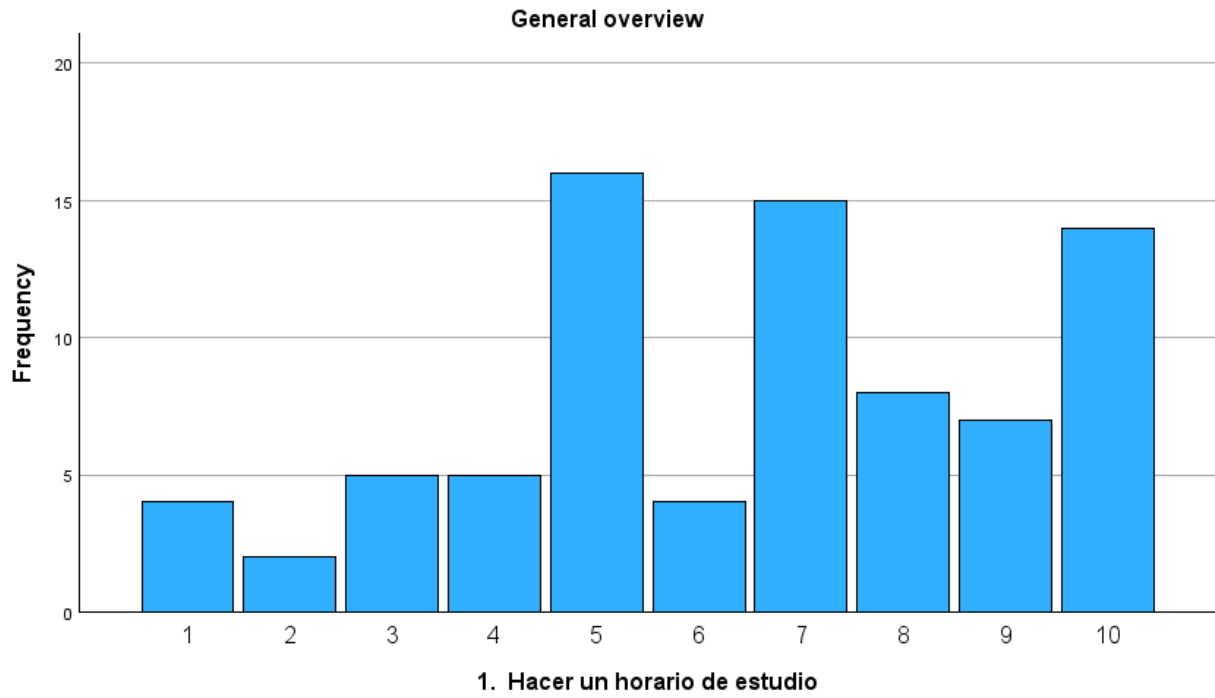


Figure 81: Fifth section First question general overview: “Hacer un horario de estudio” [Create a study schedule.]

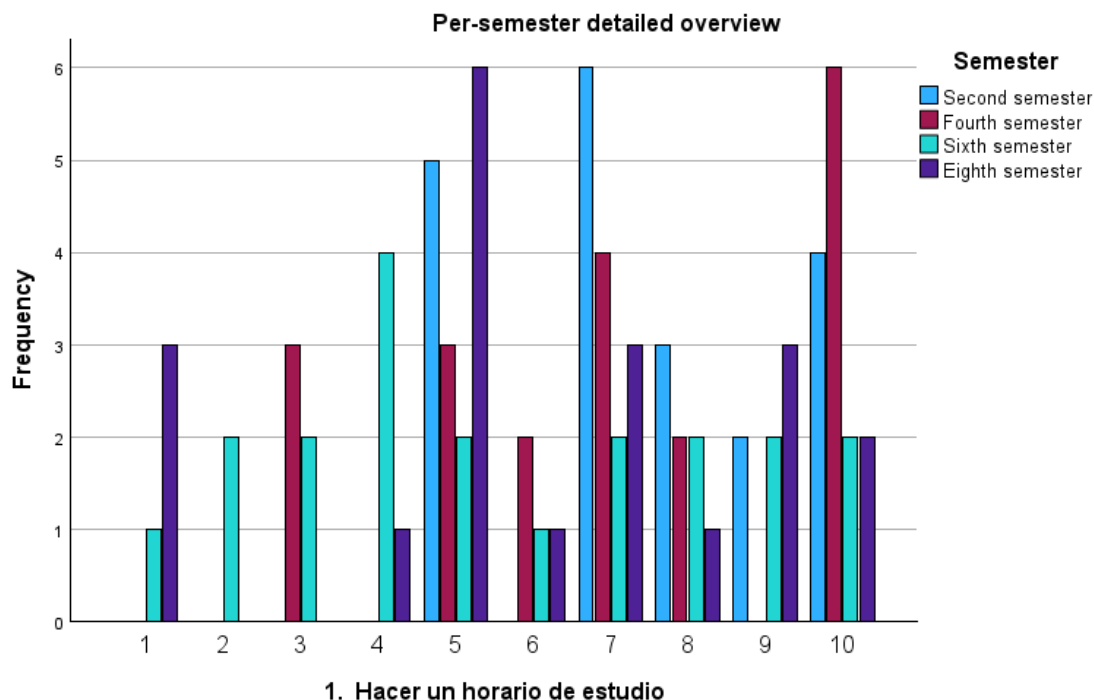


Figure 82 : Fifth section First question detailed per-semester overview: “Hacer un horario de estudio”
[Create a study schedule.]

On the other hand, the second question alludes to the students' confidence level to have a list of academic assignments to complete. The percentage of students was as follows: 2 students preferred number one: “**Unconfident**” (2,5%); none selected number two: “**Not very confident**” (0%); 5 number three: “**Not confident**” (6,3%), 4 number four: “**Somewhat confident**” (5%), 7 number five: “**Moderately confident**” (8,8%), 8 number six: “**Partially confident**” (10%), 5 number seven: “**Very confident**” (6,3%), 13 number eight: “**Highly confident**” (16,3%), 11 number nine. “**Utterly confident**” (13,8%) and finally 25 number ten: “**Absolutely confident**” (31,3%). In short, the highest percentage was 31,3% of students who felt “**Absolutely confident**” in their ability to have a list of academic assignments to complete, followed by 16,3% and 13,8%. From there, the percentage of students decreased slowly, being only 2,5% of the students who felt “**Unconfident**”, as shown in the bar chart (fig. 83) and portrayed in the next figure (fig. 84) a per-semester detailed overview answer.

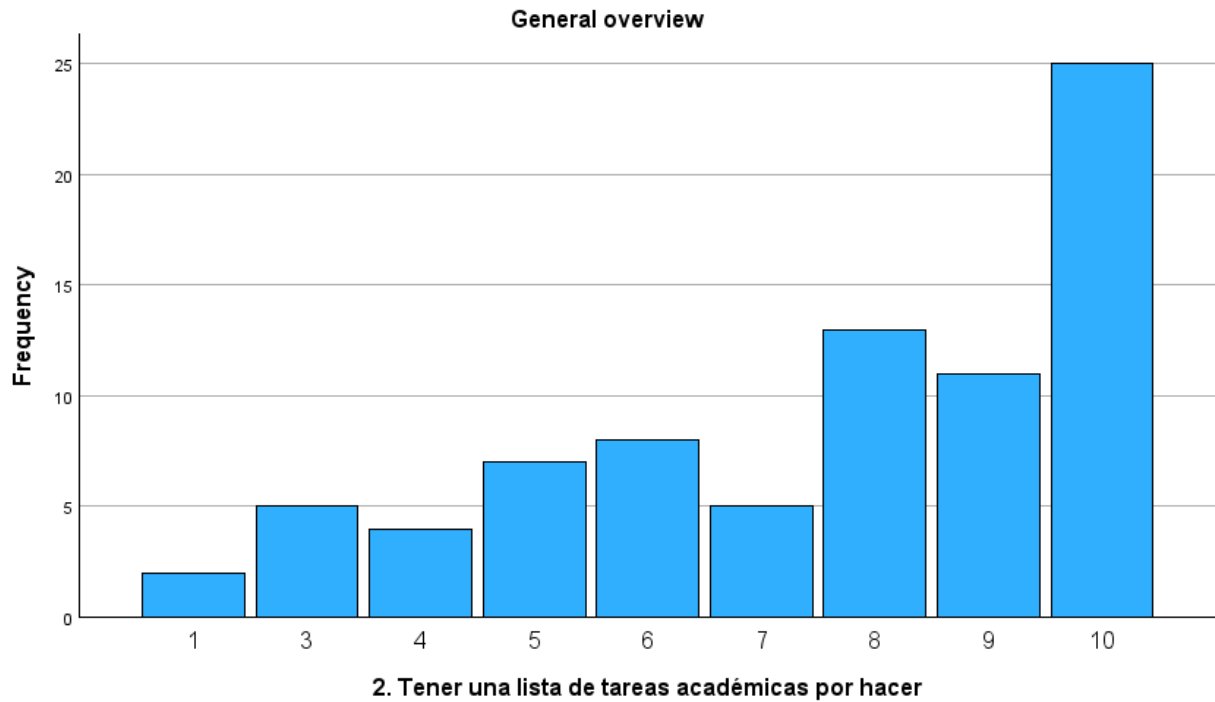


Figure 83 : Fifth section Second question general overview: “Tener una lista de tareas por hacer” [To have a list of academic assignment to complete.]

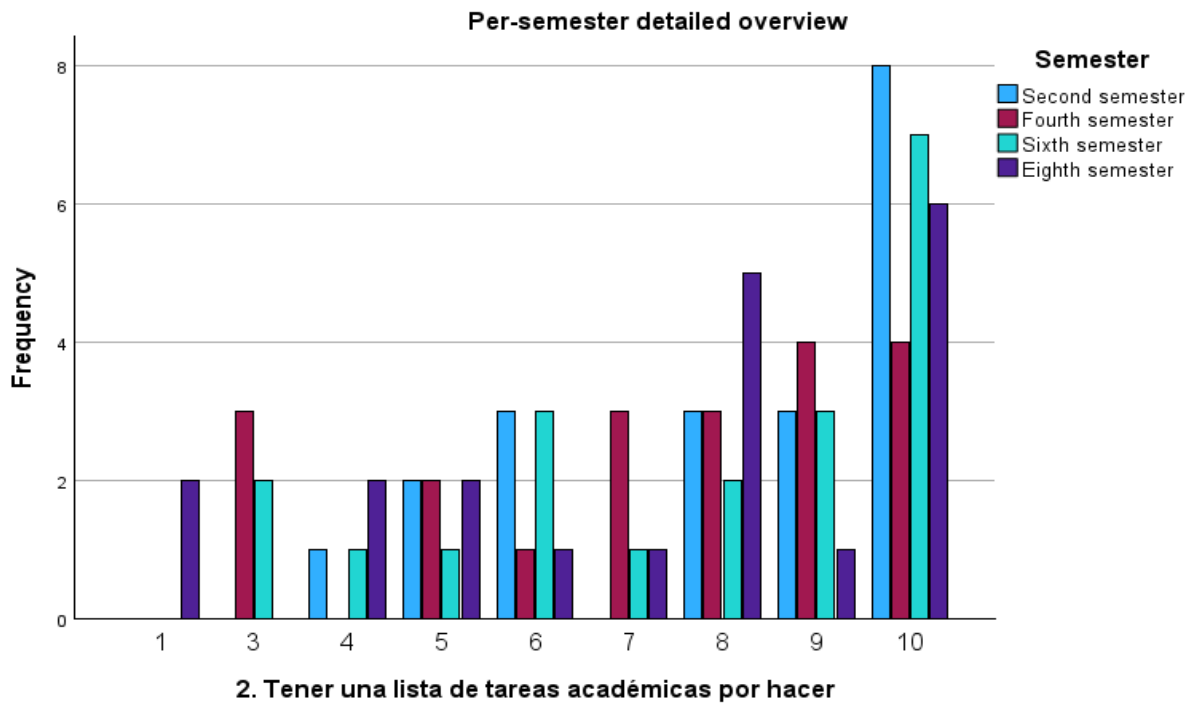


Figure 84 : Fifth section Second question detailed per-semester overview: “Tener una lista de tareas por hacer” [To have a list of academic assignment to complete]

The third question relates to students' confidence level in setting short-term study goals (daily, weekly). The percentage of students was as follows: 5 students chose number one: **“Unconfident”** (6,3%), 5 number two: **“Not very confident”** (6,3%), 3 number three: **“Not confident”** (3,8%), 7 number four: **“Somewhat confident”** (8,8%), 14 number five: **“Moderately confident”** (17,5%), 7 number six: **“Partially confident”** (8,8%), 14 number seven: **“Very confident”** (17,5%), 11 number eight: **“Highly confident”** (13,8%), 5 number nine: **“Utterly confident”** (6,3%), and finally 9 number ten: **“Absolutely confident”** (11,3%). In brief, between the **“Moderately confident”** and **“Very confident”** options were tied in 17,5%. followed by 13,8% of students who felt **“Highly confident”**, and 11,3% of students who felt **“Absolutely confident”**. From there, the percentage of students decreased gradually. Finally, the **“Unconfident”** and **“Not very confident”** options were tied in 6,3%, as shown in the bar chart (fig. 85) and displayed in the bar chart (fig. 86), a per-semester detailed overview answer.

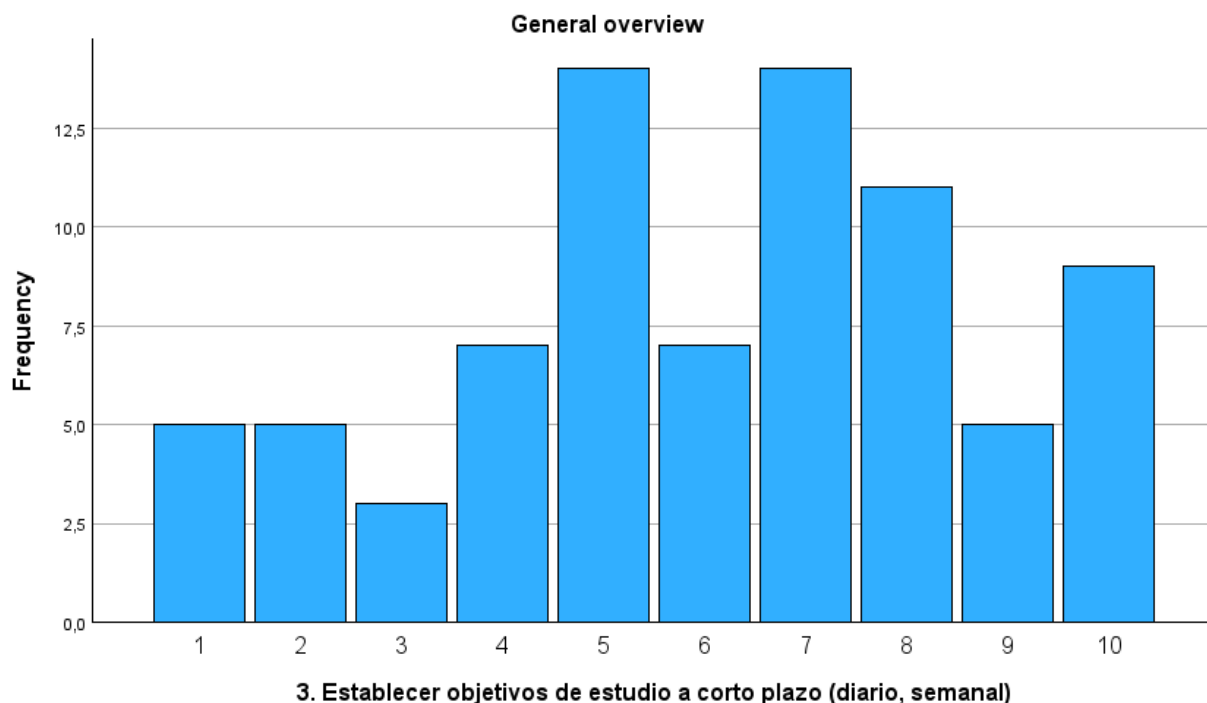


Figure 85 : Fifth section Third question general overview: “Establecer objetivos de estudio a corto plazo (diario, semanal)” [To set short-term study goals (daily,weekly)]

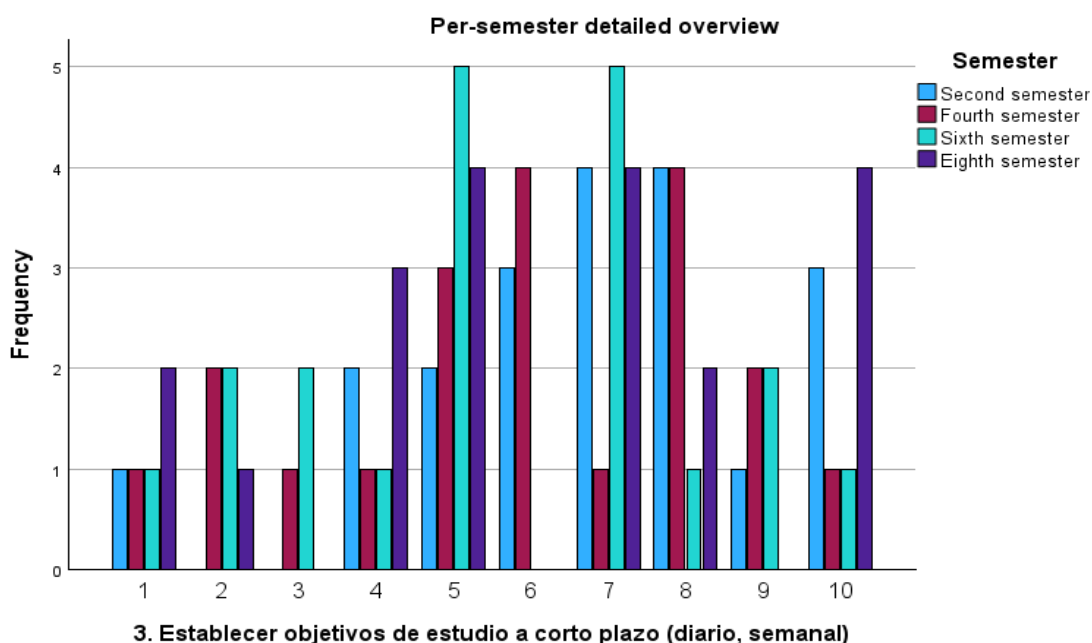


Figure 86 : Fifth section Third question detailed per-semester overview: “Establecer objetivos de estudio a corto plazo (diario, semanal)” [To set short-term study goals (daily,weekly)]

By the same token, the fourth question inquires with the students' confidence level to set long-term study goals (monthly, half-yearly). The percentage of students was as follows: 3 students preferred number one: **“Unconfident”** (3,8%), 5 number two: **“Not very confident”** (6,3%), 9 number three: **“Not confident”** (11,3%), 6 number four: **“Somewhat confident”** (7,5%), 13 number five: **“Moderately confident”** (16,3%), 13 number six: **“Partially confident”** (16,3%), 10 number seven: **“Very confident”** (12,5%), 11 number eight: **“Highly confident”** (13,8%), 4 number nine: **“Utterly confident”** (5%) and finally 6 number ten: **“Absolutely confident”** (7,5%). In essence, the **“Moderately confident”** and **“Partially confident”** options were tied in 16,3%, followed by 13,8% of students who felt **“Highly confident”**. From there, the percentage of students decreased gradually, being only 3,8% of the students who felt **“Unconfident”**, as shown in the bar chart (fig. 87) and plotted in another bar chart (fig. 88) a per-semester detailed overview answer.

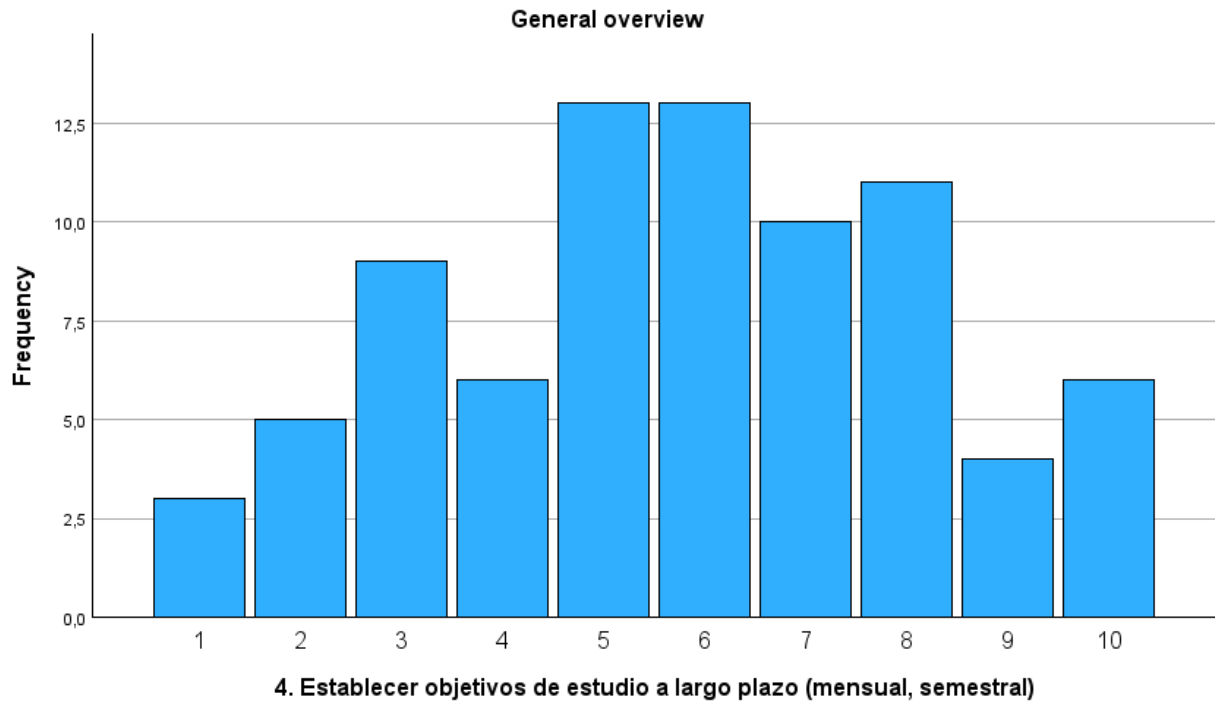


Figure 87 : Fifth section Fourth question general overview: “Establecer objetivos de estudio a largo plazo (mensual, semestral)” [To set long-term study goals (monthly,half-yearly)]

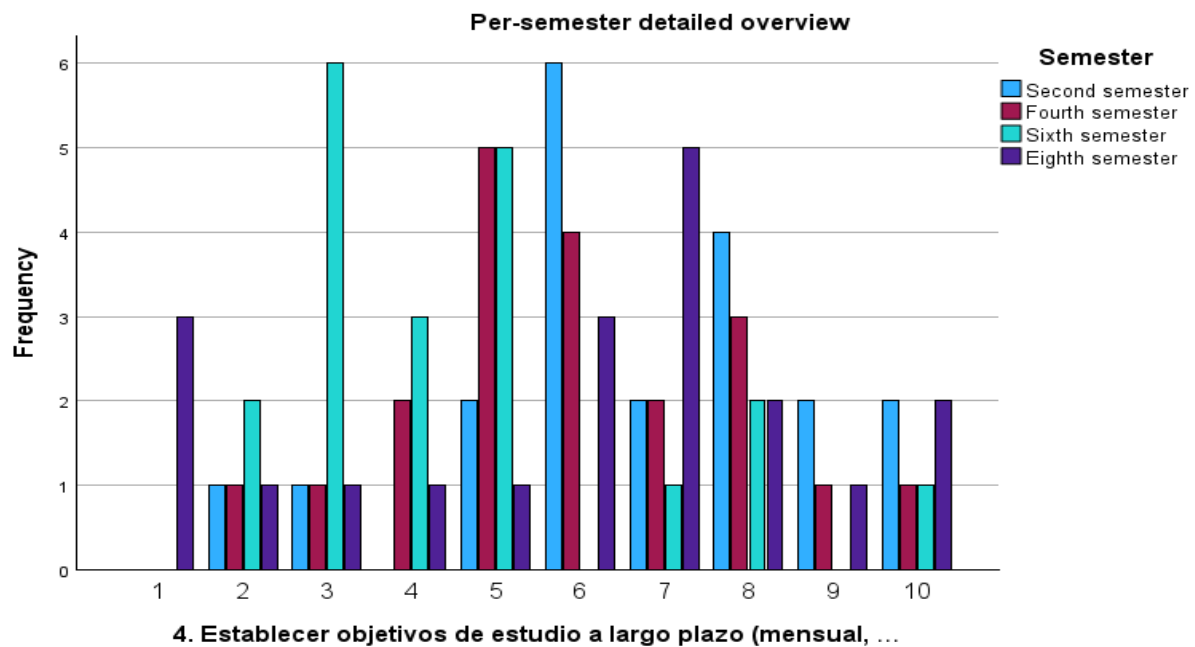


Figure 88 : Fifth section Fourth question detailed per-semester overview: “Establecer objetivos de estudio a largo plazo (mensual, semestral)” [To set long-term study goals (monthly,half-yearly)]

Following the analysis of the fifth question which inquiries students' confidence level in choosing a distraction-free study space. The percentage of students was as follows: 3 students preferred number one: **“Unconfident”** (3,8%), 2 number two: **“Not very confident”** (2,5%), 4 number three: **“Not confident”** (5%), 3 number four: **“Somewhat confident”** (3,8%), 11 number five: **“Moderately confident”** (13,8%), 3 number six: **“Partially confident”** (3,8%), 10 number seven: **“Very confident”** (12,5%), 15 number eight: **“Highly confident”** (18,8%), 10 number nine: **“Utterly confident”** (12,5%), and lastly 19 number ten: **“Absolutely confident”** (23,8%). In short, the highest percentage of students who felt **“Absolutely confident”** to choose a distraction-free space was 23,8%, followed by 18,8% of students who felt **“Highly confident”**, and 13,8% of students who felt **“Moderately confident”**. From there, the percentage of students diminished slowly, being only 3,8% of students who felt **“Unconfident”**, as shown in the bar chart (fig. 89) and in the next figure (fig. 90), a per-semester detailed overview answer.

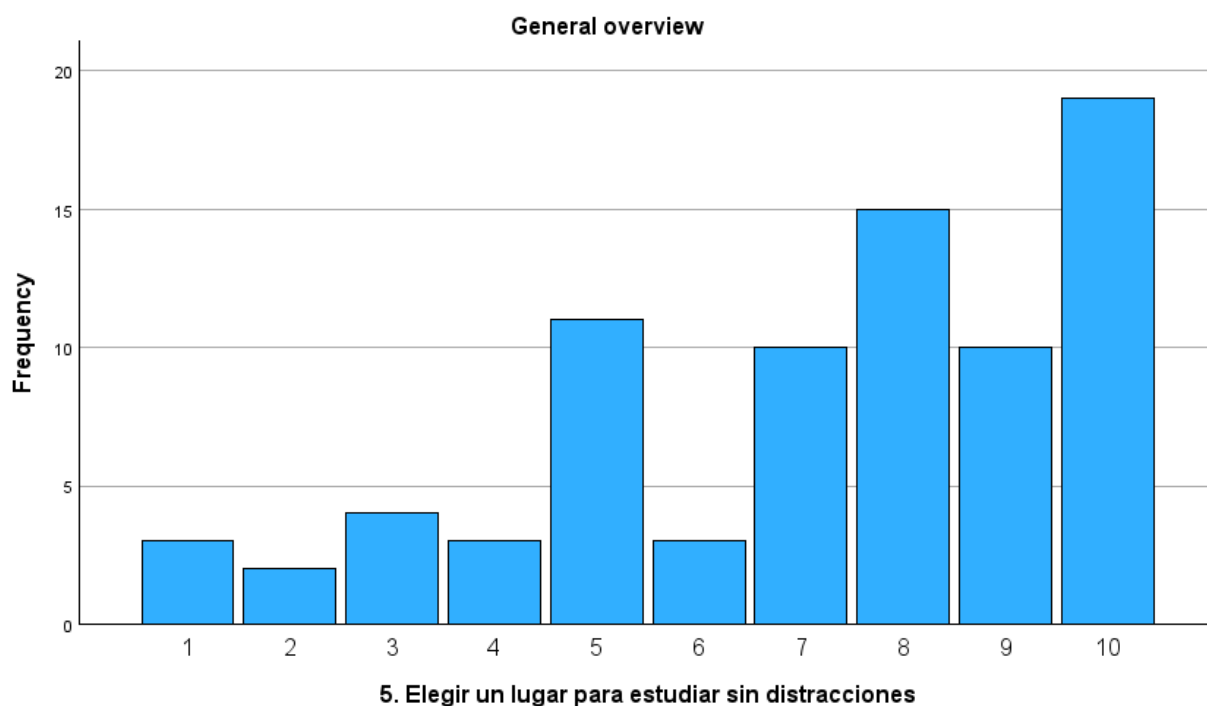


Figure 89 : Fifth section Fifth question general overview: “Elegir un lugar para estudiar sin distracciones” [To choose a distraction-free place]

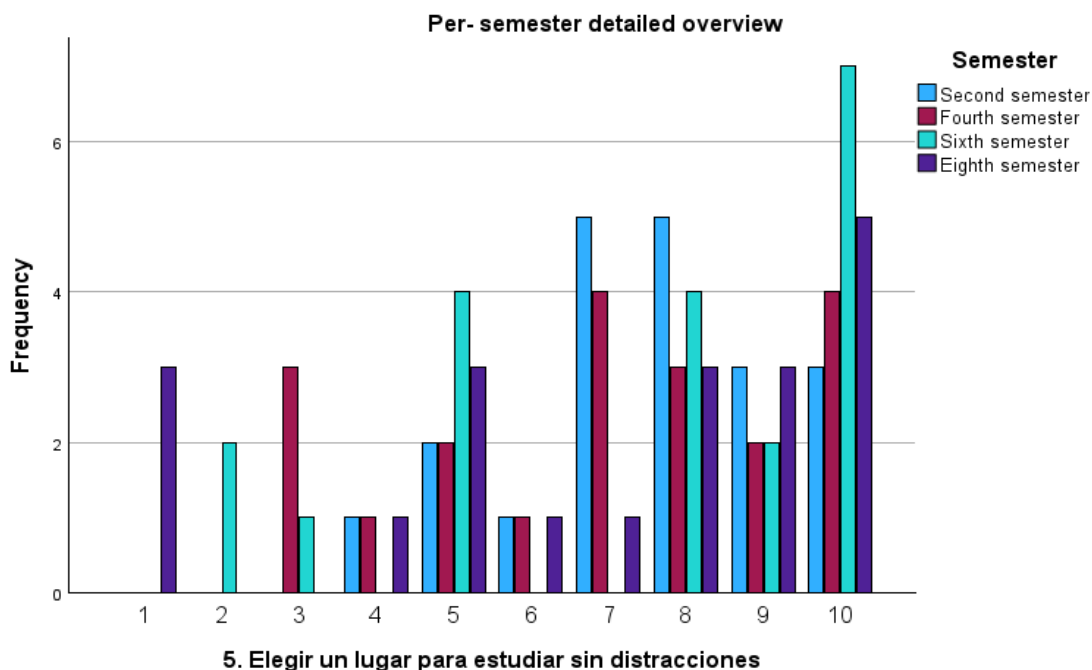


Figure 90 : Fifth section Fifth question detailed per-semester overview: “Elegir un lugar para estudiar sin distracciones” [To choose a distraction-free place]

The sixth question concerns students' confidence level in having all the necessary materials for studying. The percentage of students was as follows: 3 students chose number one: **“Unconfident”** (3,8%), none picked numbers two and three, 2 number four: **“Somewhat confident”** (2,5%), 6 number five: **“Moderately confident”** (7,5%), 5 number six: **“Partially confident”** (6,3%), 18 number seven: **“Very confident”** (22,5%), 14 number eight: **“Highly confident”** (17,5%), 10 number nine : **“Utterly confident”** (12,5%), and finally 22 number ten: **“Absolutely confident”** (27,5%). Briefly, the highest percentage of students who felt **“Absolutely confident”** to have all the necessary materials for studying was 27,5%, followed by 22,5% of students who felt **“Very confident”**, and 17,5% of students who felt **“Highly confident”**. From there, the percentage of students reduced gradually, being only 3,8% of students who felt **“Unconfident”**, as shown in the bar chart (fig. 91) and in the next figure (fig. 92), a per-semester detailed overview answer.

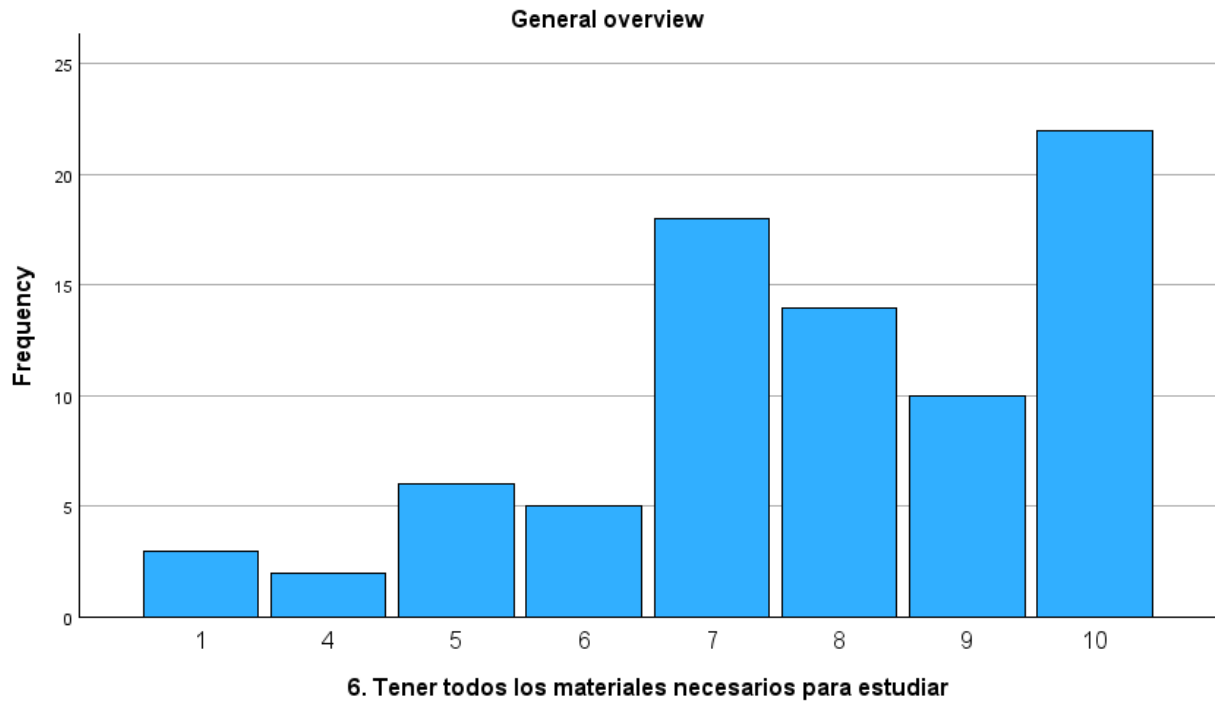


Figure 91 : Fifth section Sixth question general overview: “Tener todos los materiales necesarios para estudiar” [To have all the necessary materials for studying]

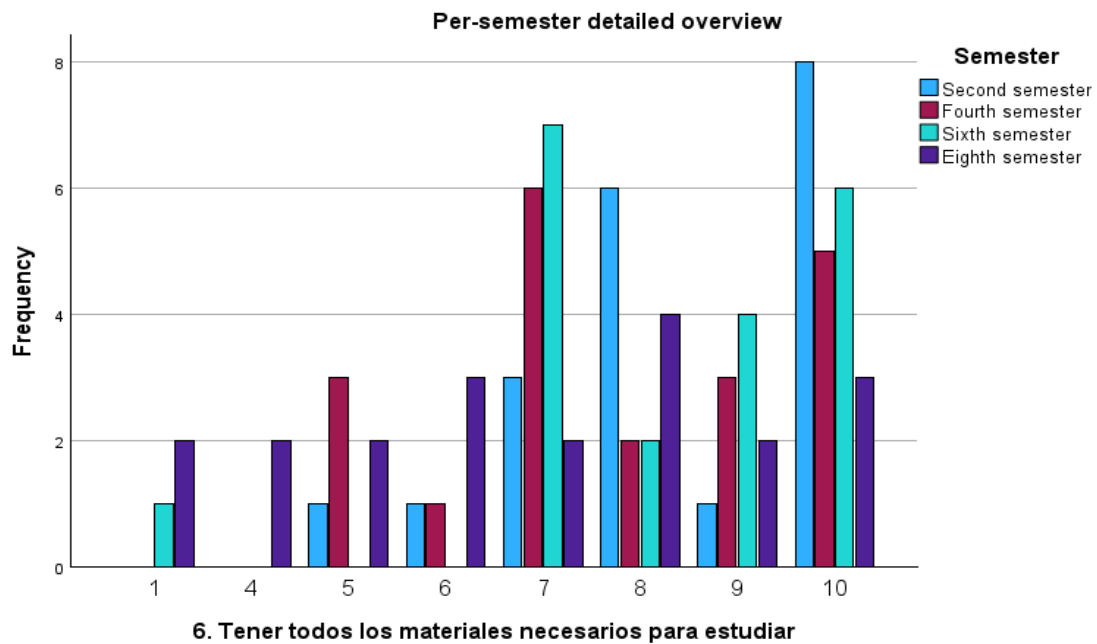


Figure 92: Fifth section Sixth question detailed per-semester overview: “Tener todos los materiales necesarios para estudiar” [To have all the necessary materials for studying]

The seventh question deals with students' confidence level in locating a suitable study environment (lightning, temperature, ventilation). The percentage of students was as follows: 4 students preferred number one: **“Unconfident”** (5%), 1 number two: **“Not very confident”** (1,3%), 1 number three: **“Not confident”** (1,3%), 2 number four: **“Somewhat confident”** (2,5%), 6 number five: **“Moderately confident”** (7,5%), 7 number six: Partially confident (8,8%), 11 number seven: **“Very confident”** (13,8%), 17 number eight: **“Highly confident”** (21,3%), 10 number nine: **“Utterly confident”** (12,5%), and lastly 21 number ten: **“Absolutely confident”** (26,3%). In short, the highest percentage of students who felt **“Absolutely confident”** to locate a suitable study environment (lightning, temperature, ventilation) was 26,3%, followed by 21,3% of students who felt **“Highly confident”**, and 13,8% of students who felt **“Very confident”**. From there, the percentage of students decreased gradually, being only 5% of students who felt **“Unconfident”**, as shown in the bar chart (fig. 93) and in the next figure (fig. 94), a per-semester detailed overview answer.

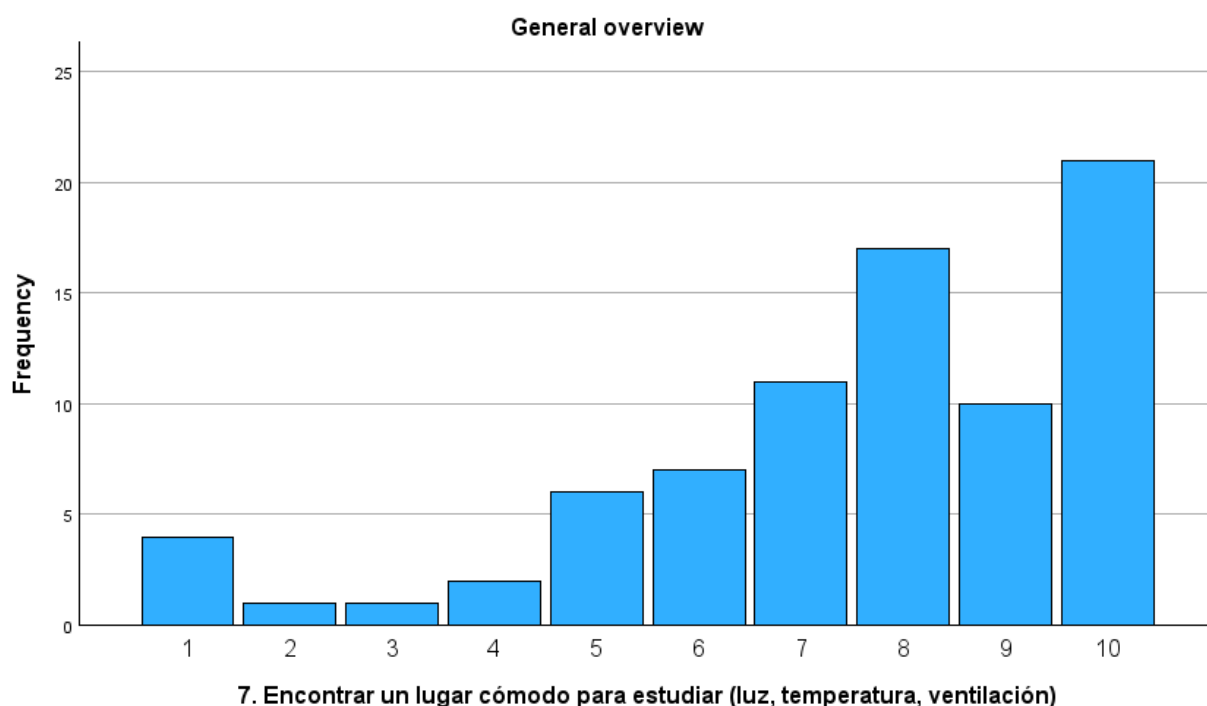


Figure 93 : Fifth section Seventh question general overview: “Encontrar un lugar cómodo para estudiar (luz, temperatura, ventilación)” [To locate a suitable study environment (lighting, temperature, ventilation)]

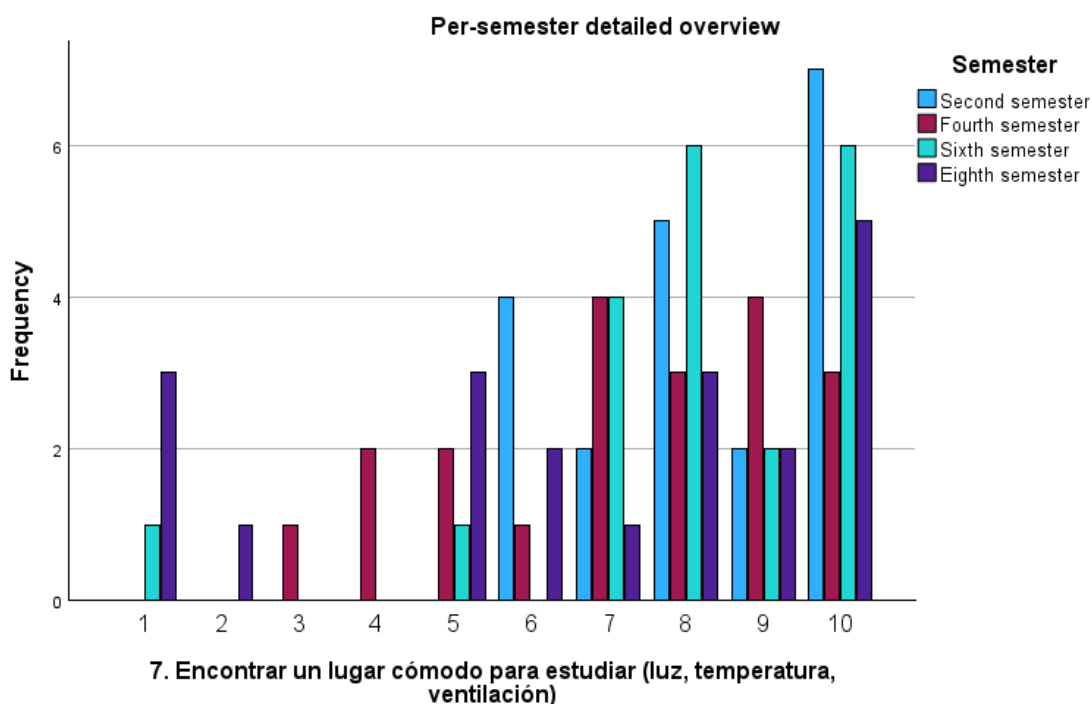


Figure 94 : Fifth section Seventh question detailed per-semester overview: “Encontrar un lugar cómodo para estudiar (luz, temperatura, ventilación)” [To locate a suitable study environment (lighting, temperature, ventilation)]

Section VI: Scale of Causal Attributions

This section inquires about causal attributions, including students' beliefs regarding the possible causes of their performance failure. This item is composed of 8 questions in a 1 to 10 Likert scale valorization, being option 1 **I do not think so at all**, 2 **I highly doubt it**, 3 **I am not sure**, 4 **I am somewhat unsure**, 5 **I am neutral**, 6 **I am somewhat sure**, 7 **I am sure**, 8 **I am very sure**, 9 **I am almost completely certain** and 10 **I am absolutely certain**.

The first question focuses on teacher demotivation as a cause of students' performance failure. The percentage of students was as follows: 23 students chose number one: **“I do not think so at all”** (28,7%), 8 number two: **“I highly doubt it”** (10%), 8 number three: **“I am not sure”** (10%), 5 number four: **“I am somewhat unsure”** (6,3%), 11 number five: **“I am neutral”** (13,8%), 7 number six: **“I am somewhat sure”** (8,8%), 6 number seven: **“I am sure”**

(7,5%), 5 number eight: **“I am very sure”** (6,3%), 1 number nine: **“I am almost completely certain”** (1,3%), and lastly 6 number ten: **“I am absolutely certain”** (7,5%). In brief, the highest percentage was 28,7% of students who **“did not think so at all”** of teacher demotivation was a cause of their performance failure, followed by 13,8% and **“I highly doubt it”** and **“I am not sure”** options were tied in 10%. From there, the percentage of students diminished slowly, being only 7,5% of the students who **“were absolutely certain”**, as shown in the bar chart (fig. 95) and in the next figure (fig. 96), a per-semester detailed overview answer.

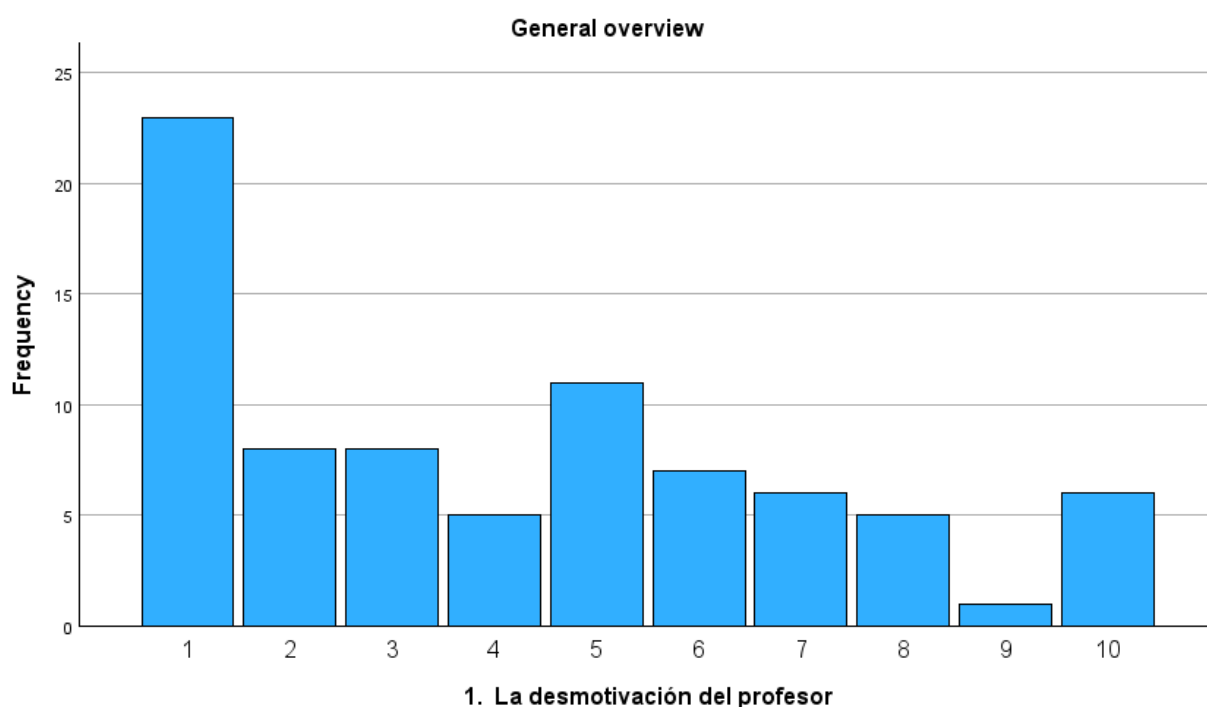


Figure 95 : Sixth section First question general overview: “La desmotivación del profesor” [Teacher demotivation]

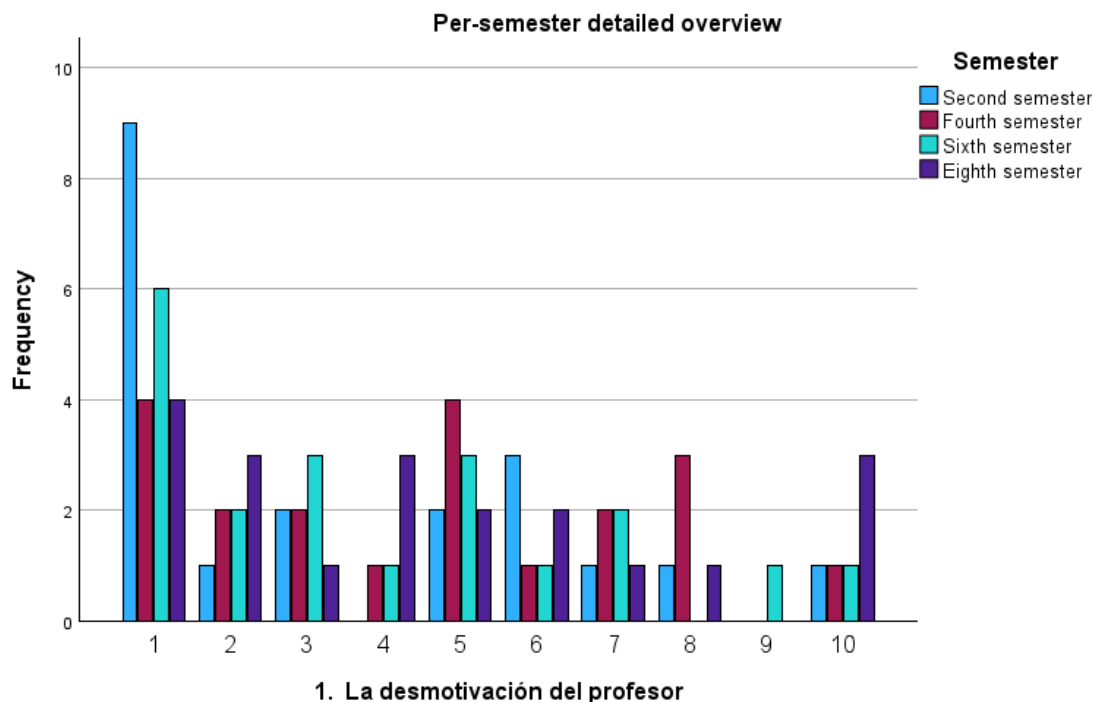


Figure 96 : Sixth section First question detailed per-semester overview: “La desmotivación del profesor” [Teacher demotivation]

The second question deals with lack of students' dedication to their studies as a cause of students' performance failure. The percentage of students was as follows: 1 student picked number one: **“I do not think so at all”** (1,3%), 1 number two: **“I highly doubt it”** (1,3%), 3 number three: **“I am not sure”** (3,8%), 7 number four: **“I am somewhat unsure”** (8,8%), 6 number five: **“I am neutral”** (7,5%), 5 number six: **“I am somewhat sure”** (6,3%), 14 number seven: **“I am sure”** (17,5%), 13 number eight: **“I am very sure”** (16,3%), 9 number nine: **“I am almost completely certain”** (11,3%), and lastly 21 number ten: **“I am absolutely certain”** (26,3%). In brief, the highest percentage was 26,3% of students who **“were absolutely certain”** that their lack of dedication to their studies was a cause of their performance failure, followed by 17,5% and 16,3%. From there, the percentage of students reduced gradually, being only 1,3% of the students who **“did not think so at all”** that their lack of dedication to their studies was a cause of their performance failure, as shown in the bar chart (fig. 97) and in the next figure (fig. 98), a per-semester detailed overview answer.

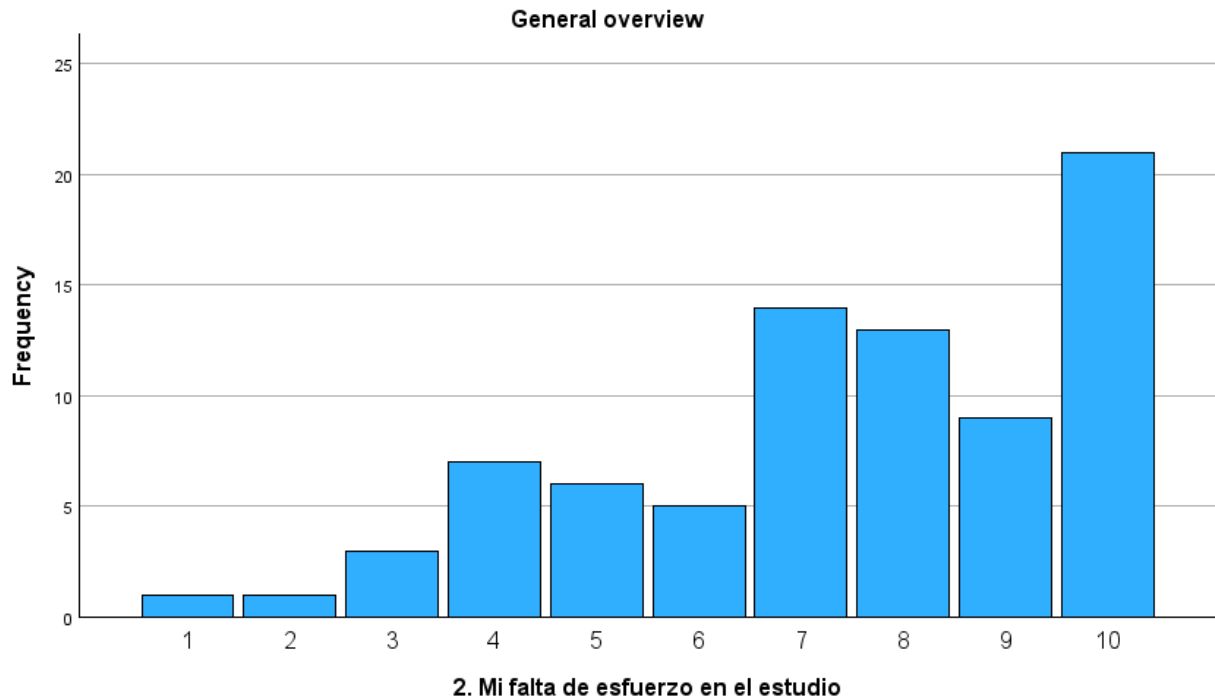


Figure 97 : Sixth section Second question general overview: “Mi falta de esfuerzo en el estudio” [My lack of dedication to my studies]

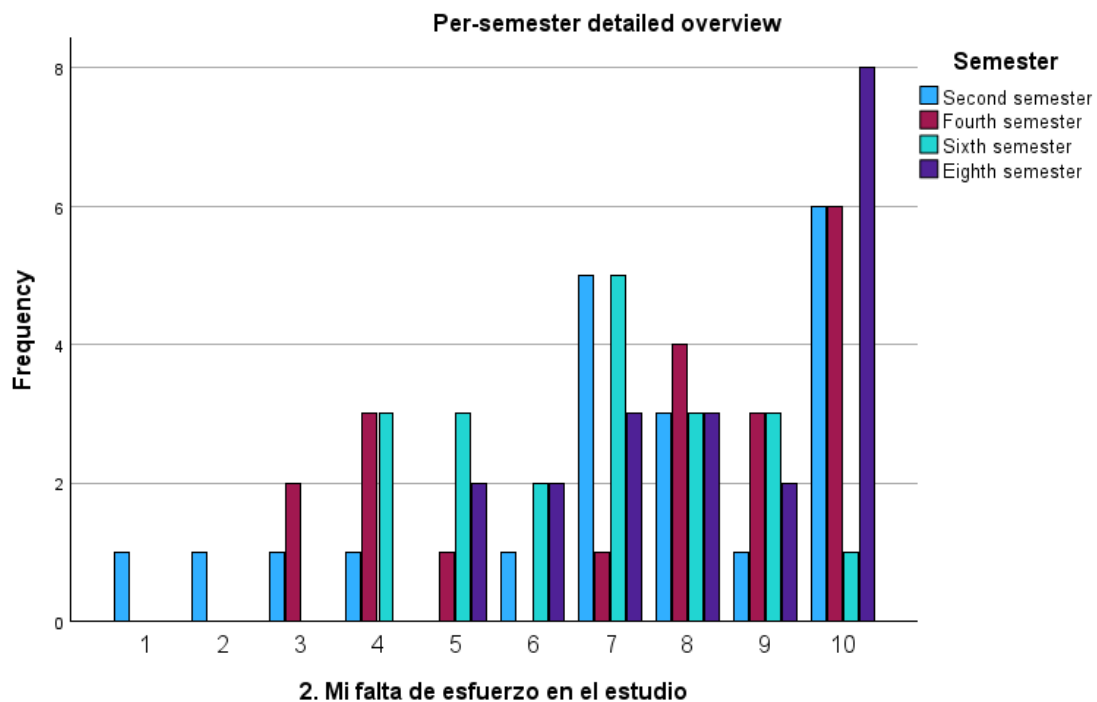


Figure 98 : Sixth section Second question detailed per-semester overview: “Mi falta de esfuerzo en el estudio” [My lack of dedication to my studies]

The third question concerns lack of family's support as a cause of students' performance failure. The percentage of students was as follows: 26 students preferred number one: **“I do not think so at all”** (32,5%), 13 number two: **“I highly doubt it”** (16,3%), 10 number three: **“I am not sure”** (12,5%), 7 number four: **“I am somewhat unsure”** (8,8%), 6 number five: **“I am neutral”** (7,5%), 1 number six: **“I am somewhat sure”** (1,3%), 5 number seven: **“I am sure”** (6,3%), 10 number eight: **“I am very sure”** (12,5%), 1 number nine: **“I am almost completely certain”** (1,3%), and finally 1 number ten: **“I am absolutely certain”** (1,3%). In brief, the highest percentage was 32,5% of students who **“did not think so at all”** that their lack of family's support was a cause of their performance failure, followed by 16,3% and the **“I am not sure and I am very sure”** options were tied in 12,5%. From there, the percentage of students diminished slowly, as shown in the bar chart (fig. 99) and in the next figure (fig. 100), a per-semester detailed overview answer.

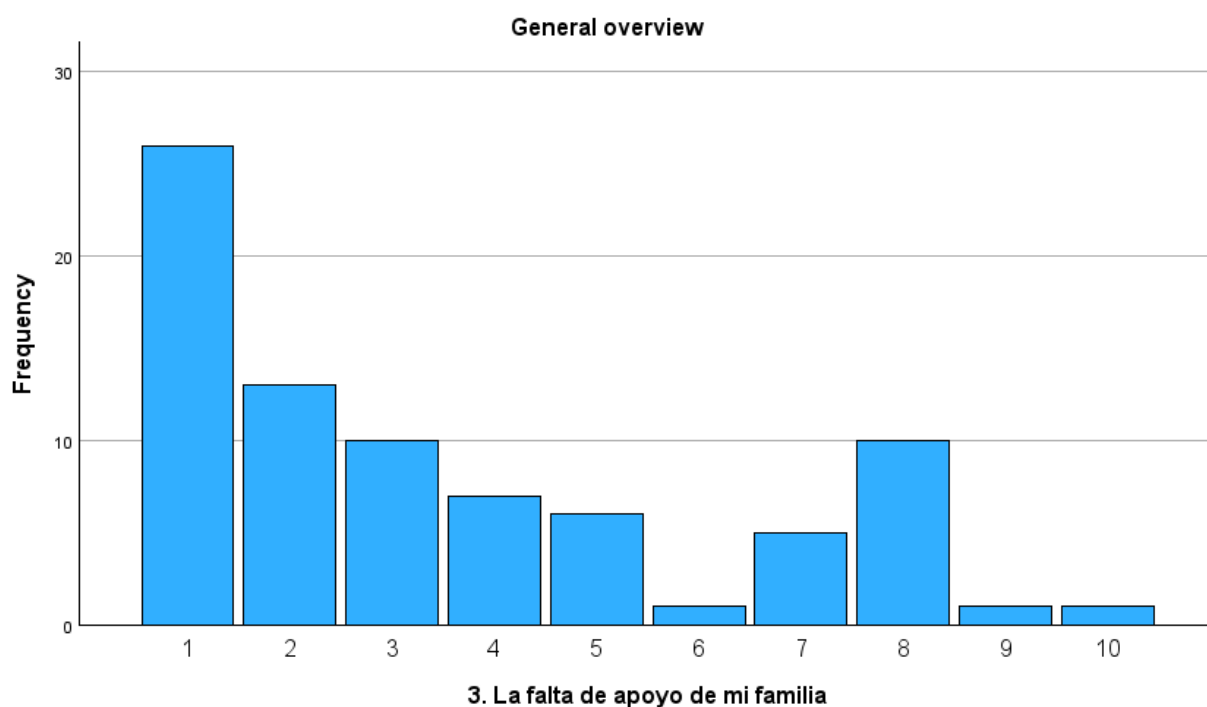


Figure 99 : Sixth section Third question general overview: “La falta de apoyo de mi familia” [The lack of support from my family]

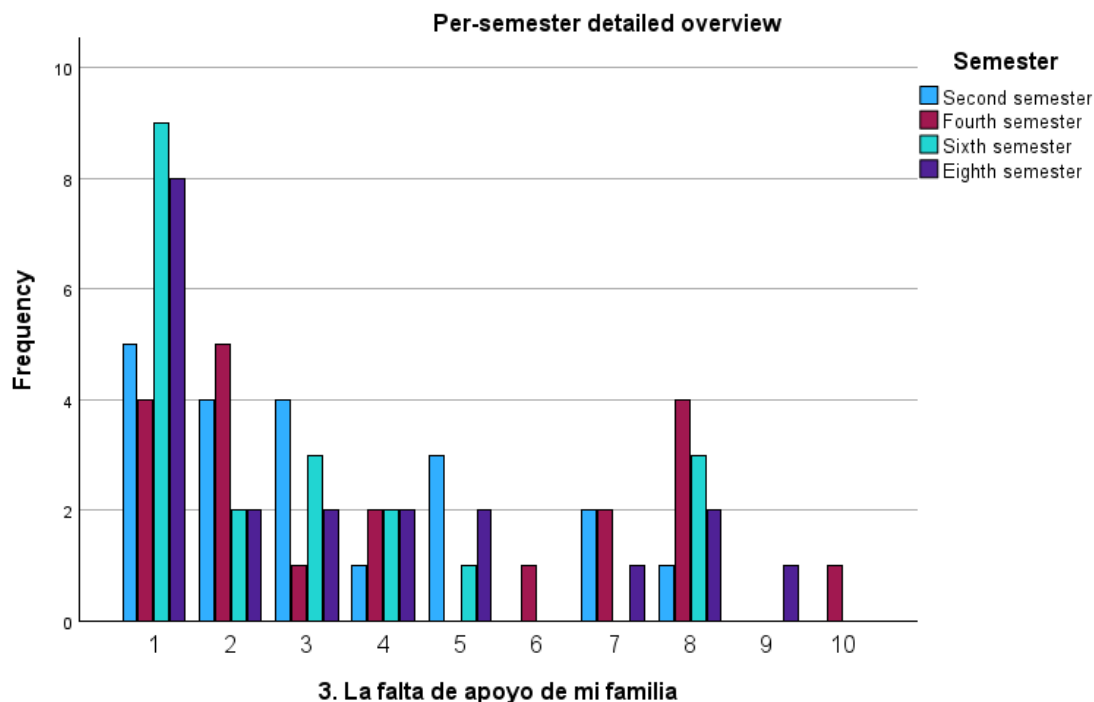


Figure 100: Sixth section Third question detailed per-semester overview: “La falta de apoyo de mi familia” [The lack of support from my family]

The fourth question concerns lack of friends' support as a cause of students' performance failure. The percentage of students was as follows: 33 students selected number one: **“I do not think so at all”** (41,3%), 17 number two: **“I highly doubt it”** (21,3%), 9 number three: **“I am not sure”** (11,3%), 6 number four: **“I am somewhat unsure”** (7,5%), 1 number five: **“I am neutral”** (1,3%), 6 number six: **“I am somewhat sure”** (7,5%), 3 number seven: **“I am sure”** (3,8%), 1 number eight: **“I am very sure”** (1,3%), 1 number nine: **“I am almost completely certain”** (1,3%), and lastly 3 number ten: **“I am absolutely certain”** (3,8%). In short, the highest percentage of students was 41,3% who **“did not think so at all”** that their lack of friends' support was a cause of their performance failure, followed by 21,3% and 11,3%, being only 3,8% of the students who **“were absolutely certain”** that their lack of friends' support was a cause of their performance failure, as shown in the bar chart (fig. 101) and in the next figure (fig. 102), a per-semester detailed overview answer.

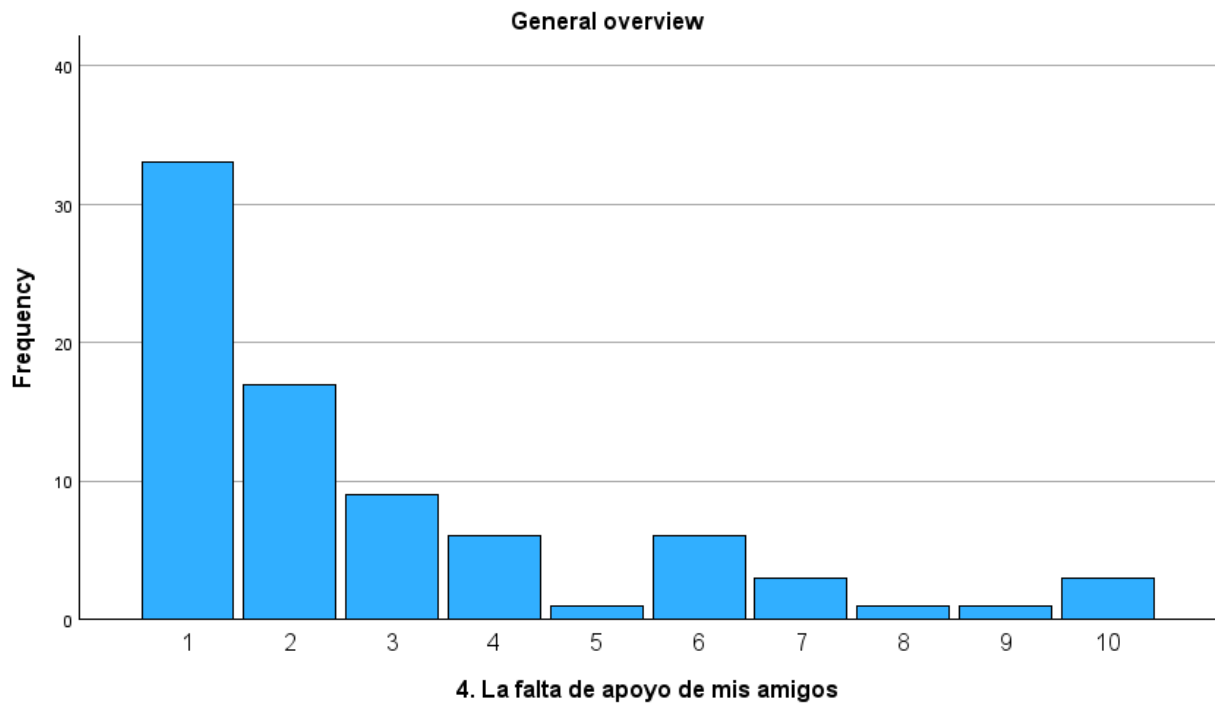


Figure 101 : Sixth section Fourth question general overview: “La falta de apoyo de mis amigos” [The lack of support from my friends]

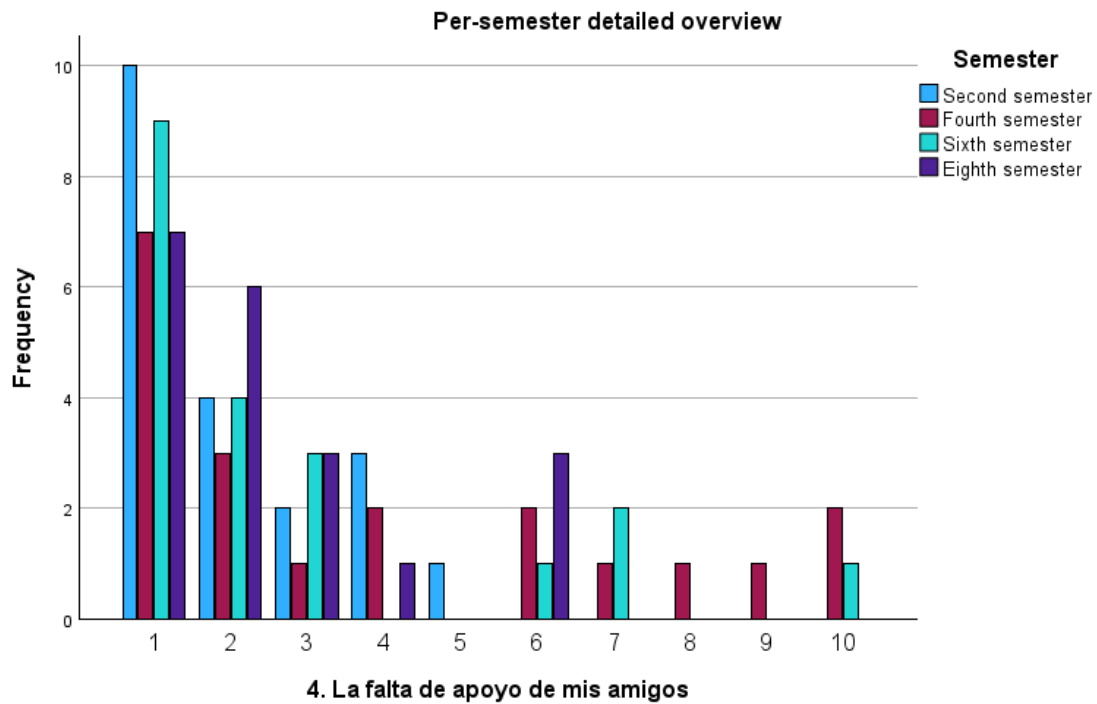


Figure 102 : Sixth section Fourth question detailed per-semester overview: “La falta de apoyo de mis amigos” [The lack of support from my friends]

The fifth question concerns lack of dedication to studying as a cause of students' performance failure. The percentage of students was as follows: 3 students preferred number one: **“I do not think so at all”** (3,8%), 2 number two: **“I highly doubt it”** (2,5%), 2 number three: **“I am not sure”** (2,5%), 7 number four: **“I am somewhat unsure”** (8,8%), 8 number five: **“I am neutral”** (10%), 2 number six: **“I am somewhat sure”** (2,5%), 12 number seven: **“I am sure”** (15%), 15 number eight: **“I am very sure”** (18,8%), 13 number nine: **“I am almost completely certain”** (16,3%), and lastly 16 number ten: **“I am absolutely certain”** (20%). In sum, the highest percentage of students was 20% who **“were absolutely certain”** that their lack of dedication to studying was a cause of their performance failure, followed by 18,8% and 16,3%. From there, the percentage of students reduced slowly, being only 3,8% of the students who **“did not think so at all”** that their lack of dedication to studying was a cause of their performance failure, as shown in the bar chart (fig. 103) and in the next figure (fig. 104), a per-semester detailed overview answer.

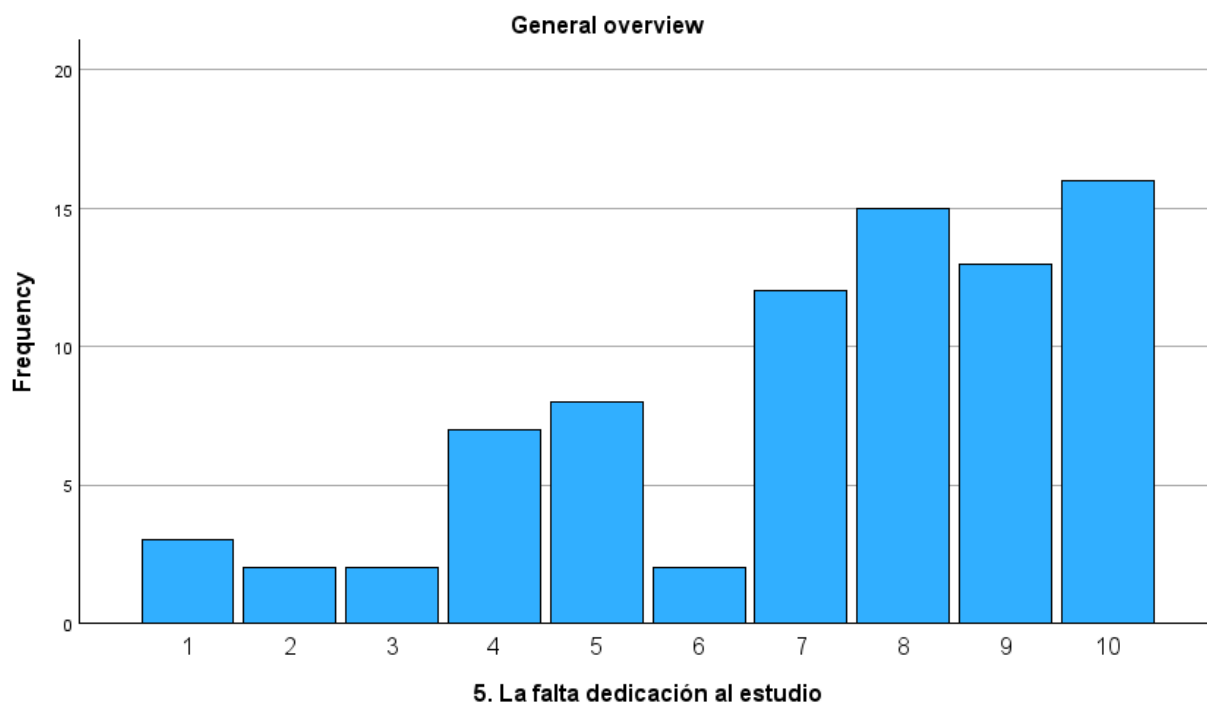


Figure 103 : Sixth section Fifth question general overview: “La falta dedicación al estudio” [The lack of dedication to studying]

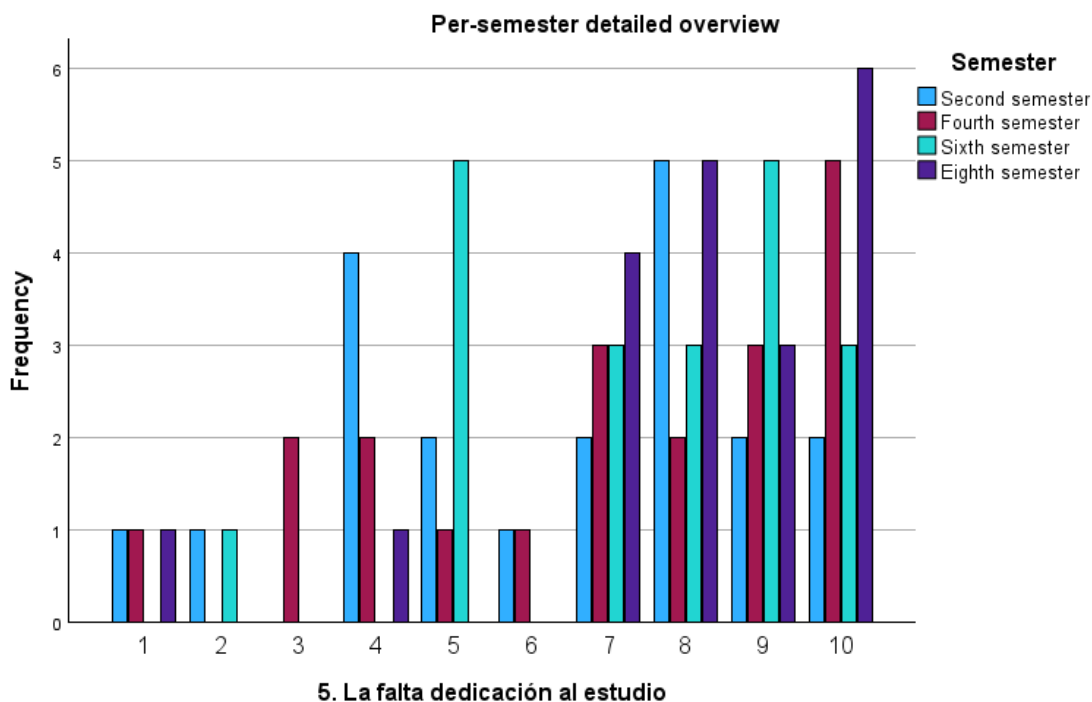


Figure 104 : Sixth section Fifth question detailed per-semester overview: “La falta dedicación al estudio”
[The lack of dedication to studying]

The sixth question deals with the teacher's carelessness as a cause of students' performance failure. The percentage of students was as follows: 21 students selected number one: **“I do not think so at all”** (23,8%), 19 number two: **“I highly doubt it”** (23,8%), 5 number three: **“I am not sure”** (6,3%), 6 number four: **“I am somewhat unsure”** (7,5%), 8 number five: **“I am neutral”** (10%), 4 number six: **“I am somewhat sure”** (5%), 7 number seven: **“I am sure”** (8,8%), 2 number eight: **“I am very sure”** (2,5%), 3 number nine: **“I am almost completely certain”** (3,8%), and finally 5 number ten: **“I am absolutely certain”** (6,3%). In short, the highest percentage of students was 26,3% who **“did not think so at all”** that the teacher's carelessness was a cause of their performance failure, followed by 23,8% and 10%. From there, the percentage of students reduced gradually, being only 6,3% of the students who **“were absolutely certain”** that the teacher's carelessness was a cause of their performance failure, as shown in the bar chart (fig. 105) and in the next figure (fig. 106), a per-semester detailed overview answer.

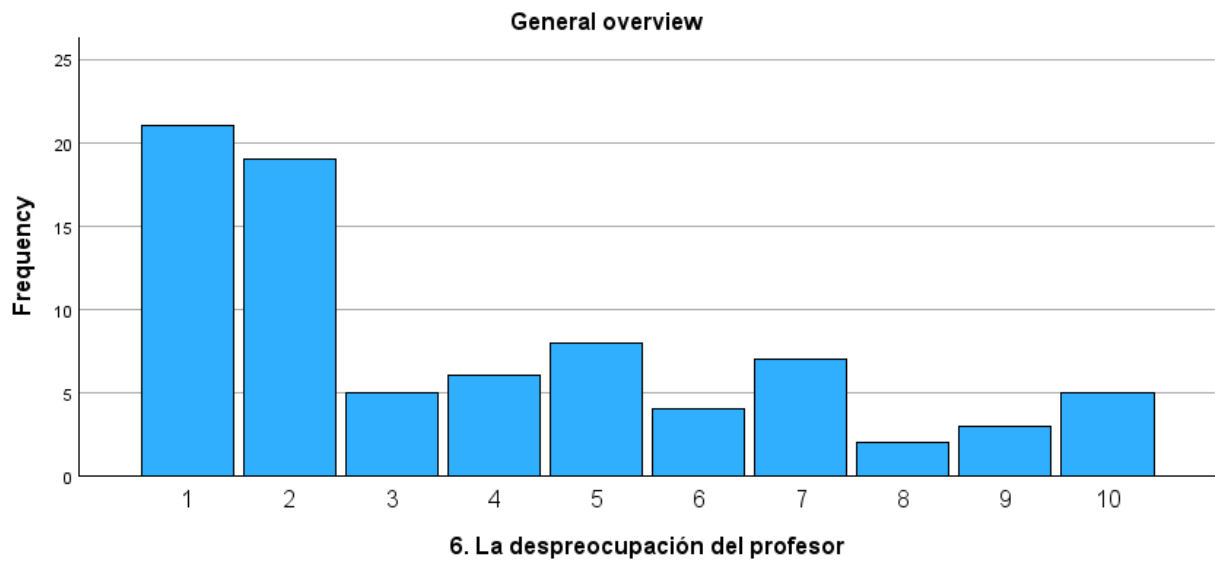


Figure 105 : Sixth section Sixth question general overview:: “La despreocupación del profesor” [The teacher 's carelessness.]

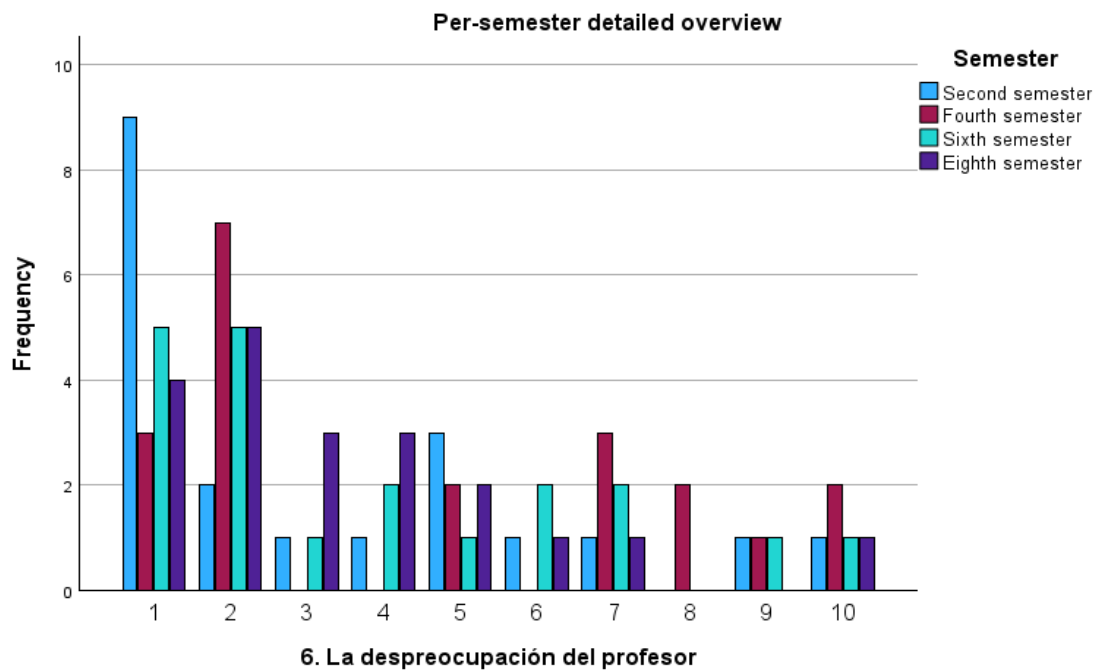


Figure 106 : Sixth section Sixth question detailed per-semester overview: “La despreocupación del profesor” [The teacher 's carelessness.]

The seventh question deals with a sense of lacking rapport with teachers as a cause of students' performance failure. The percentage of students was as follows: 48 students chose number one: **“I do not think so at all”** (60%), 6 number two: **“I highly doubt it”** (7,5%), 1 number three: **“I am not sure”** (1,3%), 5 number four: **“I am somewhat unsure”** (6,3%), 9 number five: **“I am neutral”** (11,3%), 4 number six: **“I am somewhat sure”** (5%), 3 number seven: **“I am sure”** (3,8%), 1 number eight: **“I am very sure”** (1,3%), 1 number nine: **“I am almost completely certain”** (1,3%), and lastly 2 number ten: **“I am absolutely certain”** (2,5%). In short, the highest percentage of students was 60% who **“did not think so at all”** that lack of rapport with their teachers was a cause of their performance failure, followed by 11,3% and 7,5%. From there, the percentage of students decreased gradually, being only 2,5% of the students who **“were absolutely certain”** that the lack of rapport with teachers was a cause of their performance failure, as shown in the bar chart (fig. 107) and in the next figure (fig. 108), a per-semester detailed overview answer.

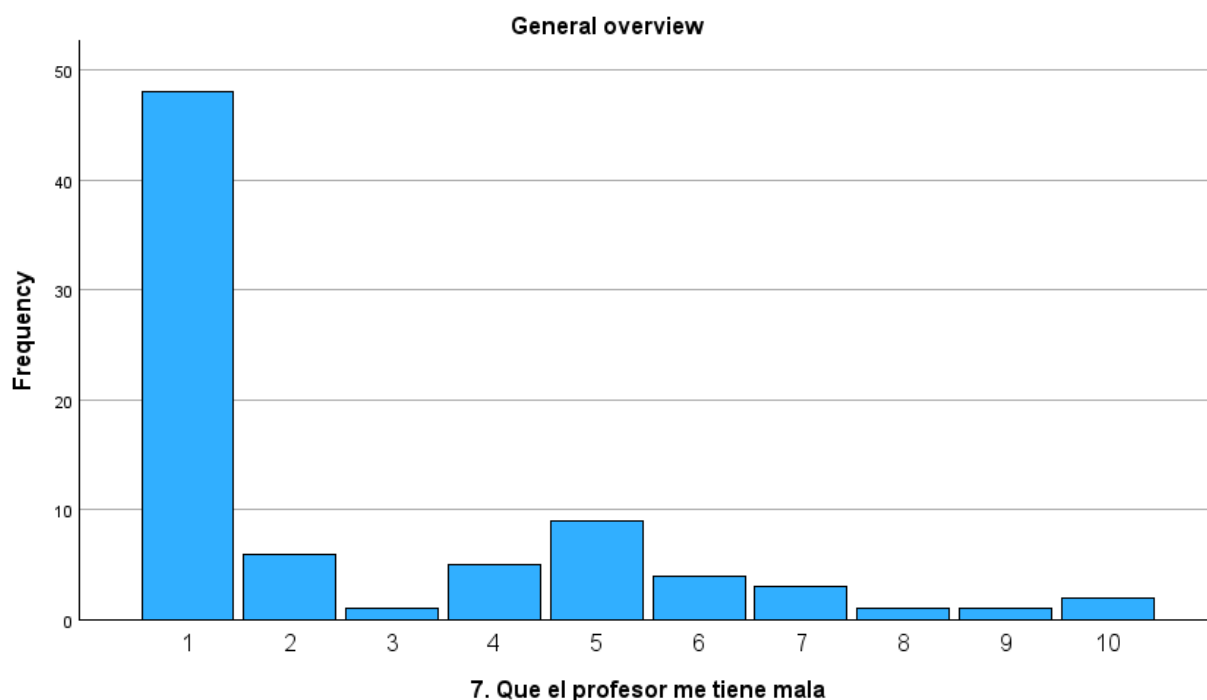


Figure 107 : Sixth section Seventh question general overview: “Que el profesor me tiene mala” [I sense a lack of rapport with the teacher..]

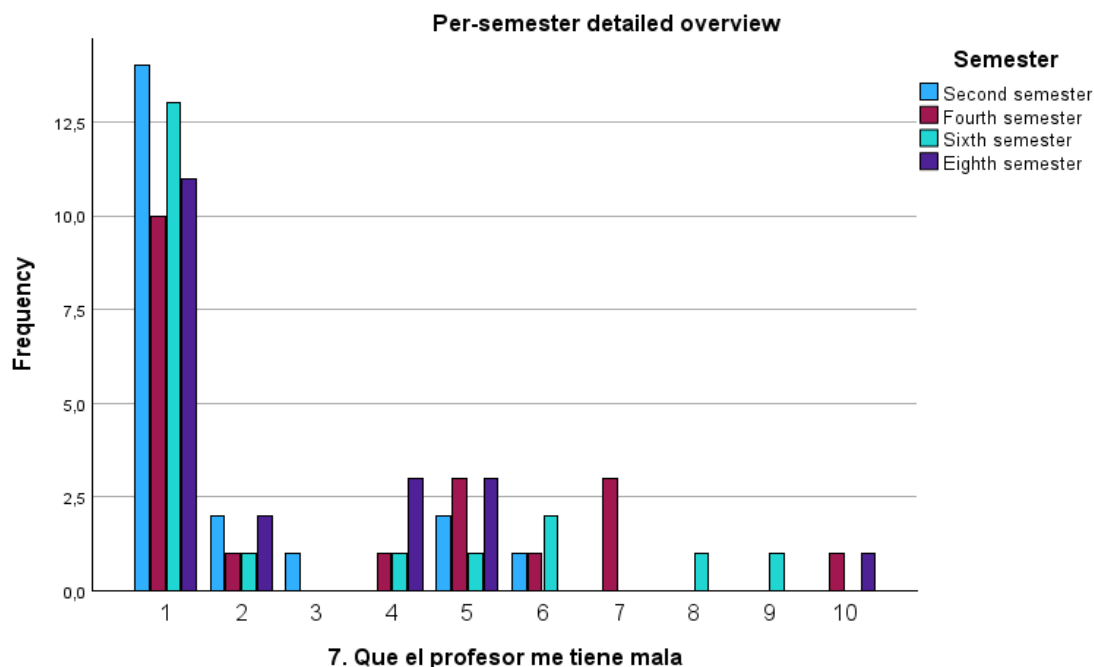


Figure 108 : Sixth section Seventh question detailed per-semester overview: “Que el profesor me tiene mala” [I sense a lack of rapport with the teacher.]

The eighth question concerns lack of study organization as a cause of students' performance failure. The percentage of students was as follows: None picked number one: **“I do not think so at all”**, 2 number two: **“I highly doubt it”** (2,5%), 2 number three: **“I am not sure”** (2,5%), 6 number four: **“I am somewhat unsure”** (7,5%), 5 number five: **“I am neutral”** (6,3%), 5 number six: **“I am somewhat sure”** (6,3%), 4 number seven: **“I am sure”** (5%), 11 number eight: **“I am very sure”** (13,8%), 12 number nine: **“I am almost completely certain”** (15%), and finally 33 number ten: **“I am absolutely certain”** (41,3%). In short, the highest percentage of students was 41,3% who **“were absolutely certain”** that their lack of study organization was a cause of their performance failure, followed by 15% and 13,8%, being only 2,5% of the students who **“Highly doubted”** that their lack of study organization was a cause of their performance failure, as shown in the bar chart (fig. 109) and in the next figure (fig. 110), a per-semester detailed overview answer.

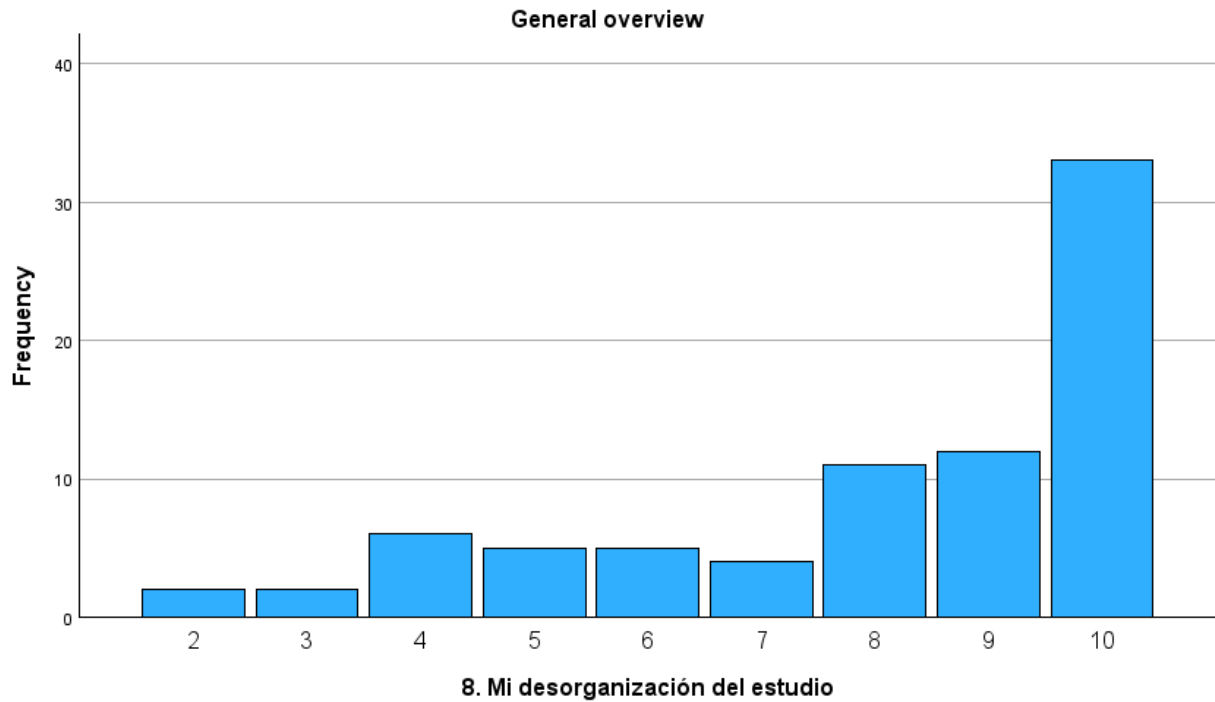


Figure 109 : Sixth section Eight question general overview: “Mi desorganización del estudio” [My lack of study organization]

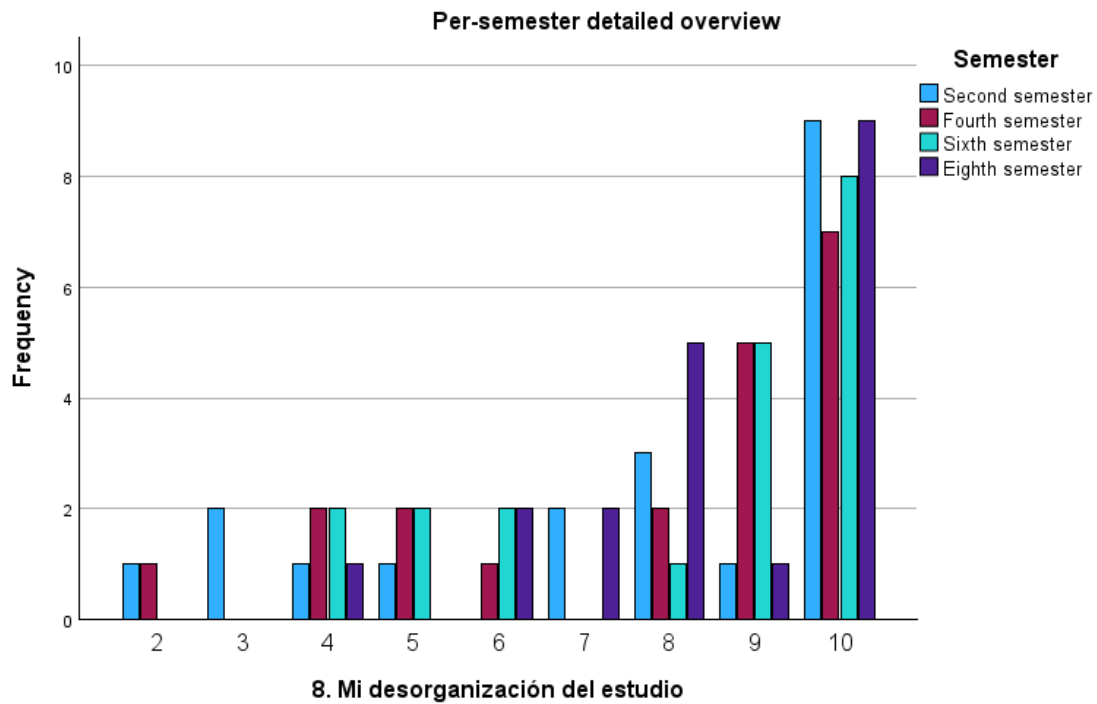
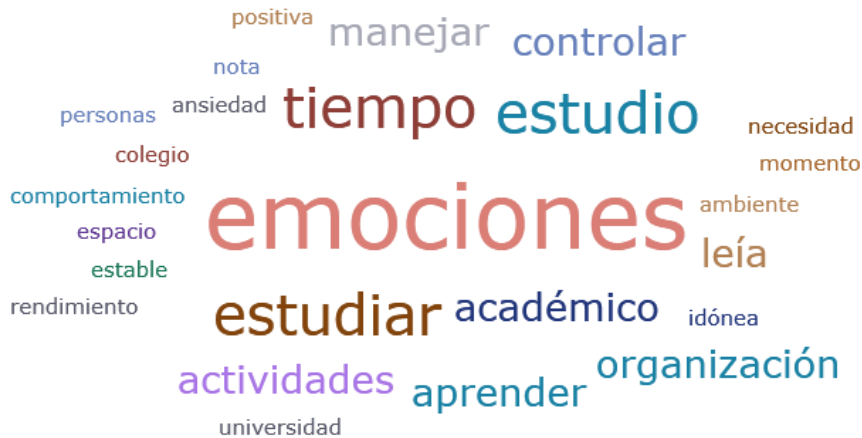


Figure 110: Sixth Section Eighth question detail per-semester overview: "Mi desorganizacion del estudio" [My lack of study organization]

II) Qualitative analysis

Figure 111: Word Clouds: Perception of Self-regulated learning.



In Figure 111, the word cloud for self-regulation learning highlights the most frequently mentioned terms: “emotions,” “study,” “time,” “learn,” “control,” “organization,” and “manage.” When categorized, these terms reflect different aspects of self-regulation; words like “emotions,” “anxiety,” “stable,” and “positive” relate to *emotional regulation*, emphasizing the importance of managing feelings to maintain focus and balance. At the same time, concepts such as “study,” “performance,” “improve,” and “time” connect to *Better Performance*, highlighting the role of planning and effort in achieving academic success. The category of *Well-being* includes words like “environment,” “moment,” and “space”, which reflect the need for supportive settings for learning. Furthermore, *Positivity* is represented by words such as “positive” and “idoneous,” indicating the focus on fostering a constructive mindset and its impact in the students' learning process. Words related to *Strategies* are reflected in terms like “organization,” “manage,” and “control”, which emphasize planning and goal-setting. In contrast, “disrupt” and “impulses” fit into *Deregulation*, pointing to the challenges of maintaining focus. Lastly, terms like “control” and “manage” align with *Mindset*, illustrating the need for discipline to overcome distractions and manage behavior.

Figure 112: Word Clouds: Strategies used



In Figure 112, a word cloud illustrates the most prominent terms being frequently mentioned, which are “time”, “study”, “practice”, “summaries”, “read”, “prepare”, “test”, and “classmates”. When categorizing these words by themes, it is evident that “time”, “study”, “summaries”, “prepare”, “semester”, “subjects”, “materials”, and “content” are associated with *Time Management* and *Academic Planning*, emphasizing the significance of efficiently organizing resources to achieve educational goals. Similarly, words such as “practice”, “read”, and “study” relate to the theme of *Learning techniques*, showcasing the strategies students employ to engage with their academic work and enhance understanding. Additionally, terms like “classmates”, “professor”, and “test” connect to *Social Dynamics* and *Academic Assessment*, highlighting the influence of peer collaboration, teacher support, and evaluation in the academic setting. Lastly, “relax”, “breathe”, and “forget” aligns with *Emotional Well-Being*, reflecting students' efforts to cope with stress and maintain equilibrium in their educational experience.

Figure 113: Word Clouds: Learning about Self-regulation and its Importance at UMCE



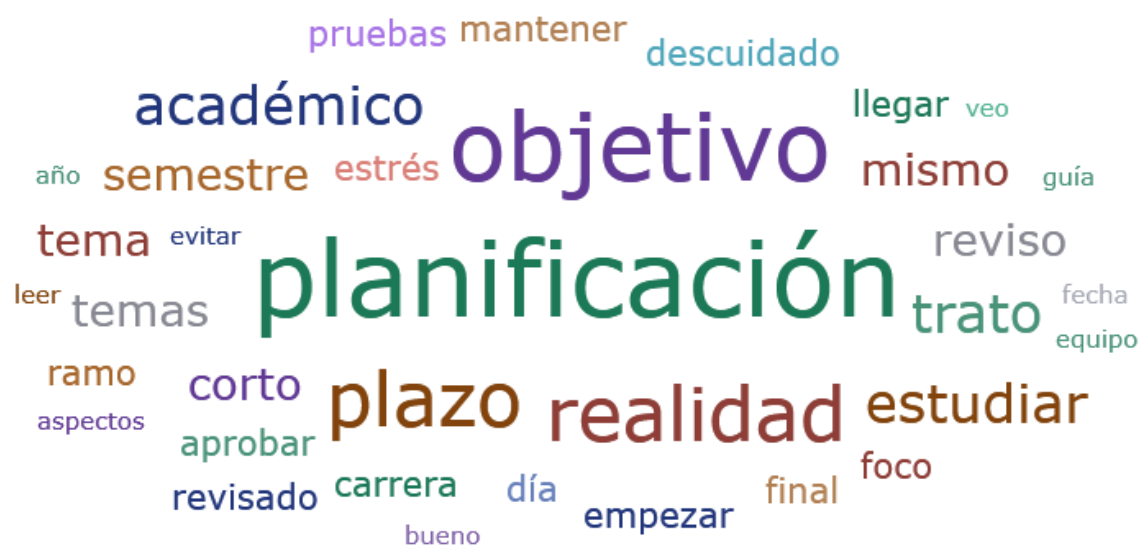
In Figure 113, the word cloud highlights the most frequently used terms, including “important”, “strategies”, “university”, “class”, “school”, “professor”, and “subject”. When grouped into thematic categories, words such as “important”, “university”, “school”, “subject”, “class”, and “semester” align with the theme of *Academic Environment*, reflecting the context in which students and educators interact. Terms like “strategies”, “skills”, and “tools” relate to *Learning Methods*, emphasizing the importance of equipping students with effective approaches for achieving academic success. Furthermore, “professor”, “teacher”, “vocation”, and “training” are connected to *Professional Development*, showcasing educators' pivotal role and dedication to fostering a supportive learning environment. Meanwhile, “climate”, “relax”, and “breathing” correspond to *Well-Being* and *Emotional Balance*, highlighting the need to maintain a positive atmosphere and manage stress in educational settings. Lastly, “subject”, and “course” are linked to *Organization* and *Curriculum Design*, underscoring the structure and content of educational programs and their impact on students' learning experiences.

Figure 114: Word Clouds: Use of English in non-Academic Settings



In Figure 114, the word cloud illustrates a response regarding the use of English outside the classroom, with frequent terms such as “read”, “subject”, “Spanish”, “speak”, “university”, and “group” standing out. When categorized, words like “subject”, “classroom”, “study”, and “professors” are linked to *Academic Context*, reflecting how students engage with English within structured educational settings. Terms such as “read”, “books”, “notes”, and “summaries” align with *Learning strategies*, emphasizing the role of written resources in language practice and using cross-references while studying. Meanwhile, “speak”, “language”, “people”, “attention”, and “friends” fall under *Social Interaction* and *Communication*, highlighting the use of English in social or collaborative scenarios, both with peers and in broader community contexts. Words like “games” and “volunteers” are associated with *Hobbies* and *Extracurricular Activities*, illustrating the opportunities for informal language application outside traditional learning environments. Lastly, “context”, “reality”, and “understanding” connect to *Cultural* and *Real-World scenarios*, showcasing how students relate English usage to their immediate environment or global experiences.

Figure 115: Word Clouds: Goal-setting and planning in learning



In Figure 115, the word cloud related to goal-setting and planning shows words such as “planning”, “Objective”, “reality”, “timeline” and “Academic”, with the most prominence. While classifying, words such as “planning”, “organize”, and “maintain”, “short”, “day”, “end” and “start” fall under **Planning and Organization**, illustrating the emphasis students place on structuring their academic activities to meet goals and deadlines effectively. This term leads to words like “objective”, “goal”, “focus”, and “important” related to **Goals and Prioritization**, reflecting the need to establish clear targets within their studies. Meanwhile, “review”, “revise”, “rubric”, and “topics” connect to **Evaluation and Review Processes**, signifying the importance of understanding criteria and revisiting content to achieve academic success. Words such as “semester”, “course”, “thesis” and “career” are associated with **Academic Journey**, showcasing the broader context of navigating their educational path. Lastly, “stress”, “reality”, “experience”, and “deadlines” align with **Challenges and Reflections**, highlighting the pressures students face and their strategies to overcome them.

Figure 116: Word Clouds: Handling stress and academic pressure



In Figure 116, a word cloud related to how to manage stress and academic pressure provides the terms with the most frequency: "things", "stress", "week", and "university". When it is categorized terms such as "things", "distract", "think", "listen", and "study", it appears strategies by which students have to mitigate their stress and pressure; therefore, these can be categorized as *Self-regulation Strategies*. Terms such as "stress", "stop", and "anxiety" can be contained as a *Monitoring Process* because of the students' labor to interpret their feelings during their learning process. Related to concepts such as "week", "Sundays", and "semester", these can be aligned with *Time Management* because students organize their schedules with the purpose of evading stress. Finally, concepts such as "university", "classmates", and "academic" can be associated with the origins of students' stress; therefore, these terms are grouped into the category of *Causes of Stress*.

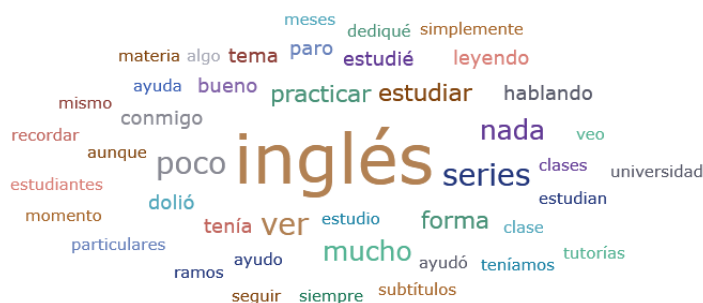
Figure 117: Word Clouds: Self-regulation and English proficiency



In Figure 117, the word cloud of Self-regulation and English proficiency, the most repeated and important terms are: English, self-regulation, improving, learning, anxiety, constancy, speaking, complicated. when categorized these terms we could say that some of them, such as: “anxiety”, “confidence”, “patience”, “develop”, “fear”, “understand”, “conscious”, are related to *Emotional Regulation* and *Frustration Management*. Other concepts related to *Constant Practice* are: “improve”, “speak”, “constancy”, “academically”, “example”, “develop”, “write”, “read”, “book”, “grow”, which in turn are related to **Speaking, Writing, Listening and Reading**. Additionally, terms such as “friends”, “everyone”, “advice”, “people”, “learn”, “improving”, “understand”, “teachers” are related to *Social Interaction* and *Peer Collaboration*, reflecting what students rely on to improve both their language proficiency

and self-regulation. Other important concepts that do not appear in the word cloud are: “self-knowledge”, “communication”, “enjoy”, “make mistakes”, “study”, “practice it”.

Figure 118: Word Clouds: Practice English and reinforce contents during the strike.



In Figure 118 the word cloud illustrates a response based on the practice and reinforcement of the contents seen in class by the students during the strike and university takeover, where we can appreciate key concepts such as: “nothing”, “little”, “I studied”, “study”, “something” which are related to *Self-regulation strategies*, specifically with *Planning*, implying that the students did not have as a priority the constant review of the contents during the months of paralyzation. When categorize them we can appreciate that words such as: “reading”, “classes”, “tutoring”, “help”, “subject”, are related to *Learning Resources*, similar to this we can find *Learning Practices* in which key concepts such as: “series”, “subtitles”, “watching”, “reading”, “speaking”, “practicing” stand out, in these we can specifically evidence

reading, writing, listening and conversation in English. Other words which do not appear in our word cloud, but we consider important are: “friends”, “companions”, “habits”, “converse”.

Figure 119: Word Clouds: Feedback in academic performances



In Figure 119, the word cloud provides the terms with the most frequency about what is the importance of feedback for improving academic performance: "feedback", "improve", "important", "realize", and "example" are the most current concepts used in this question. Categorizing concepts such as "important", and "much" delivers the *Importance of Feedback* for students during their learning process. In terms of the impact that students have related to feedback, it has a relationship with concepts such as: "improve", "conscious", "development", and "future". These concepts are linked with the category of *the Consequence of Receiving Feedback*, which students have an impact on their learning process once having received feedback. Another category appears when concepts such as: "realize", "example", "attention", "abilities", "practice", "mistakes", and "integrate". These terms provide the category of *Locating Strengths and Weaknesses*, which students are capable of detecting strengths, and then

practicing their shortcomings. The last group of terms has a relation from where students get their feedback, concepts such as: "teachers", "commentaries", and "critiques" are the main terms that provide the category of *Who Offers Feedback*, having in consideration from where students obtain their evaluation during their learning process.

Figure 120: Word Clouds: Support network for enhancing English skills



In Figure 120, the word cloud provides the most frequent terms: "friends", "improve", "classmates", "ask", "teachers", and "talk" which are related to how students use their support network to boost their English abilities. When categorizing concepts such as: "friends", "classmates", "teachers", and "family", it appears the first classification is related to *Students' Support Network*, which provides that students can identify their agents with whom they can practice their English. On the other hand, categorizing terms such as: "talk", "ask", "chat", "study", "explain", "think", and "teach" are linked with the group of *Students' Learning Strategies*, which demonstrates that students have different manners of using their support network depending on their conveniences.

Triangulation

Triangulation aids to complement both quantitative and qualitative results, enhancing what the survey reveals in terms of quantitative data with verbal responses of the surveyees from the qualitative, semi-structured interviews. Once the results of both analyses have been presented, similarities appear such as a lack of self-regulation awareness. The Quantitative data indicates that students do employ strategies to a certain degree, to mention Goal-setting, planning, time management, and help seeking without associating the aforementioned to the concept of self-regulation. For that matter, and for example, section II, question 2 (see Figure 7 and 8), highlights the use of goal-setting strategy, demonstrating the above.

In contrast, qualitative results show that students verbally acknowledge using various techniques that are linked directly to self-regulation in a learning process, yet also affirm to not be aware or properly educated in regards to self-regulation in general. For example, in the qualitative item Question 1 (See Figure 111), students make use of words vinculated to strategies such as “organization”, “manage”, and “control”, and also relate self-regulation to emotional regulation, in which words such as “emotions”, “anxiety”, and “stable” are cited. Our methodological framework instrument, the semi-structured interviews, talks about self-regulation as a concept which was taken towards emotional regulation by some of the interviewed, and this does not happen with the quantitative instrument because it is not included, as it is based on likert scale values and fixed sentences. This variety of answers spots different perspectives and assumptions students have about the concept, instead of a singular, researched view of the latter.

There is a tendency that surfaces in both data sets. Quantitative results show improvement in self-regulation skills, spotted in the sixth semester, distinctly in self-assessment items (e.g., Quantitative analysis, section IV, Questions 2 and 8; see Figures 54 and 68). Nevertheless, that progress plateaus or declines slightly by the eighth semester. Qualitative data, with a degree of variability, suggests that advanced students exhibit clear understanding of their goal-setting processes, evidenced in Figure 115 in said item, showing disparity between the precision of statistical measures and the observations of qualitative data.

Despite the overall consistency between qualitative and quantitative results, significant discrepancies are observed in relation to goal setting and planning in learning. For instance, in qualitative data, Questions 5 and 9 (see Figures 115 and 119), which are oriented to how often students check their learning objectives and how important they considered the feedback is and how it can be applied in their learning process respectively, students label the concept of learning objectives as important (see Figure 115), also they display intentions of being steadier in their learning process, by checking learning objectives more often and applying the given feedback for future improvement (see Figure 119), however, most of them do not look into their learning objectives so often nor apply the given feedback if it is not detailed even though when it was stated as something important by themselves. The aforementioned is shown in the quantitative data, Section II, Question 2 (Figures 7 and 8); Section III, Question 10 (Figures 37 and 38); and Section IV, Question 1 and Question 3 (Figures 53, 54; Figures 57, 58 respectively).

Similarly, in question 8 of the qualitative data, the results show that during strikes most students reported studying very little or not at all, with the most frequently mentioned words being “nothing”, “little” and “study” (see Figure 118), while the quantitative data shows different outcomes. For example in *Section V: Self-efficacy scale for willingness to study* the results show that students felt highly confident in their organization and planning (see Figures 83 regarding organization, 85, 86, 87, and 88 for planning). This suggests that there exists a gap between students’ perceptions and their actual behavior, even though they may feel confident in their ability to organize and plan their studies, this confidence doesn't translate into effective study habits, especially during challenging times like strikes.

In respect of help seeking, which is an essential element for self-regulation as it encourages collaboration within the environment where the students are located, it also fosters the acquisition of lifelong learning habits, such as knowing when and how to ask for help or assistance, while reducing frustration by seeking support from others. According to questions 4, 6, 9 and 16 of section III in the survey (see figures 25, 26; 29, 30; 35, 36 and 49,50 respectively), the vast majority of students, particularly those in 6th, 8th and 4th semester, are aware of who to ask for help when needed. At the same time, it is linked to figure 120 of the qualitative results in which students were asked for their supporting network and how they utilize them in their learning process to enhance their learning English skills. The most frequently mentioned words were "friends", "improve", "classmates", "ask", "teachers", "study", and "talk" among others .

These responses indicate that students can identify their supporting network and employ different manners to polish their learning process by relying on these networks. Nevertheless, in question number 9 of section III in the survey, a significant number of students selected options “never” or “rarely” when asked if they took notes about their doubts to ask the teacher later (see figure 35, 36). This indicates that students feel more comfortable seeking help from their peers/friends rather than from the teacher, at least, regarding doubts that arise during lessons. Additionally, it seems that structured and effective methods, such as creating focus groups, participating in collaborative problem-solving lessons, and attending workshops, are being overlooked. In conclusion, while students across semesters demonstrate an optimal understanding of their support networks, their limited or informal interaction with these networks suggests an opportunity to polish their learning process.

Regarding self-motivation, there is an agreement that self-motivation is tied to academic continuity, as disruptions, interruptions such as strikes affect the willingness to face academic challenges and have the willpower to keep up with their formation, potentially affecting intrinsic motivation (see qualitative analysis, Figure 118). In contrast, Figure 114 of the same data set provides the use of English in non-academic contexts, showcasing the source of motivation, being academics as a begetter of engagement, taking into consideration terms such as “subject”, “classroom”, “study”, and “professors” which signals the aforementioned. On the same note, terms like “speak,” “language,” “people,” and “friends” (see Figure 114) highlight social sources of motivation, being those ways to keep utilizing English, therefore aiding their learning process despite the academic realm. Hobbies and Extracurricular activities also play a role in sustaining the use of English, boosting motivation; as terms “games” and “volunteers” are declared by the interviewed. Ultimately, Cultural and Real-world scenarios are also found pivotal with terms “context”, “reality”, and “understanding”, providing meaning and linking the subject to students’ reality. However, Figure 116 gives insights of motivation in struggling factors, whether internal or external. Terms such as “think”, “listen”, and “study” (see Figure 112) reflect the use of Self-regulation strategies, linking self-motivation as a basement to drive Self-regulated learning and where the is utilized by means of stress mitigation with deliberate actions such as relaxation or focused efforts. Monitoring-wise, words “stress”, “stop”, and “anxiety” link self-motivation to the ability of interpreting and recognizing emotional states and the use of that self-regulation component to generate adjustments to their behavior (see Figure

112). Time-management is also mentioned with terms like “week”, “Sundays”, and “semester”, which self-motivation powers, as it helps students to plan and adhere to schedules; at the same, it is mentioned feedback as means of motivation to improve (see qualitative analysis, Figure 119). Quantitative data wise, such can be seen in Section II, Questions 1 to 7 (see from figure 5 to figure 18) , where there is a willingness to use different strategies, some already mentioned in this paragraph, although there are grapples in strategies such as Planning where almost half of the students do not always plan the time they are going to spend in each activity (see Section II, Question 5; figures 13, 14), or Time-Management, where the majority of students do not always or almost always make a schedule to organize their study time (see Section II, Question 4; figures 11, 12).

Regarding the students’ planning skills, a positive trend is evidenced in regard to planning related actions such as organizing contents and tasks for short periods of time. However, there are points that show negative trends in specific situations, such as the organization of time when it comes to the earlier mentioned organized activities. There is a positive view and activity regarding planning, but a negative tendency when it comes to preserving and seeing said plans through. Specifically, the positive trends in questions 6 and 7 of section II in the survey (see figures from 15 to 18) shows a proactive tendency of students when it comes to organizing their academic tasks; though there is a discrepancy as of a negative trend in question 5 of the same section that shows a deficit in the use of their time in the organized tasks (see figures 13, 14). Question 5 of the interview results complement the similar trends, as there is a tendency on making plans for short periods of time, but also a tendency to not check or verify the state of their plans and either compromise part of said plans or improvising; a trend that repeats across different generations. (see figure 115)

In terms of monitoring, the analysis reveals that Section II, particularly questions 1 and 2 of the quantitative component, indicates that students in the English Department place importance on establishing short - and long-term academic objectives (see figures from 5 to 8). This is especially evident among students in 2nd and 4th semester, who are more likely to set such goals. Additionally, Section IV, question 8, demonstrates that students across all semesters show active interest in their learning objectives, with 2nd and 6th-semester students being the most engaged in this topic (see figures 67, 68). Although key words such as “planning”, "study",

"objective", and "review" are mentioned in qualitative analysis question 5 (see figure 115), said disagrees with the quantitative, as the interviewed declare that they do not check their academic objectives, though there is a focus in long-term objectives, such as future tests, rather than short-term ones.

Regarding reflection, quantitative data from question 11 in Section IV suggests that students in the department possess the ability to evaluate and identify study strategies that are ineffective to the development of the, with those in the 4th, 6th, and 8th semesters demonstrating greater development in this area (see figures 73, 74). Similarly, question 14 from the same section reflects the students' high level of concern and motivation regarding their academic progress (see figures 79, 80). On the qualitative side, question 9 (see figure 119) is particularly remarkable, as the word cloud associated with it highlights terms such as “feedback,” “improve,” “important,” “development,” and “comments,” which underscore the students' commitment to self-improvement and academic growth.

In terms of time management, students demonstrate in questions 9 and 13 of Section IV (see Figure 69,70 and 77,78), and questions 1 and 3 of Section V (See Figure 81, 82 and 85, 86) of quantitative data that they are aware of the concept of designing study strategies based on their time. However, students from 2nd, 4th, and 6th semesters consistently manage their time. On the other hand, students from the 8th semester demonstrate a low density in their planning based on time; nevertheless, these students perceive that they do not need more time for their academic objectives. Notwithstanding, qualitative data provided in question 2 (see figure 112) shows that students create their study planning based on their time. Answers are diverse about how students manage their schedule based on their necessities for achieving academic goals, perceiving study strategies from preparing evaluations, not studying without time, checking their subject, or in particular a case which does not count with time for creating educational strategy.

A further observation regarding students' confidence levels in fostering a suitable place to study, underlines their ability to create an appropriate environment to learn autonomously (see figures 89 to 94, Section V quantitative data). Across the areas analyzed such as choosing a distraction-free space, having all necessary materials, and ensuring optimal environmental conditions (light, ventilation, temperature), most students demonstrated high levels of

confidence, although some gaps remained, most students felt high confidence indicating the majority feel equipped to establish conducive study settings. However, the data also reveal smaller groups with lower confidence suggesting that while most students stand out in creating a suitable place to study, there remain students who may struggle to access resources or develop effective strategies (see Figure 89 and 90).

CHAPTER 5: DISCUSSION OF RESULTS

Discussion of Results

The following section will address the main results found after performing the quantitative and qualitative analyses and triangulating the results of this research. The main results were listed to provide an overview and then compared with other studies conducted on student self-regulation to provide a more global view of the phenomenon under study.

1. Students are unaware of their self-regulation process; hence, they apply strategies despite being unable to relate them to the concept. They make assumptions based on what they have learned in two courses that work with emotional regulation and self-awareness.
2. There is a gradual improvement in self-regulation strategies employment, reaching its peak in the sixth semester, plateauing in the eighth semester, and declining with slightly lower degrees of fulfillment than in the sixth.
3. Students exhibit a clear understanding of their goal-setting processes.
4. The students appreciate the concept of learning objectives and want to improve it. However, they do not look into their learning objectives often (see Figure 5) and ignore their feedback if it is not detailed.
5. When correctly done by a professor, feedback motivates students to improve their learning process.
6. During strikes or takeovers, most students do not study or keep studying.
7. Students felt highly confident in their organization and planning processes. However, there was a gap between their perceptions and their actual behavior.
8. Students prefer proximate support networks, such as classmates and friends, rather than professors, to solve doubts about a subject.
9. Despite strikes and disruptions of classes, most students feel engaged and motivated towards the program.
10. Students value long-term and short-term objectives, especially the latter. However, there is a discrepancy between both data sets.
11. There is an optimistic view and activity regarding planning, but preserving and revising plans is overlooked.
12. There is a deficit in the use of their time in organized tasks.

13. There is a tendency to make plans for short periods but also to not check or verify the state of their plans.

14. Students possess the ability to evaluate and identify study strategies that are ineffective in the development of English learning.

15. Students demonstrate that they know the concept of designing study strategies based on their time. Second, fourth, and sixth-semester students are consistent, while eighth-semester students perceive that they do not need more time for their academic objectives.

16. Most of the students can create an appropriate environment to study.

This research on students' self-regulation processes in English language teaching has important findings that provide valuable insights. The data also provide important information about several central features of self-regulation to inform pedagogical design and interventions to improve student learning outcomes.

The results also show that students are not self-aware about their self-regulation processes, consistent with Zimmerman (2002), who stressed metacognitive awareness's role in self-regulated learning. Students use different self-regulation strategies but do not relate these strategies to the pan concept of self-regulation. A disconnect implies the need for direct instruction of self-regulation methodology to help students comprehend the association between their activities and self-regulation principles (Schunk & Zimmerman, 2012).

Results indicate a developmental pattern in the employment of self-regulation strategies, with a peak occurring in the sixth semester and a decline in the eighth semester. The trend in these findings is consistent with Pintrich's (2000) work, showing that students' self-regulated learning capabilities vary over time as they meet varying challenges and responsibilities throughout their academic careers. If, during later semesters, students use fewer strategies, they may be overconfident with their organization and planning abilities (results 7 and 15), indicating that they may not have fully understood these strategies. On this, we find resonance with Dunning and Kruger (1999) on the Dunning-Kruger effect, whereby people who know little about an issue often overestimate how much they know about it.

Feedback is critical in helping students learn to improve their learning processes (result 5), which agrees with Hattie and Timperley (2007) that feedback is essential to self-regulation. However, as a result of 4 shows, students tend to ignore feedback unless it is elaborate (Schunk, 2003), meaning that detailed and formative feedback is required as it should encourage students to reflect and set goals (Payne et al., 2007).

Also, (result in 8) finds that students prefer peer-proximate support networks to professors. This preference indicates that students can share tactics and experiences during collaborative learning environments to help them self-regulate. This approach is a sociocultural constructivist theory supported by Vygotsky (1978), which emphasizes that social interaction is crucial to cognitive development and learning. Considering this preference, instructors can foster structured peer collaboration and discussion, which may increase student self-regulation.

However, despite disruptions (e.g., strikes), many students remain engaged and motivated (result 9). Their goal-setting processes perhaps account for this resilience (result 10): students attach much importance to short- and long-term objectives. However, there was a disparity between their perception of these objectives and their actual behavior (result 7). This gap further indicates students' need to become more involved in their learning objectives by participating in reflective practices and self-assessment (Zimmerman, 2003).

Other important findings (results 12 and 13) include the deficit of management of the organized task and short planning produced without verification (result 12). The result of this limitation indicates that students need to have better time management skills and monitoring of their progress more often. Britton and Tesser (1991) indicate that there appears to be a statistically significant correlation between effective time management and academic performance, and therefore, penetrating this area could have significant positive effects on students' academic success.

Finally, the finding of students' ability to create a conducive study environment (result 16) is encouraging; it is evidenced by Weiner's (1992) assertion that environmental conditions may significantly affect motivation and self-regulation.

Such research on self-regulation in English language teaching continues to reveal the complexity of student learning processes. Addressing the gaps in self-awareness, feedback utilization, peer support, and time management will allow educators to create a more supportive environment that promotes self-regulated learning. Finally, more research is needed into the interventions that can promote self-regulation and how this relates to academic performance in English language learning contexts.

Chapter 6: Conclusions

The following section is related to the conclusions of this research. We will re-assess the general objective and specific objective and see their degree of achievement, as well as give answers to the research questions and validate the hypothesis proposed for the quantitative part. In addition, we will reflect on the limitations we found during the period in which this study was carried out and the possible lines of research that will open once this research is concluded.

According to the general objective To identify the role of self-regulation strategies in enhancing academic performance and professional development among students enrolled in a teaching training program, it is met since the self-regulation strategies commented on in the study are not only recognized but also their other components or elements which are employed to facilitate students' learning processes, even though the students are not fully aware of the subject in question. As illustrated in the data collection instruments, either the semi-structured interviews or the online survey used, they employed strategies related to the concepts, which could signify a lack of information regarding this topic, at least at formal learning levels.

In terms of the Specific objectives, the first one is to establish the self-regulation strategies used frequently by students in a teaching training program; we can state that during the process of data collection and analysis, both qualitative and quantitative, the students recognize that they employed different strategies that helped them during their academic process in different areas related to the concept of self-regulation; help-seeking, goal setting, planning, time management, self-motivation, monitoring, and reflection, among others. The most used strategies are time management and planning, showing diversity in the perception of their times with variations per semester and individual contexts, help-seeking through their closest peers, and goal setting, the latter being in the short term.

The second specific objective was to distinguish potential difficulties and obstacles students experience on their way to self-regulation in their academic and career endeavors; we distinguished several problems and/or difficulties; one of them is related to not having a suitable environment for studying, as reflected in some of the students interviewed. Another problem is the lack of information about self-regulation since many of our interviewees associate the word with emotions and their control. First, second, and third-year students do not have any class focused on the concept of self-regulation, but until the fourth year, where students take the subjects of Classroom Climate and Socio-Affective competencies and Classroom Management Strategies, which causes students to be unaware of the process of self-regulation as explored in

this research, but also to apply strategies related to emotional self-regulation and the concept of Self-awareness. In these subjects, self-regulation is presented using an emotional regulation approach, which explains some of the responses that link this concept to the field of emotion management.

Finally, regarding the third specific objective, To suggest strategies to improve the integration of self-regulation training into this teaching training program, we could mention that the context in which the university is exposed to strikes is considered a problem because some students (mainly those in the second and fourth semesters) present some failures at the time of employing self-regulation strategies and continuing their training process during periods of interruption of formal academic training, through takeovers, stoppages, among others.

Regarding tendencies seen in the eighth semester, the latter could be tied to differences related to the modality of the classes, for instance, whether these semesters had all their classes in person or remotely, which may have affected, to some degree, the self-regulation strategies, which is presumably due to COVID restrictions or context in the case of the eighth semester. However, there might be another explanation for that phenomenon that can justify or provide potential research gaps that could be further studied to understand this tendency and confirm whether it only occurs in this context or if it is found to be a common occurrence, suggesting future research to dive into the aforementioned.

The lack of self-regulation strategies is a problem that needs to be solved from the student's point of view through the study of literature and educated sources regarding the self-regulation of the learning process. Therefore, although it does not leave transversal changes during the research process, the results told us that self-regulation strategies should be present from a curricular point of view during the whole year through workshops or different activities.

Regarding the first research question: What are the most utilized self-regulation strategies among students in a teaching training program? Students are unaware of their self-regulation process; hence, they apply strategies despite being unable to relate them to the concept. They make assumptions based on what they have learned in two courses that work with emotional regulation and self-awareness. Although there is a gradual improvement in self-regulation strategies employment, reaching its peak in the sixth semester, plateauing in the eighth semester, and declining with slightly lower degrees of fulfillment than in the sixth. In

general terms, students exhibit a clear understanding of their goal-setting processes. However, they are unaware of self-regulation concepts as a word they use to plan their academic activities.

The second research question, "What are students' main challenges and barriers in implementing self-regulation strategies in their academic and professional pursuits within the teaching training program?" showed us a deficit in students' time use in organized tasks; it is a real problem considering strikes and periods without classes at university during strikes or takeovers, as most students do not study or keep studying.

The third research question is, What recommendations can be proposed for improving the integration and effectiveness of self-regulation training within teaching training programs to enhance student outcomes? One recommendation is to integrate self-regulation classes at the university level from a lower level, specifically in the first year, so that later students can acquire more self-awareness and self-regulation skills. In turn, this same process could be used in schools to form those necessary skills for future development from an early age.

Another suggestion is to focus on teachers and promote workshops so that they can also inculcate self-regulation skills in their classes. Another is to promote a classroom in which these self-regulation skills are worked on through activities that integrate and encourage acquiring these skills.

Finally, the hypothesis stated at the beginning of the study hypothesis was validated according to the results of this research. The study's findings show that self-regulation skills are crucial in building teaching competencies and professional skills among students in a teaching training program. Besides self-regulation, skills such as time management, organization, and planning are essential for fruitful development, either in a learning process or professionally.

On the other hand, previous research and the confirmation of the first hypothesis prove the importance of self-regulation skills in forming future teachers in their training programs. However, it can be debated whether the strategies to develop self-regulation form part of the curriculum, as often these are overlooked and left for students to identify and understand autonomously. Whether taught during the program or self-taught, these skills play an important role during their learning and training process, showing disagreement with hypothesis 2.

Research Limitations

This study is limited by its primary focus on college students in their 2nd, 4th, 6th, and eighth semesters of Universidad Metropolitana de Ciencias de la Educación (UMCE). This focus permitted a deep understanding of self-regulation within a specific context. Nevertheless, it limited the general representativeness of the findings. Time was another important factor, as students did not answer the questionnaire when we planned to collect data, and we had to use different strategies to invite students to complete the questionnaire online.

Future Research

Likewise, and linked to self-regulation being perceived as emotional regulation, further research seems feasible to investigate the emotional realm and its relationship with self-regulation strategies with college students not only at UMCE but also a more extensive process involving other institutions of the exact nature across the country or a specific region to gather insights that might help to design effective educational proposals or policies to enhance student's learning process. Future research should explore enlarging the sample to incorporate a broader representation across multiple universities nationwide.

References

- ACTFL (2024). Proficiency Guidelances 2024
https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL_Proficiency_Guidelines_2024.pdf
- Aeon, B., & Aguinis, H. (2017). It's about time: new perspectives and insights on time management. *Academy of Management Perspectives*, 31, 309–330.
- Allen, D. (2004). *Oxford placement test 1*. Oxford: OUP.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. III(3), pp. 21-34., 10.20472/T
- Antoine, M.-N. (2017). El francés en el sistema educativo chileno: Causa perdida o caballo de Troya para un cambio. *Contextos: Estudios de Humanidades y Ciencias Sociales* Retrieved December 20, 2021. 18, 203–210. <https://gerflint.fr/Base/Chili4/11antoine.pdf>
- Araya, D., Peña, R., Rodríguez, N., Spate, S., & Vergara, K. (2013). Learning strategies and self-regulation in vocabulary acquisition: A research project about EFL learner's study experience and achievement (Informe Final de Seminario de Grado para optar al Grado de Licenciado en Lengua y Literatura Inglesas). Universidad de Chile, Facultad de Filosofía y Humanidades, Departamento de Lingüística. Profesora Guía: Rosa Bahamondes R.
- Auzoult, L., Kubiszewski, V. and Hardy-Massard, S. (2016) 'Perseverance in the effort', *Swiss Journal of Psychology*, 75(4), pp. 182–187. doi:10.1024/1421-0185/a000184.
- Banahan, L., & Mullendore, R. (2014). *Navigating the first college year. A guide for parents and families*. Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248–287. doi:10.1016/0749-5978(91)90022-1

- Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal Of Personality And Social Psychology*, 41(3), 586-598. <https://doi.org/10.1037/0022-3514.41.3.586>
- Barahona, (2015). English language Teacher Education in Chile. doi:10.4324/9781315689937
- Baranovskaya, T. (2015). Self-Regulation Skills: Several Ways of Helping Students Develop Self-Regulated Learning. *Journal of Language and Education*, 1(2), 56-64. <https://doi.org/10.17323/2411-7390-2015-1-2-56-64>
- Barnawi, O. Z. (2022). New English(es) in Saudi Arabia: Implications for language policy. *Journal of Language and Linguistic Studies*, 18(1), 935-947. Doi: 10.52462/jlls.229
- Berne, Jennifer & Blachowicz, Camille. (2008). What Reading Teachers Say About Vocabulary Instruction: Voices From the Classroom. *The Reading Teacher International Reading Association*. 62. 314-323. 10.1598/RT.62.4.4.
- Boekaerts, M., & Niemivirta, M. (2000). Self-Regulated Learning. *Handbook of Self-Regulation*, 417–450. doi:10.1016/b978-012109890-2/50042-1
- Brady AC, Wolters CA, Yu SL. Self-regulation of time: The importance of time estimation accuracy. *Front Psychol*. 2022 Oct 24;13:925812. doi: 10.3389/fpsyg.2022.925812. Erratum in: *Front Psychol*. 2023 Jan 05;13:1094993. PMID: 36353090; PMCID: PMC9639830.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Britton, B., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405-410. <https://doi.org/10.1037/0022-0663.83.3.405>

- Britton, B. K., & Glynn, S. M. (1989). Mental management and creativity: a cognitive model of time management for intellectual productivity. In J. Glover, R. Ronning, & C. Reynolds (Eds.), *Handbook of creativity* (pp. 429–440). New York: Plenum
- Britton, B., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405-410. <https://doi.org/10.1037/0022-0663.83.3.405>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (2nd ed.). London: Longman.
- Brown, H. D. (2014). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*. Pearson Education.
- Brown, H.D. & Lee, H. (2015) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education, New York.
- Buehler, R., & Griffin, D. (2015). When plans lead to optimistic forecasts. In M. D. Mumford & M. Frese (Eds.), *The psychology in planning in organizations: research and applications* (pp. 31–57). New York: Routledge.
- Burt, C. D., Weststrate, A., Brown, C., & Champion, F. (2010). Development of the time management environment (TiME) scale. *Journal of Managerial Psychology*, 25, 649–668.
- Cambridge University Press (n.d.). Motivation. En **Cambridge Dictionary**. Recuperado el 06 de octubre de 2024, de <https://dictionary.cambridge.org/dictionary/english/motivation>.
- Cerezo, R., Bogarín, A., Esteban, M., & Romero, C. (2020). Process mining for self-regulated learning assessment in e-learning. *Journal of Computing in Higher Education*, 32(1), 74-88.
- Chamot, A. U., and L. Kupper. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals* 22 (1): 13-24. <https://doi.org/10.1111/j.1944-9720.1989.tb03138.x>

- Chang, C.-C., Liang, C., Yan, C.-F., & Tseng, J.-S. (2012). The Impact of College Students' Intrinsic and Extrinsic Motivation on Continuance Intention to Use English Mobile Learning Systems. *The Asia-Pacific Education Researcher*, 22(2), 181–192. <https://doi.org/10.1007/s40299-012-0011-7>
- Choez Menoscal, Cesar Eduardo; Tenelema Chenche, Joyce Yesenia (2017). A Case Study Of Self-Regulatory Practices In An A2 Tefl Classroom At An Ecuadorian Public University. Trabajo final para la obtención del título: Magister en Enseñanza de Inglés como Lengua Extranjera. Espol. Fcsh, Guayaquil. 73 p. <https://www.dspace.espol.edu.ec/retrieve/92ffadef-b5db-4b54-aa82-cc256a83c4f3/D-CD233.pdf>
- Claessens, B.J.C., van Eerde, W., Rutte, C.G. and Roe, R.A. (2007), "A review of the time management literature", *Personnel Review*, Vol. 36 No. 2, pp. 255-276. <https://doi.org/10.1108/00483480710726136>
- Cleary, T. J., & Callan, G. L. (2014). Student self-regulated learning in an urban high school: Predictive validity and relations between teacher ratings and student self-reports. *Journal of Psychoeducational Assessment*, 32(4), 295-305. <https://doi.org/10.1177/0734282913507653>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). London: Routledge. <https://doi.org/10.4324/9781315456539>
- Corno, L., & Mandinach, E. B. (1983). The role of cognitive engagement in classroom learning and motivation. *Educational Psychologist*, 18(2), 88–108. <https://doi.org/10.1080/00461528309529266>
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

- Daunic, A. P., Smith, S. W., Brank, E. M., & Penfield, R. D. (2006). Classroom-based cognitive-behavioral intervention to prevent aggression: Efficacy and social validity. *Journal of School Psychology, 44*(2), 123–139. doi:10.1016/j.jsp.2006.01.005
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne, 49*(3), 182-185. <https://doi.org/10.1037/a0012801>
- Deeva, I., Jin, L., Jouhari, M., & Somasundaram, J. (2021). Supporting students' self-regulated learning in online learning using artificial intelligence applications. *International Journal of Educational Technology in Higher Education*. <https://doi.org/10.1186/s41239-023-00406-5>
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE Publications.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. L. Erlbaum.
- Dörnyei, Z. and Ushioda, E. (2011) *Teaching and Researching Motivation*. 2nd Edition, Pearson, Harlow.
- Dörnyei, Z., & Ryan, S. (2015). *The Psychology of the Language Learner Revisited* (1st ed.). Routledge. <https://doi.org/10.4324/9781315779553>
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and Researching: Motivation*. <https://doi.org/10.4324/9781315833750>
- Douglas B., & Heekyong L. (2015). *Teaching by principles; An Interactive Approach to Language Pedagogy*, Fourth Edition (pp. 74-76)
- Duculescu, C. (2022). *An Investigation of Language Learners' Use of Grammar Learning Strategies in Technology-enhanced Language Learning* (Doctoral dissertation, Arizona State University).

- Duncker, K. (1945). On problem-solving (L. S. Lees, Trans.). *Psychological Monographs*, 58(5), i–113. <https://doi.org/10.1037/h0093599>
- Dunning, D., & Kruger, J. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, 77(6), 1121-1134. <https://doi.org/10.1037/0022-3514.77.6.1121>
- EL-Sayad, G., Md Saad, N.H., & Thurasamy, R. (2021). How higher education students in Egypt perceived online learning engagement and satisfaction during the COVID-19 pandemic. *Journal of Computers in Education*, 8(4), 527-550. 10.1007/s40692-021-00191-y
- Elias, S. M., & MacDonald, S. (2007). Using past performance, proxy efficacy, and academic self-efficacy to predict college performance. *Journal of Applied Social Psychology*, 37, 2518-2531. <https://doi.org/10.1111/j.1559-1816.2007.00268.x>
- Ericsson, K. A. (2006). Protocol analysis and expert thought: Concurrent verbalizations of thinking during experts' performance on representative tasks. *The Cambridge handbook of expertise and expert performance*, 223-241. <https://doi.org/10.1017/CBO9780511816796.013>
- Fathi, J., Mohebiniya, S., & Nourzadeh, S. (2019). Enhancing second language writing self-regulation through self-assessment and peer-assessment: a case of Iranian EFL learners. *International Journal of Applied Linguistics & English Literature*, 8(3), 110. <https://doi.org/10.7575/aiac.ijalel.v.8n.3p.110>
- Fukuda, A. (2017). The Japanese EFL Learners' Self-Regulated Language Learning and Proficiency. *Journal of Pan-Pacific Association of Applied Linguistics*, 22(1), 65-87. <https://doi.org/10.25256/PAAL.22.1.4>
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold. <https://doi.org/10.1037/h0083787>
- Gardner, R. C. (2011) Integrative motivation and second language acquisition Robert C. Gardner Department of Psychology. The University of Western Ontario London, Canada. Available at <https://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf>

- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge
- Gharbavi, A., & Ahmad Mousavi, S. (2012). Do Language Proficiency Levels Correspond to Language Learning Strategy Adoption? *English Language Teaching*, 5(7). <http://dx.doi.org/10.5539/elt.v5n7p110>
- Gollwitzer, P. M., & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology*, 38, 69-119. [https://doi.org/10.1016/S0065-2601\(06\)38002-1](https://doi.org/10.1016/S0065-2601(06)38002-1)
- Groom, N., & Littlemore, J. (2011). *Doing applied linguistics: A guide for students*. Routledge.
- Gross, J. J., & Thompson, R. A. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–24). The Guilford Press.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hu, J., & Gao, X. (Andy). (2017). Self-regulated strategic writing for academic studies in an English-medium-instruction context. *Language and Education*, 32(1), 1–20. [doi:10.1080/09500782.2017.1373804](https://doi.org/10.1080/09500782.2017.1373804)
- Karoly, P., & Ruehlman, L. S. (1995). Goal systems and self-regulatory processes in the development of adjustment problems. In M. Zeidner & N. S. Endler (Eds.), *Handbook of coping: Theory, research, applications* (pp. 286–307).
- Keefe, J. (1979). *Student learning styles: Diagnosing and prescribing programs*. Reston, V: National Association of Secondary School Principals
- Kolovelonis, A., Goudas, M., Dermitzaki, I. et al. (2013) Self-regulated learning and performance calibration among elementary physical education students. *Eur J Psychol Educ* 28, 685–701. <https://doi.org/10.1007/s10212-012-0135-4>

- Larkin, S. (2014). Authentic assessment. In *Handbook of Research on Educational Communications and Technology* (pp. 469-476). Springer.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Prentice-Hall, Inc.
- Lozano-Peña, G., et al. (2022). Teacher self-regulation and its relationship with student self-regulation in secondary education. *Sustainability*. 2022; 14(24):16863. <https://doi.org/10.3390/su142416863>
- Macan, T. H. (1994). Time management: a test of a process model. *Journal of Applied Psychology*, 79(3), 381–391. <https://doi.org/10.1037/0021-9010.79.3.381>
- Magno, C. (2009). Developing and Assessing Self-regulated Learners. *The Assessment Handbook: Continuing Education Program*, Vol. 9, 26-38. https://www.researchgate.net/publication/256001958_Developing_and_Assessing_Self-Regulated_Learning
- McDonough, S. K. (2001). Promoting Self-Regulation in Foreign Language Learners. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 74(6), 323–326. <https://doi.org/10.1080/00098650109599218>
- Medina, L., Anderson, C., & McDuogald, J. (2017). Self-regulation and Language Teacher Training in Colombia. *Initial English Language Teacher Education : International Perspectives on Research, Curriculum and Practice*. <https://doi.org/10.5040/9781474294430.0015>
- Murray, N., & Hicks, M. (2014). An institutional approach to English language proficiency. *Journal of Further and Higher Education*, 40(2), 170–187. <https://doi.org/10.1080/0309877X.2014.938261>
- Murray, N.L. (2010). Conceptualizing the English language needs of first-year university students. *The International Journal of the First Year in Higher Education*, 1(1), 55-64. DOI:[10.5204/intjfyhe.v1i1.19](https://doi.org/10.5204/intjfyhe.v1i1.19)

- Nezu, A. M. (2004). Problem-solving and behavior therapy revisited. *Behavior therapy*, 35(1), 1-33.
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory. *Language Learning*, 50(1), 57-85. <https://doi.org/10.1111/0023-8333.00111E.2015.3.3.002>
- Oxford, R. L. (1990). Language learning strategies: What every teacher should know. <https://archive.org/details/languagelearning0000oxfo/page/n21/mode/2up>
- Oxford, R. L. (1996). Employing a questionnaire to assess the use of language learning strategies. *Applied Language Learning* 7 (1-2): 25-45.
- Oxford, R. L. (2017). *Teaching and Researching Language Learning Strategies*:
- Oxford, R. L., Lee, K. R., & Park, G. (2007). L2 grammar strategies: The second Cinderella and beyond. In A. Cohen & E. Macaro (Eds), *Language learner strategies: Thirty years of research and practice* (pp. 117-139). Oxford University Press.
- Oxford, R.L. (2016). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*, Second Edition (1st ed.). Routledge. <https://doi.org/10.4324/9781315719146>
- Pajares, F. (2002). Gender and Perceived Self-Efficacy in Self-Regulated Learning. *Theory Into Practice*, 41(2), 116–125. doi:10.1207/s15430421tip4102_8
- Panadero, E., & Alonso-Tapia, J. (2014). How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning. *Anales de Psicología*, 30(2), 450-462. <https://doi.org/10.6018/analesps.30.2.167221>
- Paris, S. G., & Paris, A. H. (2001) Classroom Applications of Research on Self-Regulated Learning, *Educational Psychologist*, 36:2, 89-101, DOI: 10.1207/S15326985EP3602_4

- Pawlak, M. (2013). Researching grammar learning strategies: Combining the macro- and micro-perspective. In Ł. Salski, W. Szubko-Sitarek, & J. Majer (Eds.), *Perspectives on foreign language learning* (pp. 191–220). Łódź, Poland: University of Łódź Press.
- Payne, S. C., Youngcourt, S. S., & Beaubien, J. M. (2007). A meta-analytic examination of the goal orientation nomological net. *Journal of Applied Psychology*, 92(1), 128–150. doi:10.1037/0021-9010.92.1.128
- Pintrich, P. R., & de Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33–40. doi:10.1037/0022-0663.82.1.33
- Pintrich, P. R., & Zusho, A. (2002). The Development of Academic Self-Regulation. *Development of Achievement Motivation*, 249–284. doi:10.1016/b978-012750053-9/50012-7
- Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ). University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.
- Pintrich, P.R., Zusho, A. (2007). Student Motivation and Self-Regulated Learning in the College Classroom. In: Perry, R.P., Smart, J.C. (eds) *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective*. Springer, Dordrecht. https://doi.org/10.1007/1-4020-5742-3_16
- Ramdass, D., & Zimmerman, B. J. (2011). Developing Self-Regulation Skills: The Important Role of Homework. *Journal of Advanced Academics*, 22(2), 194-218. <https://doi.org/10.1177/1932202X1102200202>
- Reeve, J., Jang, H.-R., & Jang, H. (2018). Personality-based antecedents of teachers' autonomy-supportive and controlling motivating styles. *Learning and Individual Differences*, 62, 12–22.
- Richards, J. C., & Rodgers, T. S. (2001). Content-Based Instruction. *Approaches and Methods in Language Teaching*, 204–222. doi:10.1017/cbo9780511667305.021

- Richards, J. C., Platt, J., & Platt, H. (1992). *Dictionary of language teaching and applied linguistics* (2nd Ed.).
- Richards, J. H. (1987). Time management—a review. *Work & Stress*, 1, 73–78
- Romero, G. (2022): School and social educational vulnerability in Chile: experiences and preparedness of novice teachers of English, *Teachers, and Teaching*, DOI: 10.1080/13540602.2022.2062718
- Rowley, J. (2014). Designing and Using Research Questionnaires. *Management Research Review*, 37, 308-330. <https://doi.org/10.1108/MRR-02-2013-0027>
- Sáez-Delgado, F., Mella-Norambuena, J., Bizama, M., & Gatica, J. (2024). Self-regulation of learning in Chilean primary school students: Validation of an instrument and differences by sex and grade. *Revista Española de Pedagogía*, 82 (288), 311-333. <https://doi.org/10.22550/2174-0909.4057>
- Sáez-Delgado, F., Mella-Norambuena, J., López-Angulo, Y., & León-Ron, V. (2021). Scales to measure self-regulated learning phases in secondary school students. *Información tecnológica*, 32(2), 41-50. <https://dx.doi.org/10.4067/S0718-07642021000200041>
- Sansone, C., & Thoman, D. B. (2005). Interest as the Missing Motivator in Self-Regulation. *European Psychologist*, 10(3), 175–186. doi:10.1027/1016-9040.10.3.175
- Schraw, G., & Dennison, R. S. (1994). Assessing Metacognitive Awareness. *Contemporary Educational Psychology*, 19(4), 460–475. doi:10.1006/ceps.1994.1033
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading & Writing Quarterly*, 19(2), 159-172. <https://doi.org/10.1080/10573560308219>
- Schunk, H & Greene, J. A. (Eds.). (2017). *Handbook of self-regulation of learning and performance* (2nd ed., pp. 36–48). Routledge/Taylor & Francis Group. <https://doi.org/10.4324/9781315697048>

- Schunk, D. H., & Zimmerman, B. J. (2012). Self-regulation and learning. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *A.P.A.A.P.A. educational psychology handbook, Vol 1: Theories, constructs, and critical issues* (pp. 311–332). American Psychological Association.
- Shaunessy-Dedrick, E., Suldo, S. M., Roth, R. A., & Fefer, S. A. (2015). Students' perceptions of factors that contribute to risk and success in accelerated high school courses. *The High School Journal*, 98, 109–137.
- Smith, S. W., Cumming, M. M., Merrill, K. L., Pitts, D. L., & Daunic, A. P. (2015). Teaching Self-Regulation Skills to Students with Behavior Problems: Essential Instructional Components. *Beyond Behavior*, 24(3), 4-13. <https://doi.org/10.1177/10742956150240030>
- Somasundaram, J., et al. (2020). AI-based applications for supporting self-regulated learning in online education. *Educational Technology Journal*.
- Terenzini, P., Rendon, L., Upcraft, M. L., Millar, S., Allison, K., Gregg, P., & Jalomo, R. (1994). The transition to college: diverse students, diverse stories. *Research in Higher Education*, 35, 57–73.
- The National Research Center on the Gifted and Talented. (1990-2013). Common self-regulation strategies. University of Connecticut. <https://commoncurriculum.senate.uconn.edu/student-guidance/>
- Thompson, R. A. (1994). Emotion Regulation: A Theme in Search of Definition. *Monographs of the Society for Research in Child Development*, 59(2/3), 25–52. <https://doi.org/10.2307/1166137>
- Tseng, W.-T., Dörnyei, Z., & Schmitt, N. (2006). A New Approach to Assessing Strategic Learning: The Case of Self-Regulation in Vocabulary Acquisition. *Applied Linguistics*, 27(1), 78-102. <https://doi.org/10.1093/applin/ami046>.
- Van der Meer, J., Jansen, E., & Torenbeek, M. (2010). 'It's almost a mindset that teachers need to change': first-year students need to be inducted into time management. *Studies in Higher Education*, 35, 777–791

- Van Eerde, W. (2015). Time management and procrastination. In M. D. Mumford & M. Frese (Eds.), *The psychology of planning in organizations: research and applications* (pp. 312–333). New York: Routledge.
- Vandergrift, L., & Tafaghodtari, M. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning*, 60, 470-497. <http://dx.doi.org/10.1111/j.1467-9922.2009.00559.x>
- Vygotsky, L. S. (1978). *Mind in Society: the Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Watson, J.B. & Rayner, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, 3, 1–14.
- Weiner, B. (1986). Attribution, emotion, and action. In R. M. Sorrentino & E. T. Higgins (Eds.), *Handbook of motivation and cognition: Foundations of social behavior* (pp. 281–312). Guilford Press.
- Weiner, B. (1992). *Human motivation: Metaphors, theories, and research*. Newbury Park, CA: Sage Publications.
- Weinstein, C. E., Palmer, D. R., & Schultz, A. C. (2002). *Lassi. User's Manual for those administering Learning and Study Strategies Inventory*.
- Winne, P. H. (1996). A metacognitive view of individual differences in self-regulated learning. *Learning and Individual Differences*, 8(4), 327–353. [https://doi.org/10.1016/S1041-6080\(96\)90022-9](https://doi.org/10.1016/S1041-6080(96)90022-9)
- Winne, P. H. (2005). A perspective on state-of-the-art research on self-regulated learning. *Instructional Science*, 33(5–6), 559–565. <https://doi.org/10.1007/s11251-005-1280-9>
- Winne, P. H. (2010). Improving Measurements of Self-Regulated Learning. *Educational Psychologist*, 45(4), 267–276. doi:10.1080/00461520.2010.51

- Winne, P. H. (2017). Theorizing and researching levels of processing in self-regulated learning. *British Journal of Educational Psychology*, 88(1), 9–20. doi:10.1111/bjep.12173
- Winne, P. H., & Hadwin, A. F. (2008). The weave of motivation and self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 297–314). Lawrence Erlbaum Associates Publisher
- Winne, P. H., & Perry, N. E. (2005). Measuring self-regulated learning. In M. Bokaerts, P. Pintrich, & M. Zeidner (Eds.). *Handbook of Self-regulation* (pp. 532-564). New York: Academic Press.
- Winne, P.H., & Perry, N.E. (2000) Measuring Self-Regulated Learning. In: Boekaerts, M., Pintrich, P.R. and Zeidner, M., Eds., *Handbook of Self-Regulation*, Academic Press, San Diego, 531-566. <http://dx.doi.org/10.1016/b978-012109890-2/50045-7>
- Wolters, C., & Brady, A., (2020). College Students' Time Management: A Self-Regulated Learning Perspective. *Educational Psychology Review*. doi:10.1007/s10648-020-09519-z
- Xu, K. M., Cunha-Harvey, A. R., King, R. B., de Koning, B. B., Paas, F., Baars, M., ... de Groot, R. (2021). A cross-cultural investigation on perseverance, self-regulated learning, motivation, and achievement. *Compare: A Journal of Comparative and International Education*, 53(3), 361–379. <https://doi.org/10.1080/03057925.2021.1922270>
- Xu, M., Kushner Benson, S. N., Mudrey-Camino, R., & Steiner, R. P. (2010). The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: A path analysis using the ECLS-K database. *Social Psychology of Education*, 13, 237-269.
- Yabukoshi, T. (2018). Self-regulation and self-efficacy for the improvement of listening proficiency outside the classroom, *The Language Learning Journal*, DOI: 10.1080/09571736.2018.1472626
- Yastibas, A. E., & Yastibas, G. C. (2015). The use of e-portfolio-based assessment to develop students' self-regulated learning in English language teaching. *Procedia - Social and*

Behavioral Sciences, 176, 514-524. <https://doi.org/10.1016/j.sbspro.2015.01.437>

Zeidner, M., Boekaerts, M., & Pintrich, P. R. (2000). Self-Regulation. *Handbook of Self-Regulation*, 749–768. doi:10.1016/b978-012109890-2/50052-4

Zimmerman, B. J. (1995). Self-regulation involves more than metacognition: A social cognitive perspective. *Educational Psychologist*, 30(4), 217–221. https://doi.org/10.1207/s15326985ep3004_4

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2

Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects. *American Educational Research Journal*, 45(1), 166–183. doi:10.3102/0002831207312909

Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal*, 23, 614-628.

Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology*, 80(3), 284–290. doi:10.1037/0022-0663.80.3.284

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2011). *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*. Springer, New York.

Zimmerman, B.J. (1989). A social cognitive view of self regulated academic learning. *Journal of Educational Psychology*, 81(3), 329-339. <https://doi.org/10.1037/0022-0663.81.3.329>

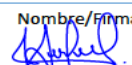
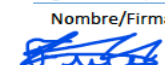
Zimmerman, B.J. (2000). Attainment of self-regulation: A social cognitive perspective. In M. Boekaerts, P.R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press. <https://doi.org/10.1016/B978-012109890-2/50031-7>

Annexes

ANNEX 1: AUTORIZATION FOR USE OF MATERIALS IN SIBUMCE

Anexo 1: AUTORIZACIÓN PARA USO DE MATERIALES EN SIBUMCE

La presente autorización faculta al Sistema de Bibliotecas UMCE para alojar y publicar el trabajo de investigación identificado más abajo, en las plataformas electrónicas que estime conveniente, a fin de permitir el libre acceso a los materiales producidos por la institución y su comunidad, entre ellos tesis, memorias, seminarios y otros. Contribuyendo de esta forma a la preservación digital, difusión y visibilidad nacional e internacional de las investigaciones, siempre patrocinando el respeto de los derechos establecidos por la Ley de Propiedad Intelectual vigente.

	UMCE el poder transformador de la educación	UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN SISTEMA DE BIBLIOTECAS – DIRECCIÓN DE INVESTIGACIÓN		
IDENTIFICACION DE TESIS/INVESTIGACION				
Título de obra : <u>Enhancing Academic Performance and Professional Development: The Role of Self-Regulation Strategies in Students of a Teaching Training Program</u>				
Fecha de publicación : <u>31 de diciembre, 2024</u>				
Facultad : <u>Historia, Geografía y Letras</u>				
Departamento : <u>Inglés</u>				
Carrera : <u>Licenciatura en educación con mención en inglés y pedagogía en inglés</u>				
Título y/o grado : <u>Licenciada(o) en educación con mención en inglés y pedagogía en inglés</u>				
Profesor guía/patrocinante : <u>Michelle Francois Paulet Riquelme</u>				
AUTORIZACIÓN				
A través de este documento autorizo la reproducción total de este trabajo de investigación para fines académicos, su alojamiento y publicación en las plataformas electrónicas que estime conveniente el Sistema de Bibliotecas UMCE para su difusión.				
				
Mario Jesús Jorquera Catalán	Paolo Garcelan Duhartz Ortiz	Carlos Ignacio Vázquez Saavedra		
Nombre/Firma	Nombre/Firma	Nombre/Firma		
				
Valentina Marisol Uribe Fernández	Darinka Antonia Duzic Córdoba	Fabián Bastián Comte Troncoso		
Nombre/Firma	Nombre/Firma	Nombre/Firma		
Santiago de Chile, <u>31</u> de <u>Diciembre</u> 20 <u>24</u>				
Se sugiere realizar el licenciamiento de su trabajo bajo licencia creative commons, más información en: https://www.umce.cl/index.php/dir-biblioteca-recursos-tecnologicos/dir-formulario-de-autorizacion-2				
Imprima más de una autorización en caso de que los autores excedan la cantidad de firmas para este documento				
* Este documento quedará en los archivos internos de Biblioteca.				

ANNEX 2: CONTENT VALIDITY

I, Juan Eduardo Ortiz, ID number 13446003- - am a teacher and currently employed as a researcher in Spain. I have conducted a comprehensive review of the content of the instruments attached to ensure their appropriateness for the research objectives that the thesis group has identified as necessary.

I would like to provide the following evaluations after making the necessary comments.

	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT
Consistency of the items			x	
Content range			x	
The wording of the items				x
Clarity and accuracy			x	
Relevance			x	

Santiago, 14 de septiembre de 2024.



ANNEX 3: CONTENT VALIDITY

I, Michelle Paulet , ID number 13.664115--, am a teacher and currently employed at UMCE. I have conducted a comprehensive review of the content of the instruments attached to ensure their appropriateness for the research objectives that the thesis group has identified as necessary.

I would like to provide the following evaluations after making the necessary comments.

	UNSATISFA CTORY	SATISFA CTORY	GOO D	EXCELL ENT
Consistency of the items			x	
Content range			x	
The wording of the items				x
Clarity and accuracy			x	
Relevance				x

Santiago, 14 de septiembre de 2024.



ANNEX 4: COMPROMISO DE CONFIDENCIALIDAD Y NO DIVULGACIÓN

He sido invitado(a) a participar, en calidad de colaborador en la investigación denominada Enhancing Academic Performance and Professional Development: The Role of Self-Regulation Strategies in Students of a Teaching Training Program.

De esta manera, me comprometo en mantener la más estricta reserva y no realizar ningún comentario sobre el contenido de la información y declaro no tener acceso a los nombres ni a las personas entrevistadas y/o encuestadas.

Así también, me comprometo a eliminar la información digital del computador, una vez entregada al investigador principal _____, perteneciente al departamento Inglés, Facultad de historia, geografía y letras de la Universidad Metropolitana de Ciencias de la Educación.

El presente Compromiso de Confidencialidad se firma en dos ejemplares. Uno de los documentos queda en mí poder y el otro en poder del investigador.

Para formalizar mi deber en este estudio, firmo a continuación.

Nombre

**INVESTIGADOR(A)
RESPONSABLE**

FIRMA

**NOMBRE
COLABORADOR(A) DE
INVESTIGACIÓN**

FIRMA

Santiago, Día _____ del mes de _____ del año 2024

ANNEX 5: CONSENTIMIENTO INFORMADO PARA ESTUDIANTES MAYORES DE EDAD

Cuestionario de aprendizaje autorregulado UMCE - Para estudiantes de pedagogía en inglés de la universidad metropolitana de ciencias de la educación.

Nuestros nombres son Paolo Duhartz, Fabian Comte, Mario Jorquera, Carlos Vázquez, Valentina Uribe y Darinka Duzic y nuestro trabajo consiste en investigar Enhancing Academic Performance and Professional Development: The Role of Self-Regulation Strategies in Students of a Teaching Training Program, con el propósito identificar el papel de las estrategias de autorregulación en la mejora del rendimiento académico y el desarrollo profesional entre los estudiantes matriculados en un programa de formación docente.

Te invitamos a participar de esta investigación. Puedes elegir si participar o no. Si no deseas tomar parte en ella, no tienes que hacerlo, aún cuando tus padres lo hayan aceptado. Incluso, estando ya en la investigación, puedes retirarte en cualquier momento, sin dar ninguna explicación, y sin que esto signifique alguna consecuencia negativa para ti.

En esta investigación te pediremos responder una encuesta llamada Cuestionario de aprendizaje autorregulado UMCE. que tiene como objetivo medir las fases de autorregulación del aprendizaje en estudiantes de educación superior. Finalmente el periodo de aplicación de dicha encuesta será de 1 día.

Toda la información que nos entregues será confidencial (no será identificado tu nombre), usada únicamente para los fines de esta investigación, y estará protegida con códigos y resguardada en sala. Sólo los investigadores pueden acceder a ella, el custodio de la información **Fabian Comte** guardará los datos personales relacionados por 5 años una vez terminada la investigación, posterior se destruirá.

Independiente de la autorización del Director(a) del Establecimiento, la participación es libre y voluntaria y puede negarse a participar.

Si tienes alguna duda sobre la investigación o sobre tu participación, tanto el investigador principal, como el Comité de Ética de la Universidad Metropolitana de Ciencias de la Educación, estarán disponibles para aclarar tus consultas.

Para ello puedes contactar a los investigadores principales **Paolo Duhartz, Fabian Comte, Mario Jorquera, Carlos Vázquez, Valentina Uribe y Darinka Duzic**, en el teléfono +56997052843 y en el correo electrónico rene.barrera2019@umce.cl

Para cualquier duda que se presente o si se vulneran sus derechos puede contactarse con el Dr. Jairo Vanegas López, Presidente del Comité de Ética de la Universidad de Santiago de Chile, CEI-USACH, al teléfono 2-2-7180293 o al correo electrónico comitedeetica@usach.cl. También puede solicitar más información sobre la ética del proyecto con el Dr. Luis Barrera Salas, representante del Comité UMCE en el teléfono 22-322-9193 y en el correo electrónico evaluacion.etica@umce.cl

Si decides participar recibirás una copia de este documento.

Acepto participar en el presente estudio (**Nombre, Firma y/o Huella Digital**)

Fecha: _____ / _____ / _____
Ciudad Día Mes Año

Nombre y Firma Investigador (a) Principal

ANNEX 6: CONSENTIMIENTO INFORMADO PARA ESTUDIANTES MAYORES DE EDAD

Entrevista para estudiantes de pedagogía en inglés de la universidad metropolitana de ciencias de la educación.

Nuestros nombres son Paolo Duhartz, Fabian Comte, Mario Jorquera, Carlos Vázquez, Valentina Uribe y Darinka Duzic y nuestro trabajo consiste en investigar Enhancing Academic Performance and Professional Development: The Role of Self-Regulation Strategies in Students of a Teaching Training Program, con el propósito identificar el papel de las estrategias de autorregulación en la mejora del rendimiento académico y el desarrollo profesional entre los estudiantes matriculados en un programa de formación docente.

Te invitamos a participar de esta investigación. Puedes elegir si participar o no. Si no deseas tomar parte en ella, no tienes que hacerlo, aún cuando tus padres lo hayan aceptado. Incluso, estando ya en la investigación, puedes retirarte en cualquier momento, sin dar ninguna explicación, y sin que esto signifique alguna consecuencia negativa para ti.

En esta investigación te pediremos participar en una entrevista individual, la cual será grabada para ayudar con el objetivo de la investigación que es identificar el papel de las estrategias de autorregulación en la mejora del rendimiento académico de los estudiantes. Finalmente el periodo de aplicación de dicha entrevista será de 1 hora aproximadamente.

Toda la información que nos entregues será confidencial (no será identificado tu nombre), usada únicamente para los fines de esta investigación, y estará protegida con códigos y resguardada en sala. Sólo los investigadores pueden acceder a ella, el custodio de la información de Paolo Duhartz, Fabian Comte, Mario Jorquera, Carlos Vázquez, Valentina Uribe y Darinka Duzic guardará los datos personales relacionados por 5 años una vez terminada la investigación, posterior se destruirá.

Independiente de la autorización del Director(a) del Establecimiento, la participación es libre y voluntaria y puede negarse a participar.

Si tienes alguna duda sobre la investigación o sobre tu participación, tanto el investigador principal, como el Comité de Ética de la Universidad Metropolitana de Ciencias de la Educación, estarán disponibles para aclarar tus consultas.

Para ello puedes contactar a los investigadores principales **Paolo Duhartz, Fabian Comte, Mario Jorquera, Carlos Vázquez, Valentina Uribe y Darinka Duzic**, en el teléfono +56997052843 y en el correo electrónico rene.barrera2019@umce.cl

Para cualquier duda que se presente o si se vulneran sus derechos puede contactarse con el Dr. Jairo Vanegas López, Presidente del Comité de Ética de la Universidad de Santiago de Chile, CEI-USACH, al teléfono 2-2-7180293 o al correo electrónico comitedeetica@usach.cl. También puede solicitar más información sobre la ética del proyecto con el Dr. Luis Barrera Salas, representante del Comité UMCE en el teléfono 22-322-9193 y en el correo electrónico evaluacion.etica@umce.cl

Si decides participar recibirás una copia de este documento.

Acepto participar en el presente estudio (**Nombre, Firma y/o Huella Digital**)

Fecha: _____ / _____ / _____
Ciudad Día Mes Año

Nombre y Firma Investigador (a) Principal

ANNEX 7: IBM SPSS table charts

1. Establezco objetivos académicos a corto plazo (diario, semanal)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	10,0	10,0	10,0
	2	9	11,3	11,3	21,3
	3	12	15,0	15,0	36,3
	4	16	20,0	20,0	56,3
	5	20	25,0	25,0	81,3
	6	8	10,0	10,0	91,3
	7	7	8,8	8,8	100,0
	Total	80	100,0	100,0	

2. Establezco objetivos académicos a largo plazo (mensual, semestral)

	N	%
1	6	7,5%
2	8	10,0%
3	15	18,8%
4	15	18,8%
5	19	23,8%
6	4	5,0%
7	13	16,3%

3. Ordeno los materiales para el estudio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3,8	3,8	3,8
	2	8	10,0	10,0	13,8
	3	9	11,3	11,3	25,0
	4	12	15,0	15,0	40,0
	5	21	26,3	26,3	66,3
	6	15	18,8	18,8	85,0
	7	12	15,0	15,0	100,0
	Total	80	100,0	100,0	

4. Hago un horario para organizar mi tiempo de estudio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	11,3	11,3	11,3
	2	15	18,8	18,8	30,0
	3	11	13,8	13,8	43,8
	4	21	26,3	26,3	70,0
	5	9	11,3	11,3	81,3
	6	7	8,8	8,8	90,0
	7	8	10,0	10,0	100,0
	Total	80	100,0	100,0	

5. Planifico el tiempo que voy a dedicar a cada actividad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	8,8	8,8	8,8
	2	20	25,0	25,0	33,8
	3	12	15,0	15,0	48,8
	4	10	12,5	12,5	61,3
	5	14	17,5	17,5	78,8
	6	8	10,0	10,0	88,8
	7	9	11,3	11,3	100,0
	Total	80	100,0	100,0	

6. Tengo una lista con las tareas académicas por hacer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	8,8	8,8	8,8
	2	9	11,3	11,3	20,0
	3	8	10,0	10,0	30,0
	4	8	10,0	10,0	40,0
	5	10	12,5	12,5	52,5
	6	14	17,5	17,5	70,0
	7	24	30,0	30,0	100,0
	Total	80	100,0	100,0	

7. Identifico que tareas académicas realizare primero

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6,3	6,3	6,3
	2	2	2,5	2,5	8,8
	3	5	6,3	6,3	15,0
	4	9	11,3	11,3	26,3
	5	13	16,3	16,3	42,5
	6	24	30,0	30,0	72,5
	7	22	27,5	27,5	100,0
	Total	80	100,0	100,0	

1. Lo hago de acuerdo a un horario establecido por mí

	N	%
1	4	5,0%
2	2	2,5%
3	8	10,0%
4	6	7,5%
5	20	25,0%
6	18	22,5%
7	22	27,5%

**2. Evalúo si estoy
aprendiendo durante el
estudio**

	N	%
1	5	6,3%
2	8	10,0%
3	8	10,0%
4	13	16,3%
5	16	20,0%
6	14	17,5%
7	16	20,0%

**3. Repaso los apuntes
tomados en clases**

	N	%
1	3	3,8%
2	4	5,0%
3	10	12,5%
4	11	13,8%
5	15	18,8%
6	12	15,0%
7	25	31,3%

**4. Tengo claro a que
compañeros pedirle
ayuda si fuera necesario**

	N	%
1	1	1,3%
2	1	1,3%
3	3	3,8%
4	4	5,0%
5	16	20,0%
6	23	28,7%
7	32	40,0%

5. Si no comprendo lo que leo, busco una forma para solucionarlo

	N	%
1	2	2,5%
3	2	2,5%
4	2	2,5%
5	19	23,8%
6	26	32,5%
7	29	36,3%

6. Sé dónde encontrar a personas que me puedan ayudar

	N	%
1	1	1,3%
2	1	1,3%
3	4	5,0%
4	11	13,8%
5	16	20,0%
6	21	26,3%
7	26	32,5%

7. Identifico los contenidos que no entiendo bien

	N	%
1	3	3,8%
2	1	1,3%
3	4	5,0%
4	7	8,8%
5	21	26,3%
6	20	25,0%
7	24	30,0%

8. Memorizo palabras clave para recordarme conceptos importantes

	N	%
1	3	3,8%
2	4	5,0%
3	11	13,8%
4	14	17,5%
5	15	18,8%
6	15	18,8%
7	18	22,5%

9. Anoto las dudas para preguntar al profesor

	N	%
1	16	20,0%
2	17	21,3%
3	9	11,3%
4	8	10,0%
5	13	16,3%
6	6	7,5%
7	11	13,8%

10. Cumpló con los objetivos de estudio

	N	%
1	5	6,3%
2	1	1,3%
3	9	11,3%
4	16	20,0%
5	27	33,8%
6	15	18,8%
7	7	8,8%

11. Reviso el progreso de mi estudio

	N	%
1	8	10,0%
2	10	12,5%
3	13	16,3%
4	20	25,0%
5	14	17,5%
6	9	11,3%
7	6	7,5%

12. Hago resúmenes de las ideas principales

	N	%
1	8	10,0%
2	8	10,0%
3	8	10,0%
4	7	8,8%
5	17	21,3%
6	17	21,3%
7	15	18,8%

13. Reviso mi planificación de estudio si requiere modificación

	N	%
1	15	18,8%
2	8	10,0%
3	11	13,8%
4	19	23,8%
5	12	15,0%
6	8	10,0%
7	7	8,8%

**14. Reviso mi
procedimiento/estrategi
a de estudio si es
efectiva para aprender**

	N	%
1	8	10,0%
2	8	10,0%
3	18	22,5%
4	16	20,0%
5	15	18,8%
6	7	8,8%
7	8	10,0%

**15. Repito las ideas
claves para
memorizarlas**

	N	%
1	3	3,8%
2	5	6,3%
3	4	5,0%
4	12	15,0%
5	15	18,8%
6	25	31,3%
7	16	20,0%

**16. Si no estoy seguro
de algún material o
contenido pregunto a
mis compañeros**

	N	%
1	2	2,5%
2	1	1,3%
3	4	5,0%
4	5	6,3%
5	16	20,0%
6	24	30,0%
7	28	35,0%

**17. Cuando estudio
reúno información de
diferentes fuentes**

	N	%
1	4	5,0%
2	5	6,3%
3	2	2,5%
4	12	15,0%
5	23	28,7%
6	18	22,5%
7	16	20,0%

1. Cumplí con mis objetivos propuestos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,0	5,0	5,0
	2	5	6,3	6,3	11,3
	3	5	6,3	6,3	17,5
	4	14	17,5	17,5	35,0
	5	26	32,5	32,5	67,5
	6	19	23,8	23,8	91,3
	7	7	8,8	8,8	100,0
	Total	80	100,0	100,0	

2. Completé mis desafíos personales de aprendizaje

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	8,8	8,8	8,8
	2	4	5,0	5,0	13,8
	3	8	10,0	10,0	23,8
	4	19	23,8	23,8	47,5
	5	16	20,0	20,0	67,5
	6	22	27,5	27,5	95,0
	7	4	5,0	5,0	100,0
	Total	80	100,0	100,0	

3. Realicé las tareas en los horarios establecidos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,0	5,0	5,0
	2	5	6,3	6,3	11,3
	3	16	20,0	20,0	31,3
	4	16	20,0	20,0	51,2
	5	16	20,0	20,0	71,3
	6	12	15,0	15,0	86,3
	7	11	13,8	13,8	100,0
	Total	80	100,0	100,0	

4. Evalúo si alcancé las exigencias académicas establecidas por el profesor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	7,5	7,5	7,5
	2	2	2,5	2,5	10,0
	3	12	15,0	15,0	25,0
	4	15	18,8	18,8	43,8
	5	23	28,7	28,7	72,5
	6	13	16,3	16,3	88,8
	7	9	11,3	11,3	100,0
	Total	80	100,0	100,0	

5. Completé mi lista de tareas académicas por hacer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,0	5,0	5,0
	2	2	2,5	2,5	7,5
	3	10	12,5	12,5	20,0
	4	9	11,3	11,3	31,3
	5	17	21,3	21,3	52,5
	6	15	18,8	18,8	71,3
	7	23	28,7	28,7	100,0
	Total	80	100,0	100,0	

6. Reviso si logré los aprendizajes esperados por el profesor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	11,3	11,3	11,3
	2	4	5,0	5,0	16,3
	3	9	11,3	11,3	27,5
	4	17	21,3	21,3	48,8
	5	16	20,0	20,0	68,8
	6	18	22,5	22,5	91,3
	7	7	8,8	8,8	100,0
	Total	80	100,0	100,0	

7. Mi planificación fue efectiva

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,0	5,0	5,0
	2	5	6,3	6,3	11,3
	3	11	13,8	13,8	25,0
	4	15	18,8	18,8	43,8
	5	23	28,7	28,7	72,5
	6	13	16,3	16,3	88,8
	7	9	11,3	11,3	100,0
	Total	80	100,0	100,0	

8. Reviso si logré mis objetivos personales de aprendizaje

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	7,5	7,5	7,5
	2	3	3,8	3,8	11,3
	3	9	11,3	11,3	22,5
	4	15	18,8	18,8	41,3
	5	17	21,3	21,3	62,5
	6	18	22,5	22,5	85,0
	7	12	15,0	15,0	100,0
	Total	80	100,0	100,0	

9. Terminé el estudio en el plazo planificado

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	7,5	7,5	7,5
	2	6	7,5	7,5	15,0
	3	15	18,8	18,8	33,8
	4	12	15,0	15,0	48,8
	5	15	18,8	18,8	67,5
	6	14	17,5	17,5	85,0
	7	12	15,0	15,0	100,0
	Total	80	100,0	100,0	

10. Reviso si comprendí los conceptos claves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6,3	6,3	6,3
	2	1	1,3	1,3	7,5
	3	5	6,3	6,3	13,8
	4	9	11,3	11,3	25,0
	5	21	26,3	26,3	51,2
	6	19	23,8	23,8	75,0
	7	20	25,0	25,0	100,0
	Total	80	100,0	100,0	

11. Identifico la estrategia que no me ayuda a aprender para no utilizarla en el futuro

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	10,0	10,0	10,0
	2	6	7,5	7,5	17,5
	3	12	15,0	15,0	32,5
	4	8	10,0	10,0	42,5
	5	18	22,5	22,5	65,0
	6	16	20,0	20,0	85,0
	7	12	15,0	15,0	100,0
	Total	80	100,0	100,0	

12. Evalúo si aprendí los contenidos centrales

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3,8	3,8	3,8
	3	6	7,5	7,5	11,3
	4	15	18,8	18,8	30,0
	5	17	21,3	21,3	51,2
	6	24	30,0	30,0	81,3
	7	15	18,8	18,8	100,0
	Total	80	100,0	100,0	

13. Requero aumentar mi tiempo de estudio la próxima vez

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,5	2,5	2,5
	2	3	3,8	3,8	6,3
	3	9	11,3	11,3	17,5
	4	10	12,5	12,5	30,0
	5	18	22,5	22,5	52,5
	6	19	23,8	23,8	76,3
	7	19	23,8	23,8	100,0
	Total	80	100,0	100,0	

14. Reviso si avancé en relación con mi conocimiento previo

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	10,0	10,0	10,0
	3	2	2,5	2,5	12,5
	4	13	16,3	16,3	28,7
	5	19	23,8	23,8	52,5
	6	22	27,5	27,5	80,0
	7	16	20,0	20,0	100,0
	Total	80	100,0	100,0	

1. Hacer un horario de estudio

	N	%
1	4	5,0%
2	2	2,5%
3	5	6,3%
4	5	6,3%
5	16	20,0%
6	4	5,0%
7	15	18,8%
8	8	10,0%
9	7	8,8%
10	14	17,5%

2. Tener una lista de tareas académicas por hacer

	N	%
1	2	2,5%
3	5	6,3%
4	4	5,0%
5	7	8,8%
6	8	10,0%
7	5	6,3%
8	13	16,3%
9	11	13,8%
10	25	31,3%

**3. Establecer objetivos
de estudio a corto plazo
(diario, semanal)**

	N	%
1	5	6,3%
2	5	6,3%
3	3	3,8%
4	7	8,8%
5	14	17,5%
6	7	8,8%
7	14	17,5%
8	11	13,8%
9	5	6,3%
10	9	11,3%

**4. Establecer objetivos
de estudio a largo plazo
(mensual, semestral)**

	N	%
1	3	3,8%
2	5	6,3%
3	9	11,3%
4	6	7,5%
5	13	16,3%
6	13	16,3%
7	10	12,5%
8	11	13,8%
9	4	5,0%
10	6	7,5%

5. Elegir un lugar para estudiar sin distracciones

	N	%
1	3	3,8%
2	2	2,5%
3	4	5,0%
4	3	3,8%
5	11	13,8%
6	3	3,8%
7	10	12,5%
8	15	18,8%
9	10	12,5%
10	19	23,8%

6. Tener todos los materiales necesarios para estudiar

	N	%
1	3	3,8%
4	2	2,5%
5	6	7,5%
6	5	6,3%
7	18	22,5%
8	14	17,5%
9	10	12,5%
10	22	27,5%

7. Encontrar un lugar cómodo para estudiar (luz, temperatura, ventilación)

	N	%
1	4	5,0%
2	1	1,3%
3	1	1,3%
4	2	2,5%
5	6	7,5%
6	7	8,8%
7	11	13,8%
8	17	21,3%
9	10	12,5%
10	21	26,3%

1. La desmotivación del profesor

	N	%
1	23	28,7%
2	8	10,0%
3	8	10,0%
4	5	6,3%
5	11	13,8%
6	7	8,8%
7	6	7,5%
8	5	6,3%
9	1	1,3%
10	6	7,5%

2. Mi falta de esfuerzo en el estudio

	N	%
1	1	1,3%
2	1	1,3%
3	3	3,8%
4	7	8,8%
5	6	7,5%
6	5	6,3%
7	14	17,5%
8	13	16,3%
9	9	11,3%
10	21	26,3%

3. La falta de apoyo de mi familia

	N	%
1	26	32,5%
2	13	16,3%
3	10	12,5%
4	7	8,8%
5	6	7,5%
6	1	1,3%
7	5	6,3%
8	10	12,5%
9	1	1,3%
10	1	1,3%

4. La falta de apoyo de mis amigos

	N	%
1	33	41,3%
2	17	21,3%
3	9	11,3%
4	6	7,5%
5	1	1,3%
6	6	7,5%
7	3	3,8%
8	1	1,3%
9	1	1,3%
10	3	3,8%

5. La falta dedicación al estudio

	N	%
1	3	3,8%
2	2	2,5%
3	2	2,5%
4	7	8,8%
5	8	10,0%
6	2	2,5%
7	12	15,0%
8	15	18,8%
9	13	16,3%
10	16	20,0%

6. La despreocupación del profesor

	N	%
1	21	26,3%
2	19	23,8%
3	5	6,3%
4	6	7,5%
5	8	10,0%
6	4	5,0%
7	7	8,8%
8	2	2,5%
9	3	3,8%
10	5	6,3%

7. Que el profesor me tiene mala

	N	%
1	48	60,0%
2	6	7,5%
3	1	1,3%
4	5	6,3%
5	9	11,3%
6	4	5,0%
7	3	3,8%
8	1	1,3%
9	1	1,3%
10	2	2,5%

8. Mi desorganización del estudio

	N	%
2	2	2,5%
3	2	2,5%
4	6	7,5%
5	5	6,3%
6	5	6,3%
7	4	5,0%
8	11	13,8%
9	12	15,0%
10	33	41,3%

ANNEX 8: Atlas.ti coding report

Proyecto (análisis por respuesta)

Informe creado por darinka Duzic Cordova en 21/12/2024

Informe de documentos

Documentos seleccionados (5)

1 ¿Qué es autorregulación y como influye en el aprendizaje?

Documento de texto, 29 citas

0 Grupos

29 Citas:

1:7 ¶ 6, in ¿Qué es autorregulación y como influye en el aprendizaje?

la autorregulación son las herramientas que yo uso para regular y manejar mis emociones

1:8 ¶ 12, in ¿Qué es autorregulación y como influye en el aprendizaje?

la autorregulación se me viene a la mente, primero, ¿qué hacemos con nuestro tiempo? Se me viene también a la mente organización, ¿qué es lo que podemos hacer con el tiempo? Y bueno, eso yo creo que son las dos primeras cosas que se me vienen a la mente

1:9 ¶ 13, in ¿Qué es autorregulación y como influye en el aprendizaje?

es buscar mi bienestar dependiendo de las cosas que elija o no elija hacer,

1:10 ¶ 16, in ¿Qué es autorregulación y como influye en el aprendizaje?

La capacidad de resistir ante mis impulsos,

1:11 ¶ 19, in ¿Qué es autorregulación y como influye en el aprendizaje?

es como mi propia forma de administrar mis tiempos

1:12 ¶ 19, in ¿Qué es autorregulación y como influye en el aprendizaje?

ocupar el método de estudio que según mi forma de aprender es el ideal

1:13 ¶ 20, in ¿Qué es autorregulación y como influye en el aprendizaje?

Hago el contraste como me iba en el colegio, como me va en la U y claro, la mejora se nota, se nota, caleta

1:14 ¶ 22, in ¿Qué es autorregulación y como influye en el aprendizaje?

Según yo autorregulación es ese periodo, esos tiempos y la organización que tú le das a cómo manejas tu estudio.

1:15 ¶ 24, in ¿Qué es autoregulación y como influye en el aprendizaje?

autorregulación para mí es como yo como persona manejo mis emociones

1:16 ¶ 24, in ¿Qué es autoregulación y como influye en el aprendizaje?

eso puede afectar en el rendimiento, básicamente es el claro ejemplo de que si uno está con mucha ansiedad al momento de realizar una prueba, por ejemplo, es más propenso a equivocarse.

1:17 ¶ 25, in ¿Qué es autoregulación y como influye en el aprendizaje?

Entiendo que como algo como emocional,

1:18 ¶ 26, in ¿Qué es autoregulación y como influye en el aprendizaje?

Bueno, si no está mal no es como productivo, igual po, no va a poder estar estable para hacer cosas, para hacerlas bien, eso.

1:19 ¶ 28, in ¿Qué es autoregulación y como influye en el aprendizaje?

la manera que uno tiene de, o sea, valga la redundancia, como de autorregularse, ya sea como emocionalmente o de comportamiento

1:20 ¶ 30, in ¿Qué es autoregulación y como influye en el aprendizaje?

Por autorregulación entiendo las prácticas que uno puede utilizar para manejar un poco sus emociones

1:21 ¶ 30, in ¿Qué es autoregulación y como influye en el aprendizaje?

si uno crea el ambiente, un ambiente más apto, como de digamos como reduciendo el estrés, básicamente es mucho más fácil que las personas recuerden

1:22 ¶ 32, in ¿Qué es autoregulación y como influye en el aprendizaje?

Bueno, para mí la autoregulación tiene más que ver con un tema de organización

1:23 ¶ 33, in ¿Qué es autoregulación y como influye en el aprendizaje?

o creo que influye de manera muy positiva ya que al tener una desorganización de tiempos o actividades por hacer, siempre nos quedamos un poquito como entre la espada y la pared cuando tenemos

1:24 ¶ 35, in ¿Qué es autoregulación y como influye en el aprendizaje?

uno puede procesar los sentimientos, como dentro de frustración o cosas así, en algún espacio,

1:25 ¶ 37, in ¿Qué es autoregulación y como influye en el aprendizaje?

Puede influir de ambas formas, ya sea positiva o negativamente, pero de una manera muy importante, porque si es que te cuesta autorregularte, cuesta más enfocarte o concentrarse en lo que tienes que hacer.

1:26 ¶ 37, ¿Qué es autoregulación y como influye en el aprendizaje?

cuesta más enfocarte o concentrarse en lo que tienes que hacer.

1:27 ¶ 3, ¿Qué es autoregulación y como influye en el aprendizaje?

como el estudio en casa o cosas así.

1:28 ¶ 7 – 8, ¿Qué es autoregulación y como influye en el aprendizaje?

si entro a hacer una presentación tapado en ansiedad

No me voy a desempeñar bien o de acuerdo a mis expectativas

1:29 ¶ 16, ¿Qué es autoregulación y como influye en el aprendizaje?

La capacidad de resistir ante mis impulsos, moderar la necesidad de, como más impulsiva valga la redundancia, como la necesidad de hacer algo sin razón de ser

1:30 ¶ 17, in ¿Qué es autoregulación y como influye en el aprendizaje?

Definitivamente

1:32 ¶ 20, ¿Qué es autoregulación y como influye en el aprendizaje?

Leía, leía nomás el cuaderno, leía los libros y al final no me quedaba nada o me quedaba muy poco, ¿vo cachái? Porque en verdad era poca la motivación y tampoco era la forma más idónea de aprender, no era la forma más idónea de aprender porque tampoco sabía cómo estudia

1:33 ¶ 33, ¿Qué es autoregulación y como influye en el aprendizaje?

Yo creo que influye de manera muy positiva ya que al tener una desorganización de tiempos o actividades por hacer, siempre nos quedamos un poquito como entre la espada y la pared cuando tenemos, por ejemplo, evaluaciones o tenemos cosas que hacer en la universidad y eso.

1:34 ¶ 7 – 8, in ¿Qué es autoregulación y como influye en el aprendizaje?

Caleta, por ejemplo, si entro a hacer una presentación tapado en ansiedad

No me voy a desempeñar bien o de acuerdo a mis expectativas

1:35 ¶ 13, in ¿Qué es autoregulación y como influye en el aprendizaje?

Pero si tuviera que responder diría que supongo que es buscar mi bienestar dependiendo de las cosas que elija o no elija hacer, las cosas que tenga como prioridad, las cosas que quiera, las cosas..

1:36 ¶ 3, in ¿Qué es autoregulación y como influye en el aprendizaje?

la autorregulación sería como el estudio en casa o cosas así.

8 Códigos:

○ **Bienestar**

1 Citas:

1:9 ¶ 13, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ **Controlar impulsos**

1 Citas:

1:10 ¶ 16, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ **desregulariozación**

2 Citas:

1:26 ¶ 37, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:28 ¶ 7 –

8, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ **Estrategias de Aprendizajes**

3 Citas:

1:12 ¶ 19, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:32 ¶ 20, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:36 ¶ 3, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ **Mejor rendimiento**

5 Citas:

1:13 ¶ 20, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:16 ¶ 24, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:18 ¶ 26, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:21 ¶ 30, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:33 ¶ 33, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ **Organización**

5 Citas:

1:8 ¶ 12, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:11 ¶ 19, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:14 ¶ 22, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:22 ¶ 32, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:27 ¶ 3, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ Positiva

4 Citas:

1:13 ¶ 20, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:23 ¶ 33, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:25 ¶ 37, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:30 ¶ 17, in ¿Qué es autoregulación y como influye en el aprendizaje?

○ Regulación Emocional

7 Citas:

1:7 ¶ 6, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:15 ¶ 24, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:17 ¶ 25, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:19 ¶ 28, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:20 ¶ 30, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:24 ¶ 35, in ¿Qué es autoregulación y como influye en el aprendizaje? / 1:29 ¶ 16, in ¿Qué es autoregulación y como influye en el aprendizaje?

2 ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Documento de texto, 32 citas

0 Grupos

32 Citas:

2:1 ¶ 1, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Veo como los PPT, los materiales que mandan

2:2 ¶ 1, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

hago como mis apuntes, pueden ser resúmenes o definiciones.

2:3 ¶ 3, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Yo trabajo hartito con mis compañeros, como en cosas grupales

2:4 ¶ 3, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

muchas veces siento que necesito descansar unos 5 o 10 minutos entre medio de los trabajos entonces lo que hago en esos ratos es relajarme

2:5 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Generalmente estudio desde mi cuaderno, soy más de tomar notas

2:6 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

grabar algunas clases de contenido un poco más denso para ver si es que puedo sacar algún comentario del profesor

2:7 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

leo texto o sea, leo como bibliografía de algún tema que estoy estudiando por ejemplo.

2:8 ¶ 7, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

releer el material que se me entregó

2:10 ¶ 7, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

trato de prepararme a través de entregarme confianza con resúmenes

2:12 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

en DOLI, después del paro, después del paro, o sea que habíamos estado como dos meses sin hablar inglés. Entonces estábamos igual estancados, ¿po cachai? Y en esas situaciones, en verdad, practicar, pues practicar, practicar, hablar, soltar la lengua

2:13 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

lo que más me sirve es hacer resúmenes. Hacer resúmenes, idealmente con mis palabras,

2:15 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

yo leo, no sé, lo que está en los contenidos que suben los profesores a u campus

2:16 ¶ 11, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Personalmente me preparo 5 días antes, 3. Porque si me preparo mucho más tiempo, se genera una ansiedad sobre poder olvidar los contenidos que uno va aprendiendo

2:17 ¶ 11, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Personalmente me preparo 5 días antes, 3. Porque si me preparo mucho más tiempo, se genera una ansiedad sobre poder olvidar los contenidos que uno va

aprendiendo. Entonces, es mejor prepararlo con un poco de tiempo, no demasiado, para no tener que sentir ese... Se me va a olvidar.

2:18 ¶ 14, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

La verdad no tengo ninguna estrategia clara

2:19 ¶ 14, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

simplemente trato de no estudiar como un día antes de la prueba

2:20 ¶ 16, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Estudiar con compañeros

2:21 ¶ 16, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

y como con tiempo, con tiempo no hacer las cosas a última hora.

2:22 ¶ 18, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

, pero lo que hago es más que nada enseñarle a mis compañeros. Me ayuda harto a poder entender la materia mejor y ver si es que me estoy equivocando en algo o no, y así tener como retroalimentación inmediata.

2:23 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Normalmente leo los materiales que nos mandan los profe

2:24 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

y si no busco video en YouTube

2:25 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

lo escribo también

2:26 ¶ 22, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

utilizar los espacios y el tiempo que me entregan las ventanas es una muy buena opción como para preparar mis evaluaciones

2:27 ¶ 22, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

ocupar la biblioteca, los módulos de estudio y es

2:28 ¶ 24, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Trato de leer, si es que se me va algo para leer

2:29 ¶ 24, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

ver los PPT enviados

2:31 ¶ 3, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

respirar, respirar como sentir el peso de mi cuerpo y relajarme así

2:32 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Normalmente leo los materiales que nos mandan los profes,

2:34 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Ahora, cuando es como más contenido teórico, cuando es más contenido teórico, lo que más me sirve es hacer resúmenes. Hacer resúmenes, idealmente con mis palabras, o sea, yo leo, no sé, lo que está en los contenidos que suben los profesores a u campus, lo leo y lo resumo lo más posible con mis palabras. Y trato de explicármelo a mí mismo

2:35 ¶ 14, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

simplemente trato de no estudiar como un día antes de la prueba, y el día de la prueba como tal trato de no pensar en ello, ni tampoco ver algún apunte que tenga, nada de eso

2:36 ¶ 16, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

Estudiar con compañero

2:37 ¶ 18, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

que nada enseñarle a mis compañeros

14 Códigos:

○ **Gestión de tiempos**

1 Citas:

2:17 ¶ 11, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

○ **Grabar de clases**

1 Citas:

2:6 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

○ **Leer contenido**

5 Citas:

2:7 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:8 ¶ 7, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:15 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:28 ¶ 24, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:32 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

○ **Mindfulness**

1 Citas:

2:31 ¶ 3, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

○ **No tengo una estrategia**

1 Citas:

2:18 ¶ 14, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

○ **Ocupar Espacion de Estudios**

1 Citas:

2:27 ¶ 22, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

○ **Optimización de horarios**

1 Citas:

2:26 ¶ 22, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

- **Pausas Activas**

- 1 Citas:**

2:4 ¶ 3, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

- **Planificación anticipada**

- 3 Citas:**

2:16 ¶ 11, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:19 ¶ 14, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:21 ¶ 16, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

- **Repaso materia**

- 9 Citas:**

2:1 ¶ 1, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:5 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:8 ¶ 7, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:23 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:29 ¶ 24, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:34 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:35 ¶ 14, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:36 ¶ 16, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:37 ¶ 18, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

- **Speaking- práctica activa**

- 1 Citas:**

2:12 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

- **Toma de apuntes/resumen materia**

- 5 Citas:**

2:2 ¶ 1, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:5 ¶ 5, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:10 ¶ 7, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:13 ¶ 9, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? / 2:25 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

- **tutoriales youtube**

1 Citas:

2:24 ¶ 20, in ¿Qué estrategias usas para preparar tus evaluaciones en la universidad?

3 ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Documento de texto, 29 citas

0 Grupos

29 Citas:

3:1 ¶ 1, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

No me han enseñado

3:2 ¶ 1, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Pero sí creo que es importante

3:3 ¶ 3, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Si, a mí sí me han enseñado sobre autorregulación

3:5 ¶ 4, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Ah, yo creo que quizá se deberían, se debería ampliar el rango de estrategias que uno puede usar para regular las emociones siento que quizá nos enfocamos en muchas que son de movimiento o que son como de hablar con otras

3:6 ¶ 6, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Creo que Nunca he recibido con el término de autorregulación

3:7 ¶ 6, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Y sí creo que se debería tomar, yo digo que hay muchas cosas que se deberían tomar en la universidad porque a nadie nos enseñan cómo ser estudiante universitario

3:8 ¶ 6, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

y creo que sí se nos debería toma

3:9 ¶ 8, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Si, en esta malla curricular tuve la oportunidad, en clima y manejo de aula,

3:10 ¶ 9, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Creo que me ha entregado herramientas para después yo desarrollarme como docente sin dejarme de lado a mí. Entender, priorizarme, reconocermelo y a conocer cuando estoy a punto de detonar o de gatillar en algo negativo

3:11 ¶ 12, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

La verdad es que acá en la universidad no se me ha hablado del hábito de estudio ni estrategias para hacerlo.

3:12 ¶ 13–17, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Capaz ahora estaría estudiando con la vocación de profesor. Que no tengo, que yo estoy con gratuidad, que no, que capaz hubiese alcanzado el puntaje para la vocación de profesor.

Sí.

No sé si asignatura, ¿tú decís como en el colegio o acá?

Sí, quizás podría formar parte de alguna asignatura que ahora exista, no sé, como cuál se me ocurriría. O quizás en primero, en primero que hay como menos carga académica también, se podría añadir alguna asignatura. O incluirla incluso dentro del ramo de habilidades de entrada, porque igual es como súper importante

3:13 ¶ 18, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

No, no recibí

3:14 ¶ 18–21, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

y creo que sí debería ser un tema abordado sobre todo en ramos como formación integral.

Que son los ramos más transversales que tenemos dentro de la carrera, y que deberían precisamente tocar este tipo de temas. Quizás el primero, el primer CFI, orientarlo a eso, el segundo género, tercero, antropología, cuarto, bla, bla, bla. Y así en adelante.

Porque creo que es algo que deberíamos saber

3:15 ¶ 27, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

No he recibido ninguna clase como tal de autorregulación

3:16 ¶ 27, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

sido buenas en el sentido de que nos dan como tips para relajarnos

3:17 ¶ 27, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

súper importante el tema del manejo de la emoción, de la autorregulación, no solamente para hacer conciencia de eso, sino también porque el cómo manejarlo siento que es algo que es súper importante.

3:18 ¶ 29,¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

No, nunca me han enseñado nada de autorregulación

3:19 ¶ 29, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

porque, bueno, la parte que sea como la enseñanza debería enseñarse sobre autorregulación para poder hacer las cosas de mejor manera.

3:20 ¶ 31, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

al vez sí, porque, más que nada, porque en mi caso soy una mujer autista

3:21 ¶ 31, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

saberlo para poder aplicarlo con otras personas neurodivergentes,

3:22 ¶ 33,¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

No, no nos han enseñado al respecto específicamente

3:23 ¶ 33, i¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

una profesora me indicó que mejor que autocontrol era poner el concepto de autorregulación

3:24 ¶ 36, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Pero incluso, o no sé, tal vez no, no lo sé muy bien, pero siento que sería interesante explicárselo a los estudiantes como por qué, y en todos los niveles, desde primero básico, incluso de break in en el jardín, como que tal vez la repetición ayude como a integrar el conocimiento. Y son muchos los beneficios, por ejemplo, contrastando como una vez trabajé con mi abuelo y él era a la vieja usanza, entonces él funcionaba como con más estrés

3:25 ¶ 38, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

No, no he tenido ninguna clase al respecto

3:26 ¶ 38, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

yo creo que es súper necesario ya tanto en los colegios como en la universidad porque claro todos tenemos métodos distintos y siento que al ritmo de las evaluaciones de la universidad te juega un poquito en contra el no tener como una autorregulación con el tema de tus tiempos y organización.

3:27 ¶ 40, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

La verdad es que según yo, no,

3:28 ¶ 42, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

Hasta donde yo sé, solamente lo ha hecho una profesora, y además que autorregulación es como comenzar las clases con ejercicios de respiración.

3:30 ¶ 4, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

clase y yo personalmente la uso harto y siento que es muy útil.

3:31 ¶ 31, ¿alguna vez te han enseñado sobre autorregulación en alguna asignatura en la universidad? Si es así, ¿cómo te ha afectado? Y en caso de que no hayas recibido ninguna clase al respecto ¿Crees que debería abordarse en las clases?

, en los ramos pedagógicos de la universidad, y también como herramienta para mí misma, porque obviamente una sala de clases, un entorno con mucho estímulo, entonces serviría como herramienta para poner en práctica.

6 Códigos:

○ Autoregulación emocional

6 Citas:

3:3 ¶ 3, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:9 ¶ 8, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:16 ¶ 27, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:20 ¶ 31, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:23 ¶ 33, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:28 ¶ 42, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

○ Efecto positivo

3 Citas:

3:10 ¶ 9, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:30 ¶ 4, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:31 ¶ 31, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

- **Es importante**

2 Citas:

3:2 ¶ 1, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:7 ¶ 6, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

- **No me han enseñado**

9 Citas:

3:1 ¶ 1, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:6 ¶ 6, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:11 ¶ 12, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:13 ¶ 18, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:15 ¶ 27, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes /

3:18 ¶ 29, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:22 ¶ 33, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:25 ¶ 38, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:27 ¶ 40, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

- **Se nos deberia enseñar/informar**

5 Citas:

3:8 ¶ 6, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:12 ¶ 13 – 17, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:14 ¶ 18 – 21, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:19 ¶ 29, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:26 ¶ 38, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

- **Se nos deberia enseñar/informar sobre Regulacion Emocional**

4 Citas:

3:5 ¶ 4, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures

about it, do you think it should be addressed in classes / 3:17 ¶ 27, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:21 ¶ 31, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes / 3:24 ¶ 36, in Have you ever been taught regarding self-regulation in formal academic instances? If so, how has it been impacting you? In case you haven't received any lectures about it, do you think it should be addressed in classes

4 ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Documento de texto, 28 citas

0 Grupos

28 Citas:

4:1 ¶ 3, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

con mi amigo. Comparto como los pensamientos con mi familia que igual son como profesore

4:3 ¶ 8, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Yo lo ocupo generalmente cuando juego cosas Aunque juego hartas cosas que son multijugador y ahí el inglés tiene un rol

4:4 ¶ 21, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Como puente comunicativo porque utilizo redes sociales y juego jueguitos en línea y en consola que requieren utilizar el idioma inglés

4:5 ¶ 29, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

de repente, con una amiga, de hecho nos tenemos el jueves, que tratamos de hablar como todo en inglés

4:6 ¶ 33, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

. Ahora, afuera de la universidad igual me ha servido caleta en el trabajo.

4:7 ¶ 46 – 47, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

con mi pareja sobre todo y con un par de amigos que quieren mejorar su pronunciación y les sirvo como de duolingo prácticamente,

4:8 ¶ 13, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

puedo tomar el inglés desde ese punto de vista como ejemplo tanto entretención como aprendizaje, etcétera

4:9 ¶ 21, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

porque utilizo redes sociales

4:10 ¶ 49, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

cross-reference”

4:11 ¶ 56, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

me ha tocado en mi trabajo atender a gente de otros países de habla inglesa

4:12 ¶ 56, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

el tema de pedagógico, la verdad solamente leo mis apuntes

4:13 ¶ 63, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

o uso como para practicar con mi compañero más que nada o para estudiar o para enseñar algunas cosas a amigos

4:14 ¶ 71, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Sí. Pero en cosas extra, como en la universidad, tal vez en voluntariados, generalmente los voluntariados en eventos

4:15 ¶ 71, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

formación pedagógica son ramos que te incitan más a la reflexión que a aprenderte o memorizarte cosas,

4:16 ¶ 79, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

También con las personas que ya saben inglés, es muy entretenido cómo cambiar entre idiomas porque hay conceptos que son más fáciles de entender en inglés.

4:18 ¶ 84, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

el inglés fuera del aula, por ejemplo en mi trabajo, yo trabajo en atención al cliente

4:19 ¶ 87, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Siento que esas clases son mucho más didácticas en temas de conversación entre profesores y estudiantes.

4:20 ¶ 92, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Normalmente es como para hablar con mis amigos, y en una clase a lo mejor es como para decir alguna terminología

4:21 ¶ 92, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

pero lo que le gusta es que le diga cómo son los conceptos que ya nos muestran, cómo serían en inglés.

4:22 ¶ 8, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

el año pasado en yo tome un “Minor” estaba con gente de inglés y ahí se usaba como ciertos conceptos del inglés

4:23 ¶ 13, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Es más complicada que algo de cátedra, que es como contenido puro y duro. Entonces yo creo que también me baso más en lo que veo en clases, tal vez en PPTs,

4:24 ¶ 23, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Si la información me interesa o es necesaria por otro ramo, busco paper de lo mismo en inglés.

4:25 ¶ 39, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

ara formación pedagógica, no. no, es que en realidad para los ramos de formación pedagógica, bueno, es que yo antes decía que como, no sé, leer, solo leer, y lo que estaba en los libros no me servía.

4:26 ¶ 49, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

hoy en gramática vimos ciertos fenómeno, me di cuenta que pasaban cierto fenómeno y traté de conectarlo con el ramo de metodología de “TELF”, que como tal no es pedagógico, pero sí es pedagógico.

4:27 ¶ 78, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Pero sí, realmente, y también para leer como, bueno, manga o cualquier cosa, se me hace más intuitivo

4:28 ¶ 86, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

ahora tengo un ramo que es políticas educacionales y la verdad es que en esos ramos en particular yo siento que es mucho más de poner atención, de escuchar y de debatir en todas las clases.

4:29 ¶ 39, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

Así que en esas situaciones, la verdad es que los ramos de formación pedagógica no los estudio,

4:30 ¶ 56, ¿Ha utilizado el inglés fuera del aula? Si es así, ¿cómo? Cuando estudias una asignatura de formación Pedagogía, ¿cómo lo haces?

pedagógicos que he tenido han sido más como de pensamiento crítico,

8 Códigos:

- Amigos y familia

6 Citas:

4:1 ¶ 3, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:5 ¶ 29, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:7 ¶ 46–47, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:13 ¶ 63, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:16 ¶ 79, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:20 ¶ 92, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Aprendizaje autónomo

1 Citas:

4:8 ¶ 13, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Atención en Clases

2 Citas:

4:23 ¶ 13, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:29 ¶ 39, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Autorreflexión

5 Citas:

4:15 ¶ 71, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:19 ¶ 87, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:25 ¶ 39, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:28 ¶ 86, in Have you used English outside the classroom? If so, how? When

you study for a pedagogical subject of the program, how do you do it / 4:30 ¶ 56, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Cross-reference

4 Citas:

4:21 ¶ 92, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:22 ¶ 8, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:24 ¶ 23, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:26 ¶ 49, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Recreación

4 Citas:

4:3 ¶ 8, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:4 ¶ 21, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:8 ¶ 13, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:27 ¶ 78, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Resúmenes y apuntes

1 Citas:

4:12 ¶ 56, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

- Trabajo

4 Citas:

4:6 ¶ 33, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:11 ¶ 56, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:14 ¶ 71, in Have you used English outside the

classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it / 4:18 ¶ 84, in Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program, how do you do it

5¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Documento de texto, 25 citas

0 Grupos

25 Citas:

5:1 ¶ 4¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

a final de cada semestre como que veo cómo voy,

5:2 ¶ ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Trato de revisar o de recordar y mantener presentes los objetivos que yo tengo como a largo plazo

5:3 ¶ 12¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Como de esto de observar los objetivos, ¿no es cierto? Lo más importante es ir siempre por donde lo que a mí me apasiona y lo que quiero lograr conmigo mismo a largo plazo

5:6 ¶ 18¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Yo diría que muy poco reviso mi objetivo

5:7 ¶ 23 in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

Con ninguna. Desafortunadamente, no soy una persona muy organizada con respecto a temas académicos.

5:8 ¶ 26 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Aprobar tranquilo

5:11 ¶ 51 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

La verdad no reviso constantemente mis objetivos como tal

5:12 ¶ 56 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Yo creo que en realidad como que nunca hago eso, no suelo hacerlo.

5:13 ¶ 66¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

De los objetivos académicos... No los reviso mucho

5:14 ¶ 70 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

No muy seguido. Creo que mi planificación es como lo que más, o tal vez no, llevar a cabo mi planificación es una falta que teng

5:15 ¶ 79¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

No soy mucho de revisar.

5:17 ¶ 85 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Wow, la verdad es que nunca, nunca la he revisado,

5:18 ¶ 18 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

proceso más de los semestres que de objetivos un poco más a largo plazo

5:19 ¶ 30¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

En realidad, así como siendo bien autocrítico, no. No, igual soy como bien descuidado

5:20 ¶ 35 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Yo creo que la planificación. La planificación porque igual es importante tener un objetivo

5:21 ¶ 40 – 41 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

En realidad mis logros académicos son las pruebas, los trabajos y de la misma forma que los otros. Si tengo una prueba para el 2 de septiembre, una semana antes empezar a estudiar.

objetivos como sobre la marcha,

5:22 ¶ 81 ¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

por ejemplo, me gusta tener alguna rúbrica o a

5:23 ¶ 23¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

siempre pongo objetivos a corto plazo

5:24 ¶ 30¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Como que en realidad, este igual no creo que sea lo idóneo, pero pienso más a corto plazo.

5:25 ¶ 51¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

el poder terminar la carrera solamente

5:26 ¶ 73¿Con qué frecuencia revisas tus objetivos académicos a alcanzar y tú planificación académica? ¿Qué aspectos considera más importantes?

Tal vez la experiencia

5:27 ¶ 35 in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

planificación,

5:30 ¶ 66 in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

ya sea una vez a principio semestre para ver qué es el objetivo del ramo en general,

5:31 ¶ 70 in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

Cómo ir solucionando la primera inquietud que tengo, tal vez no me interesa tanto comprobar mi hipótesis ahora mismo.

5:32 ¶ 59 in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

Yo creo que igual uno tiene que organizarse para estudiar y planificarse. Que uno tiene que planificarse y organizarse para estudiar. establecer metas a corto plazo.

8 Códigos:

○ IMP Aprobar tranquilo

1 Citas:

5:8 ¶ 26, Aprobar tranquilo in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

○ IMP experiencia

1 Citas:

5:26 ¶ 73, Tal vez la experiencia in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

○ IMP Instrumentos de Evaluacion

1 Citas:

5:22 ¶ 81, por ejemplo, me gusta tener alguna rúbrica o a in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

○ IMP Organización

1 Citas:

5:32 ¶ 59, Yo creo que igual uno tiene que organizarse para estudiar y planificar... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

○ Long goal-setting

6 Citas:

5:1 ¶ 4, a final de cada semestre como que veo cómo voy, in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:2 ¶ 9, Trato de revisar o de recordar y mantener presentes los objetivos que... in How often do you look into your process of academic goal-setting and

planning? What aspects do you consider most important? / 5:3 ¶ 12, Como de esto de observar los objetivos, ¿no es cierto? Lo más importan... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:18 ¶ 18, proceso más de los semestres que de objetivos un poco más a largo plaz... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:25 ¶ 51, el poder terminar la carrera solamente in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:30 ¶ 66, ya sea una vez a principio semestre para ver qué es el objetivo del ra... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

- No reviso mis Objetivos

9 Citas:

5:6 ¶ 18, Yo diría que muy poco reviso mi objetivo in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:7 ¶ 23, Con ninguna. Desafortunadamente, no soy una persona muy organizada con... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:11 ¶ 51, La verdad no reviso constantemente mis objetivos como tal in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:12 ¶ 56, Yo creo que en realidad como que nunca hago eso, no suelo hacerlo. in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:13 ¶ 66, De los objetivos académicos... No los reviso mucho in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:14 ¶ 70, No muy seguido. Creo que mi planificación es como lo que más, o tal ve... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:15 ¶ 79, No soy mucho de revisar. in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:17 ¶ 85, Wow, la verdad es que nunca, nunca la he revisado, in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most

important? / 5:19 ¶ 30, En realidad, así como siendo bien autocrítico, no. No, igual soy como... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

- planificación

1 Citas:

5:27 ¶ 35, planificación, in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

- short goal-setting

4 Citas:

5:21 ¶ 40 – 41, En realidad mis logros académicos son las pruebas, los trabajos y de l... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:23 ¶ 23, Siempre pongo objetivos a corto plazo in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:24 ¶ 30, Como que en realidad, este igual no creo que sea lo idóneo, pero piens... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important? / 5:31 ¶ 70, Cómo ir solucionando la primera inquietud que tengo, tal vez no me int... in How often do you look into your process of academic goal-setting and planning? What aspects do you consider most important?

Proyecto (Respuestas 6 ¿Cómo manejas el estrés y la presión académica?)

Informe creado por Valentina Uribe en 31-12-2024

Informe de documentos

Documentos seleccionados (1)

1 respuestas 6 ¿Cómo manejas el estrés y la presión académica?

Documento de texto, 12 citas

1

No sé, como que trato de ignorarlo y enfocarme como en lo que tengo que hacer más que preocuparme.

2

Hablo harto con mis compañeros sobre eso siento que al sociabilizarlo y externalizarlo así no solo me ayuda a mí, sino que también lo ayuda a ellos Igual como te dije delante, ocupo harto el journaling hace poco, hace como una semana y media empecé a hacerlo todos los días y siento que en general me ayuda harto a manejar el estrés.

3

Es una pregunta complicada. Yo creo que trato de compartirlo un poco con mis compañeros que supongo que pueden estar pasando una situación similar a la mía y nada, yo creo que busco un poco más de eso, de compañerismo en esas situaciones pero también siento que personalmente yo creo que me lo guardo cuando no puedo hablarlo con nadie y simplemente lo mato, por decirlo, lo inhibo eso.

4

Personalmente, yo organizo, o sea, va a sonar redundante diciendo que no organizaba, pero los cinco días que tengo en la semana para mí son hábiles para el estudio. O sea, de lunes a viernes yo estudio y me propongo estudiar y hacer las cosas que tenga que hacer en la universidad. Para el fin de semana, no pensar en la universidad. Sábado y domingo yo digo que es mi tiempo, y mi tiempo es innegociable. El tiempo con mi polola, con mi hermana, con mi familia o haciendo las cosas que me gustan es innegociable porque es necesario y sano.

5

Yo creo que bien. O sea, igual todos, todo es súper estresante. Yo creo que todos acá en la universidad sufrimos un poco eso, el estrés académico. Y a veces también la sobrecarga, por ejemplo. No sé, pues la pegan los fines de semana y en la semana tienen que estudiar. O ya es como caleta de carga igual. Pero teniendo en cuenta eso, que igual tampoco tengo tanto tiempo libre, yo creo que lo sé llevar bien. Lo sé llevar bien, no afecta tanto en mi vida social tampoco, que podría hacerlo. No, no me afecta tanto en ese sentido, así que yo creo que lo llevo bien.

yo creo que la procrastinación es importante. O sea, dentro de mis quehaceres del día hay cierto tiempo destinado a la procrastinación. No sé, escuchar música. En ese tipo de cosas lo ocupo yo. Escuchar música.

6

Con la presión académica, bastante bien Es chocante cuando ese estrés se desparrama al resto de áreas de la vida, por ejemplo, en el caso de tener que leer muchas cosas de pronto ya no estás estresado únicamente acá, en el entorno estudiantil sino que en la micro vas a pensar en eso en tu casa vas pensando en eso en el trabajo si trabajas estás pendiente de eso entonces ahí es donde uno ve el estrés fuerte.

Claro, y me gustaría que ramos como metodología en “TEFL” implementará un poquito esto ya que los alumnos se van a estresar en las clases. Eso es algo que va a pasar.

Entonces, cómo nosotros desde fuera podemos manejar ese estrés y manejarlo desde fuera también nos va a dar una visión interna sobre cómo manejarlo bien.

7

Mira, la verdad no tengo una estrategia como tal, simplemente trato como de respirar, pero hay veces en las que involuntariamente término como manejando el estrés con comida, comiendo, o simplemente jugando para poder distraerme, entonces no tengo una estrategia como clara.

8

La verdad no sé, como que solo hago las cosas, pero intento como hacerlas antes de la fecha límite, como para no estar haciendo las cosas a última hora, aunque a veces no siempre me funciona. Pero eso, suelo como distraerme, como recreativamente, con amigas, como eso.

9

No lo manejo. Soy una persona que se estresa mucho, entonces tal vez como aprender a identificar cuándo tengo que parar, ya sea de si algo ya se está sobrepasando como de mi zona de me estoy estresando mucho, sé que si me estreso no voy a rendir bien, entonces he aprendido como identificar cuándo tengo como que detenerme de hacer lo que estoy haciendo y parar un rato y después seguir.

10

Yo, personalmente, vengo de un liceo que era muy exigente, así que tengo más aguante. Cuarto medio, para mí, fue como entrenamiento militar de estudiar. Entonces, no es que sienta mucha presión a nivel de hacer un puro proyecto.

Sí me está costando hacer varios, y en equipo, y, no sé, las relaciones sociales. Como que ahí es donde más me cuesta manejarlo. No, no sé, me pillaste con la pregunta.

11

La verdad, siendo sincera, está siendo igual difícil manejarlo. Yo soy una persona que trabaja y estudia, entonces estoy todo el tiempo presionada, estoy haciendo los trabajos, por ejemplo, en mi horario laboral y eso influye de una manera muy negativa en el rendimiento que tengo como estudiante. Igual soy una persona muy ansiosa, entonces estoy constantemente con recaídas y ahí como que se me va un poquito de las manos el tema del estrés académico.

A veces uno colapsa, pero igual hay muchos profesores que son bastante flexibles con ese tema y también tenemos DAE que nos puede ayudar bastante en eso. Entonces, yo creo

que con el tiempo y ya quizás en tercer o cuarto semestre voy a estar más a la cercanía de lo que es realmente el estrés, porque igual soy mechona y voy en segundo semestre, entonces no es tanto el trabajo que tengo como estudiante. Y puede que en un tiempo más ya con las prácticas y esas cosas vaya aumentando el estrés.

12

Normalmente trato de sobrellevarlo en el momento, cuando es por ejemplo semana de pruebas o cosas así, trato de que no me gane. Y normalmente como que trato de no compartir mucho con la gente después de una prueba, porque normalmente se comparten como lo que respondieron, y eso en realidad me pone más ansiosa. Más que calmarme, ponen que, oh sí, lo hice bien.

Normalmente es como, ay, no me acuerdo qué es lo que puse, y me pongo más ansiosa. También trato de dejar como los domingos normalmente como para mí, entonces esa es una forma de lidiar para mí el estrés académico. Como que los domingos trato de no hacer muchas cosas de lado, y si hago cosas es como ordenar las cosas para el lunes, dejar las cosas en la lista y cosas así.

12 Citas:

1:1 ¶ 3 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

enfocarme como en lo que tengo que hacer

1:2 ¶ 7 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

Hablo hartito con mis compañeros

1:3 ¶ 13 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

compartirlo un poco con mis compañeros

1:4 ¶ 18 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

organizo

1:5 ¶ 24 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

No sé, pues la pegan los fines de semana y en la semana tienen que estudiar

1:6 ¶ 28 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

Escuchar música

1:7 ¶ 36 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

bastante bien

1:8 ¶ 45 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

trato como de respirar

1:9 ¶ 45 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

jugando para poder distraerme

1:10 ¶ 50 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

distraerme, como recreativamente, con amigas, como eso.

1:11 ¶ 62 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

me cuesta manejarlo

1:12 ¶ 74 in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

dejar como los domingos normalmente como para mí,

7 Códigos:

• **Ejercicios respiración**

1 Citas:

1:8 ¶ 45, trato como de respirar in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

• **Enfocar en deberes**

1 Citas:

1:1 ¶ 3, enfocarme como en lo que tengo que hacer in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

• **Escuchar música**

1 Citas:

1:6 ¶ 28, Escuchar música in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

• **Hablar**

3 Citas:

1:2 ¶ 7, Hablo harto con mis compañeros in respuestas 6 ¿Cómo manejas el estrés y la presión académica? / 1:3 ¶ 13, compartirlo un poco con mis compañeros in respuestas 6 ¿Cómo manejas el estrés y la presión académica? / 1:10 ¶ 50, distraerme, como recreativamente, con amigas, como eso. in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

• **Jugar**

1 Citas:

1:9 ¶ 45, jugando para poder distraerme in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

• **Organizar trabajo**

3 Citas:

1:4 ¶ 18, organizo in respuestas 6 ¿Cómo manejas el estrés y la presión académica? / 1:5 ¶ 24, No sé, pues la pegan los fines de semana y en la semana tienen que est... in

respuestas 6 ¿Cómo manejas el estrés y la presión académica? / 1:12 ¶ 74, dejar como los domingos normalmente como para mí, in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

- **Sin estrategias**

2 Citas:

1:7 ¶ 36, bastante bien in respuestas 6 ¿Cómo manejas el estrés y la presión académica? / 1:11 ¶ 62, me cuesta manejarlo in respuestas 6 ¿Cómo manejas el estrés y la presión académica?

Proyecto (Respuestas 7)

Informe creado por Mario Jesus en 22-12-2024

Informe de documentos

Todos (1) documentos

1 ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Documento de texto, 27 citas

0 Grupos

27 Citas:

1:3 ¶ 8 – 9 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

me costó hartó encontrar qué era lo que más me servía a mí para autorregularme, cuando tengo mucha rabia o me siento frustrado, necesito agitarme.

Cuando estoy triste o cuando siento ansiedad, me pongo a escribir

1:5 ¶ 19 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

primero tenemos que conocer, no nuestros límites, pero sí nuestras barreras personales a la hora de entender qué se nos hace más cómodo. Es decir, si yo tengo ansiedad social es muy difícil que aprenda inglés fonético. Si enfrentarme a un cuaderno y a un lápiz se me hace complicado, la gramática puede que me cueste, o si no soy un hábil lector no voy a poder desarrollar grandes textos.

1:6 ¶ 22 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

cabros que quizás tienen un nivel de inglés más bajo se frustran y piensan como, puta, sé menos que todos, o todos hablan inglés y yo no. Eso al final, yo creo que todos en algún momento pensamos eso.

1:7 ¶ 25 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Y académicamente, que no se quemen. Que no se quemen y que acepten que fallar está bien.

1:8 ¶ 31 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Siento que es importante que se conozca a sí mismo, me refiero a que sepa cuándo se siente estresado, mal, y que sea consciente de que eso es normal, porque yo he conocido gente que tiene como vergüenza de mostrarse vulnerable en ese sentido.

1:9 ¶ 42 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Primero que nada, dejar de lado eso como infantil de burlarse de los errores.

1:10 ¶ 44 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Muchísima paciencia con uno mismo, primero que nada, con los demás, y disfrutar igual del aprendizaje.

1:11 ¶ 52 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Yo creo que primero estar como bien consciente en dónde uno está

1:13 ¶ 5 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Practicar, yo creo que como si uno quiere mejorar la pronunciación tiene que hablar o si quieren mejorar la escritura, tienen que escribir.

1:14 ¶ 10 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

A mí personalmente me ha servido mucho leer por entretenimiento

1:15 ¶ 25 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

que lean, que lean slang de internet, que lean libros académicos, que se nutran todo lo posible de todos lados que puedan para poder formar su propia identidad en el inglés

1:16 ¶ 34 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Yo creo que más que nada practicarlo con gente o individualmente.

1:17 ¶ 39 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

dominio del inglés, tal vez escuchar inglés o aprender vocabulario

1:18 ¶ 49 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

yo siempre recomiendo, así como a las personas que me dicen que quieren aprender inglés, que practíquelo aún en instancias que no sean clases

1:19 ¶ 49 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Por ejemplo, hablar con los amigos, pedirle a una persona que sepa también un poquito, para que mantengan y establezcan una conversación, para que puedas ir mejorando quizás la comunicación con otras personas.

1:20 ¶ 52 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Hablar con sus amigos de la U

1:23 ¶ 8 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

cuando tengo mucha rabia o me siento frustrado, necesito agitarme.

1:24 ¶ 19 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

No hay que pensar tanto en negativo, siempre en ir mejorando.

1:25 ¶ 25 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Que no se quemen y que acepten que fallar está bien.

1:26 ¶ 5 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

uno quiere mejorar la pronunciación tiene que hablar

1:27 ¶ 5 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

mejorar la escritura, tienen que escribir.

1:28 ¶ 10 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

me ha servido harto leer por entretención.

1:29 ¶ 15 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

recomiendan algún tipo de libro o repasar

1:30 ¶ 25 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

Que lean, que lean slang de internet, que lean libros académicos

1:31 ¶ 39 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

escuchar inglés o aprender vocabulario.

1:32 ¶ 49 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

, hablar con los amigos

1:33 ¶ 49 in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

hablar con los amigos, pedirle a una persona que sepa también un poquito, para que mantengan y establezcan una conversación

10 Códigos:

○ Actitudes positivas

2 Citas:

1:24 ¶ 19, No hay que pensar tanto en negativo, siempre en ir mejorando. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:25 ¶ 25, Que no se quemen y que acepten que fallar está bien. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Colaboración entre pares

2 Citas:

1:20 ¶ 52, Hablar con sus amigos de la U in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:33 ¶ 49, hablar con los amigos, pedirle a una persona que sepa también un poqui... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Escribir

1 Citas:

1:27 ¶ 5, mejorar la escritura, tienen que escribir. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Escuchar

1 Citas:

1:31 ¶ 39, escuchar inglés o aprender vocabulario. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Hablar

2 Citas:

1:26 ¶ 5, uno quiere mejorar la pronunciación tiene que hablar in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:32 ¶ 49, , hablar con los amigos in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Interacción social

2 Citas:

1:19 ¶ 49, Por ejemplo, hablar con los amigos, pedirle a una persona que sepa tam... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:20 ¶ 52, Hablar con sus amigos de la U in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Leer

3 Citas:

1:28 ¶ 10, me ha servido harto leer por entretenición. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:29 ¶ 15, recomiendan algún tipo de libro o repasar in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:30 ¶ 25, Que lean, que lean slang de internet, que lean libros académicos in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ manejo de frustración

1 Citas:

1:23 ¶ 8, cuando tengo mucha rabia o me siento frustrado, necesito agitarme. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Práctica constante

7 Citas:

1:13 ¶ 5, Practicar, yo creo que como si uno quiere mejorar la pronunciación tie... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:14 ¶ 10, A mí personalmente me ha servido harto leer por entretención in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:15 ¶ 25, ue lean, que lean slang de internet, que lean libros académicos, que s... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:16 ¶ 34, Yo creo que más que nada practicarlo con gente o individualmente. in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:17 ¶ 39, dominio del inglés, tal vez escuchar inglés o aprender vocabulario in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:18 ¶ 49, yo siempre recomendando, así como a las personas que me dicen que quiere... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:19 ¶ 49, Por ejemplo, hablar con los amigos, pedirle a una persona que sepa tam... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

○ Regulación Emocional

8 Citas:

1:3 ¶ 8–9, me costó harto encontrar qué era lo que más me servía a mí para autorrr... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:5 ¶ 19, primero tenemos que conocer, no nuestros límites, pero sí nuestras bar... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:6 ¶ 22, cabros que quizás tienen un nivel de inglés más bajo se frustran y pie... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:7 ¶ 25, Y académicamente, que no se quemen. Que no se quemen y que acepten que... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:8 ¶ 31, Siento que es importante que se conozca a sí mismo, me refiero a que s... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:9 ¶ 42, Primero que nada, dejar de lado eso como infantil de burlarse de lo er... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:10 ¶ 44, Muchísima paciencia con uno mismo, primero que nada, con los demás, y... in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. / 1:11 ¶ 52, Yo creo que primero estar como bien consciente en dónde uno está in ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés.

royecto (Respuestas 8 Durante el paro y la toma de la universidad ¿Como cseguiste practicando inglés y reforzando los contenidos vistos en clase?)

Informe creado por Mario Jesus en 22-12-2024

Informe de documentos

Todos (1) documentos

1 respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Documento de texto, 24 citas

0 Grupos

24 Citas:

1:7 ¶ 4 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

No lo hice, la verdad

1:8 ¶ 8 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

No lo hice

1:9 ¶ 12 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Yo creo que fue un poco pobre de mi parte ya que no recuerdo haber tomado en ningún momento un cuaderno o algo así para estudiar

1:10 ¶ 16 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

De mi posición es que yo soy una persona que hace clases particulares

1:11 ¶ 26 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

De la misma forma, leyendo. Leyendo todo el día

1:12 ¶ 22 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Hablando conmigo mismo.

1:13 ¶ 31 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

la verdad no estudié nada durante el par

1:14 ¶ 36 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Lo hice poco la verdad

1:15 ¶ 40 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Hice esto de ver series sin subtítulos en inglés y hago clase en las popuclases

1:16 ¶ 45 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

No lo hice

1:17 ¶ 57 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

yo pido tutorías

1:24 ¶ 31 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

simplemente me dediqué como a ver más series en inglés, sin subtítulos, para poder ver más cómo se habla en escuchar el inglés de alguna manera, simplemente con el oído y no pensar tanto en qué tengo que leer

1:26 ¶ 40 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Hice esto de ver series sin subtítulos en inglés

1:28 ¶ 22 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Yo los ayudo, yo les ayudo a estudiar, conversamos dentro de lo que más se pueda

1:29 ¶ 26 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

leyendo. Leyendo todo el día. Trataba de pasar todo el día leyendo.

1:30 ¶ 31 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

simplemente me dediqué como a ver más series en inglés

1:31 ¶ 36 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

pero más que nada viendo como cosas en inglés

1:32 ¶ 52 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Nosotros tratamos, igual dentro del departamento de inglés, en hablar en inglés o en el metro tener un gossip

1:33 ¶ 57 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

pero sí escribo en inglés porque normalmente me siento más cómoda.

1:34 ¶ 31 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

me dediqué a ver pura serie en inglés.

1:35 ¶ 36 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

como lo que buscaba en el celular para ver videos, por ejemplo, lo veo todo en inglés

1:36 ¶ 36 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

más que nada repasando un poco la materia,

1:37 ¶ 57 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

yo pido tutorías porque hay algunas materias en las que me cuesta bastante

1:38 ¶ 58 in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

Y todas las series las veo en inglés

8 Códigos:

○ Apoyo social

1 Citas:

1:37 ¶ 57, yo pido tutorías porque hay algunas materias en las que me cuesta bast... in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

○ Conversación en inglés

2 Citas:

1:28 ¶ 22, Yo los ayudo, yo les ayudo a estudiar, conversamos dentro de lo que má... in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:32 ¶ 52, Nosotros tratamos, igual dentro del departamento de inglés, en hablar... in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

○ Escritura en inglés

1 Citas:

1:33 ¶ 57, pero sí escribo en inglés porque normalmente me siento más cómoda. in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

- **Escucha en inglés**

- 5 Citas:**

1:26 ¶ 40, Hice esto de ver series sin subtítulos en inglés in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:30 ¶ 31, simplemente me dediqué como a ver más series en inglés in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:31 ¶ 36, pero más que nada viendo como cosas en inglés in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:34 ¶ 31, me dediqué a ver pura serie en inglés. in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:38 ¶ 58, Y todas las series las veo en inglés in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

- **Lectura en inglés**

- 1 Citas:**

1:29 ¶ 26, leyendo. Leyendo todo el día. Trataba de pasar todo el día leyendo. in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

- **Materiales de clase**

- 1 Citas:**

1:36 ¶ 36, más que nada repasando un poco la materia, in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?

- **Planificación del estudio**

- 11 Citas:**

1:7 ¶ 4, No lo hice, la verdad in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:8 ¶ 8, No lo hice in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:9 ¶ 12, Yo creo que fue un poco pobre de mi parte ya que no recuerdo haber tom... in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase? / 1:10 ¶ 16, De mi posición es que yo soy una persona que hace clases particulares in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en

clase? / 1:11 ¶ 26, De la misma forma, leyendo. Leyendo todo el día in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase? / 1:12 ¶ 22, Hablando conmigo mismo. in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase? / 1:13 ¶ 31, la verdad no estudié nada durante el par in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase? / 1:14 ¶ 36, Lo hice poco la verdad in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase? / 1:15 ¶ 40, Hice esto de ver series sin subtítulos en inglés y hago clase en las p... in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase? / 1:16 ¶ 45, No lo hice in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase? / 1:17 ¶ 57, yo pido tutorías in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

○ Recursos digitales

1 Citas:

1:35 ¶ 36, como lo que buscaba en el celular para ver videos, por ejemplo, lo veo... in respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste prácticando inglés y reforzando los contenidos vistos en clase?

Proyecto (Respuestas 9 ¿que importancia das a la retroalimentación recibida para mejorar tu desempeño académico?)

Informe creado por Valentina Uribe en 14-11-2024

Informe de códigos

Todos los (9) códigos

○ Analizar comentarios

3 Citas:

1:5 ¶ 4 in respuestas 9

analizo si estoy de acuerdo con lo que me dicen o no

1:10 ¶ 8 in respuestas 9

los tomo como lo que son que una crítica constructiva

1:23 ¶ 33 in respuestas 9

tomarlo y ver cómo auto percibir qué estoy haciendo y ver si lo puedo cambiar con las cosas que me dijeron

0 Códigos

○ Consecuencias de recibir feedback

3 Citas:

1:31 ¶ 40 in respuestas 9

aumenta mis ganas de seguir queriendo hacerlo mucho mejor la próxima vez

1:33 ¶ 44 in respuestas 9

cosas que le pongo más atención en el futuro

1:34 ¶ 45 in respuestas 9

como que le pongo más atención a que el da. Y gracias al feedback uno se da cuenta de aquello

0 Códigos

○ Corregir errores

2 Citas:

1:25 ¶ 35 in respuestas 9

corrigiendo

1:34 ¶ 45 in respuestas 9

como que le pongo más atención a que el da. Y gracias al feedback uno se da cuenta de aquello

0 Códigos

○ Importancia de feedback

13 Citas:

1:1 ¶ 1 in respuestas 9

es súper importante

1:2 ¶ 3 in respuestas 9

retroalimentación es súper importante

1:6 ¶ 6 in respuestas 9

parte fundamental de lo que es el aprendizaje

1:9 ¶ 8 in respuestas 9

los considero oportunos

1:12 ¶ 11 in respuestas 9

es súper importante, pero igual es súper sensible

1:15 ¶ 16 in respuestas 9

súper importante

1:19 ¶ 30 in respuestas 9

al principio las retroalimentaciones no las tomaba tanto en serio

1:20 ¶ 30 in respuestas 9

Ahora realmente aprecio mucho los feedbacks porque realmente son las claves

1:22 ¶ 32 in respuestas 9

La tomo como súper constructivamente

1:24 ¶ 35 in respuestas 9

doy mucha importancia a la retroalimentación

1:27 ¶ 37 in respuestas 9

súper importante

1:30 ¶ 40 in respuestas 9

ayuda muchísimo

1:32 ¶ 43 in respuestas 9

muy importante

0 Códigos

-
- **localizar fortalezas y debilidades**

5 Citas:

1:3 ¶ 1 in respuestas 9

como qué tienes que mejorar o en qué, cuáles son tus fortalezas

1:7 ¶ 6 in respuestas 9

uno puede darse cuenta de los errores de las cosas que puede mejorar

1:8 ¶ 6 in respuestas 9

estamos aprendiendo y no nos damos cuenta de todos los parámetros

1:16 ¶ 18 in respuestas 9

No puedes corregir un error sin saber cuál es

1:29 ¶ 38 in respuestas 9

tener una idea de sus habilidades

0 Códigos

○ **Percepción de qué es el feedback**

2 Citas:

1:11 ¶ 8 in respuestas 9

Creo que dar feedback es una habilidad, y una habilidad que los docentes y los pedagogos tenemos que tener

1:28 ¶ 37 in respuestas 9

esfuerzo consciente que hacen los profesores para poder aportarte en tu desarrollo

0 Códigos

○ **Practicar debilidades**

5 Citas:

1:13 ¶ 11 in respuestas 9

retroalimentación en muchos casos, si es que no está bien hecha, se presta mucho como para que uno se frustre

1:14 ¶ 12 in respuestas 9

positivo el efecto que el feedback ha tenido en mi desempeño académico

1:17 ¶ 22 in respuestas 9

Genera mucho impacto en cómo tú percibes esos errores también

1:18 ¶ 26 in respuestas 9

te trato de practicar

1:21 ¶ 30 in respuestas 9

trato de practicar

0 Códigos

○ **Quienes entregan feedback**

1 Citas:

1:4 ¶ 3 in respuestas 9

recibo no solo de los profes, sino que también de mis compañeros

0 Códigos

○ **Revisar trabajos**

1 Citas:

1:26 ¶ 35 in respuestas 9

reviso de nuevo el trabajo

0 Códigos

Proyecto (Respuestas 10)

Informe creado por Valentina Uribe en 14-11-2024

Informe de códigos

Códigos seleccionados (1)

○ **Ayuda con amigos**

4 Citas:

1:3 ¶ 3 in respuestas 10 ¿Cómo utilizas tus redes de apoyo, ya sea profesores, compañeros, amigos, familia u otros para potenciar tus habilidades?

amigos para practicar

1:4 ¶ 5 in respuestas 10 ¿Cómo utilizas tus redes de apoyo, ya sea profesores, compañeros, amigos, familia u otros para potenciar tus habilidades?

preguntar o pedir algún consejo y ese tipo de cosas como para ir mejorando

1:8 ¶ 9 in respuestas 10 ¿Cómo utilizas tus redes de apoyo, ya sea profesores, compañeros, amigos, familia u otros para potenciar tus habilidades?

Y también amigos, como te contaba, ayudándolos en los ramos de inglés

1:11 ¶ 11 in respuestas 10 ¿Cómo utilizas tus redes de apoyo, ya sea profesores, compañeros, amigos, familia u otros para potenciar tus habilidades?

no me potencio con mis amigos, sino que ellos lo hacen conmigo.

0 Códigos

a) Question 1

		1: ¿Qué es autoregulación y como influye en el aprendizaje? 29	Totales
◆ Bienestar	1	1	1
◆ Controlar impulsos	1	1	1
◆ desregularización	2	2	2
◆ Estrategias de Aprendizajes	3	3	3
◆ Mejor rendimiento	5	5	5
◆ Organización	5	5	5
◆ Positiva	4	4	4
◆ Regulación Emocional	7	7	7
Totales		28	28

b) Question 2

		2: ¿Qué estrategias usas para preparar tus evaluaciones en la universidad? 33	Totales
Estudio/trabajo grupal	3	3	3
falta de tiempo	1	1	1
Grabar de clases	1	1	1
Leer contenido	5	5	5
me preparo con tiempo	4	4	4
Mindfulness	1	1	1
No tengo una estrategia	1	1	1
Ocupar Espacios de Estudios	1	1	1
Optimización de horarios	1	1	1
Pausas Activas	1	1	1
Repaso materia	9	9	9
Speaking- práctica activa	1	1	1
Toma de apuntes/resumen materia	5	5	5
tutoriales youtube	1	1	1
Totales		35	35

c) Question 3

		3: Have you ever been taught regarding self-regulation in formal academic instance... 29	Totales
Autoregulación emocional	6	6	6
Efecto positivo	3	3	3
Es importante	2	2	2
No me han enseñado	9	9	9
Se nos debería enseñar/informar	5	5	5
Se nos debería enseñar/informar sobre Regulacion Emoci...	4	4	4
Totales		29	29

d) Question 4

		4: Have you used English outside the classroom? If so, how? When you study for a pedagogical subject of the program,...	Totales
		28	
◇ Amigos y familia	6	6	6
◇ Aprendizaje autónomo	1	1	1
◇ Atención en Clases	2	2	2
◇ Autorreflexión	5	5	5
◇ Cross-reference	4	4	4
◇ Recreación	4	4	4
◇ Resúmenes y apuntes	1	1	1
◇ Trabajo	4	4	4
Totales		27	27

e) Question 5

		5: How often do you look into your process of academic goal-setting and planning? What aspects do you cons...	Totales
		25	
◇ IMP Aprobar tranquilo	1	1	1
◇ IMP experiencia	1	1	1
◇ IMP Instrumentos de Evaluación	1	1	1
◇ IMP Organización	1	1	1
◇ Long goal-setting	6	6	6
◇ No reviso mis Objetivos	9	9	9
◇ planificación	1	1	1
◇ short goal-setting	4	4	4
Totales		24	24

f) Question 6

		1: respuestas 6 ¿Cómo manejas el estrés y la presión académica? 12	Totales
◆ Ejercicios respiración	1	1	1
◆ Enfocar en deberes	1	1	1
◆ Escuchar música	1	1	1
◆ Hablar	3	3	3
◆ Jugar	1	1	1
◆ Organizar trabajo	3	3	3
◆ Sin estrategias	2	2	2
Totales		12	12

g) Question 7

		1: ¿Que sugeriria a otros estudiantes para mejorar su autoregulación y su dominio del inglés. 27	Totales
◆ Actitudes positivas	2	2	2
◆ Colaboración entre pares	2	2	2
◆ Escribir	1	1	1
◆ Escuchar	1	1	1
◆ Hablar	2	2	2
◆ Interacción social	2	2	2
◆ Leer	3	3	3
◆ manejo de frustración	1	1	1
◆ Práctica constante	7	7	7
◆ Regulación Emocional	8	8	8
◆ sugerencias para mejorar autoregulación y aprendizaje del inglés	10 27	27	27
Totales		56	56

h) Question 8

		1: respuestas 8 Durante el paro y toma de la universidad ¿Como seguiste practicando inglés y reforzando los contenidos vistos en clase?	Totales	
		23		
◆ Apoyo social	1	1	1	
◆ Conversación en inglés	2	2	2	
◆ Escritura en inglés	1	1	1	
◆ Escucha en inglés	5	5	5	
◆ Lectura en inglés	1	1	1	
◆ Materiales de clase	1	1	1	
◆ Planificación del estudio	11	11	11	
◆ Recursos digitales	1	1	1	
◆ Durante el paro y la toma d...	8 23	23	23	
Totales		46	46	

i) Question 9

		1: respuestas 9 ¿Qué importancia das a la retroalimenta...	Totales
		34	
◆ Analizar comentarios	3	3	3
◆ Consecuencias de recibir feedback	3	3	3
◆ Corregir errores	2	2	2
◆ Importancia de feedback	13	13	13
◆ localizar fortalezas y debilidades	5	5	5
◆ Percepción de qué es el feedback	2	2	2
◆ Practicar debilidades	5	5	5
◆ Quienes entregan feedback	1	1	1
◆ Revisar trabajos	1	1	1
Totales		35	35

j) Question 10

		1: respuestas 10 ¿Cómo utilizas tus redes de apoyo, ya sea p...	Totales
	24		
◆ Ayuda con amigos y/o profesores	6	6	6
◆ Conversar con compañeros	1	1	1
◆ Estudiar con amigos	1	1	1
◆ Explicar lo aprendido	3	3	3
◆ Hablar con amigos y/o profesores	9	9	9
◆ Mejorar con la pareja	2	2	2
◆ Ocupar inglés vocabulario diario	1	1	1
◆ Ver series con familia	1	1	1
Totales		24	24