



Pontificia Universidad Católica del Ecuador  
Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

TRABAJO DE INTEGRACIÓN CURRICULAR TITULACIÓN

TEMA:

METACOGNITION AND SELF-LEARNING TECHNIQUES IN THE DEVELOPMENT OF  
ENGLISH PRODUCTIVE SKILLS

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

LINE OF RESEARCH:

ARTS, DESIGN, LANGUAGES, LITERATURE, AND ORALITY

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IBARRA, JULIO – 2024

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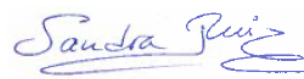
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## **AGRADECIMIENTO**

Quiero agradecer primeramente a Dios, por haberme permitido estar en donde estoy ahora, culminando mi carrera y permitiéndome realizar esta investigación. Por siempre estar en mi corazón guiándome, mostrándome el camino correcto y la manera correcta de actuar para perseverar en cada uno de mis sueños, metas y objetivos.

Asimismo, agradecerles de todo corazón a mis padres “Alexandra y Ventura” que han sido mi pilar fundamental, el soporte y fuente de motivación, para cada día seguir adelante con mis sueños, estudios y profesionalización, por su apoyo y gran labor de paternidad y maternidad hacia mi persona, no solo padres sino mis amigos los cuales no elegí, sino que dios me los regaló, quienes cada día me inspiran grandemente a triunfar por y para ellos.

De igual manera, a mi pareja “Cristian” por siempre estar ahí para mí, apoyándome, sentimental y emocionalmente. Por creer en mis habilidades y capacidades, motivándome, ayudándome y aconsejándome de la mejor manera siempre, a no darme por vencida y mostrar quién realmente soy y que soy muy capaz.

A mi hermano “Manuel” por cuidar de mí y de mis padres cuando es necesario y por inconscientemente retarme e inspirarme a ser mejor cada día por mi familia. Gracias hermano, los amo a todos.

Por último, pero no menos importante quiero agradecerme especialmente a mí por haber logrado sacar adelante este trabajo de investigación que prácticamente lo hice sola y de la mano con Dios y que debido a las circunstancias o problemas que tuve por falta de apoyo y guía a lo largo de este proyecto, he aprendido que de las tribulaciones ganas y aprendes el doble o el triple así que me agradezco por ello.

A todos, muchas gracias.

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## 1. RESUMEN

Esta investigación se lleva a cabo con el propósito de comprender los factores que influyen en la falta de autoaprendizaje, así como determinar el grado de metacognición y autodidactismo entre los estudiantes universitarios. Se enfoca únicamente en desarrollar la habilidad del habla, la cual es una habilidad productiva, beneficiando también la habilidad de escritura. Además, la presente investigación explora por qué existe esta falta de interés en el autoaprendizaje y cómo la falta de motivación dificulta el aprendizaje, específicamente en el caso del inglés. Se considera que factores como los cognitivos, afectivo-sociales, ambientales y de organización del estudio desempeñan un papel fundamental en esta problemática, que es de gran relevancia para el aprendizaje de un segundo idioma.

Este estudio emplea una metodología mixta, en la cual se recopilan, analizan, combinan e integran datos cuantitativos y cualitativos a través de encuestas realizadas a estudiantes universitarios de la “Pontificia Universidad Católica del Ecuador Sede Ibarra” y entrevistas a docentes de la misma institución. Los hallazgos muestran que los estudiantes son conscientes del autoaprendizaje, pero la falta de interés, ya sea autoinducida o incentivada por factores externos o terceros, como los docentes, la familia, la institución, etc., impide el adecuado desarrollo de habilidades al aprender inglés. Además, el habla es una de las habilidades más desafiantes de adquirir dentro del entorno educativo, ya que existe un mayor enfoque en la otra habilidad productiva, la escritura. Gracias a los resultados obtenidos, es posible orientar la investigación hacia una propuesta. Esta propuesta se enfoca en analizar las bases teóricas de la metacognición y la falta de técnicas de autoaprendizaje para la expresión oral, que es una de las habilidades productivas en inglés. A través del estudio bibliográfico realizado en esta investigación, se pueden proponer estrategias de autoaprendizaje y ofrecer recomendaciones a futuros investigadores, sirviendo como respaldo para futuros esfuerzos de investigación.

**Palabras clave:** Autoaprendizaje, metacognición, hablar, escribir, falta de interés, motivación, segundo idioma, investigación.

## 2. ABSTRACT

This research is conducted with the purpose of understanding the factors that influence the lack of self-learning, as well as determining the degree of metacognition and self-directed learning among university students. It focuses solely on developing the speaking skill, which is a productive skill, while also benefiting the writing skill. Furthermore, this research explores why there is a lack of interest in self-directed learning and how a lack of motivation hinders learning, specifically in the case of English. It is considered that factors such as cognitive, affective-social, environmental, and study organization play a fundamental role in this issue, which is of great relevance to second language learning.

This study employs a mixed methodology, in which quantitative and qualitative data are collected, analyzed, combined, and integrated through surveys conducted with university students from the “Pontificia Universidad Católica del Ecuador Sede Ibarra” and interviews with teachers from the same institution. The findings show that students are aware of self-directed learning, but the lack of interest, whether self-induced or encouraged by external factors or third parties, such as teachers, family, the institution, etc., impedes the proper development of skills when learning English. Additionally, speaking is one of the most challenging skills to acquire within the educational environment, as there is a greater focus on the other productive skill, writing. Thanks to the obtained results, it is possible to guide the research towards a proposal. This proposal focuses on analyzing the theoretical bases of metacognition and the lack of self-learning techniques for oral expression, which is one of the productive skills in English. Through the bibliographic study conducted in this research, strategies for self-learning can be proposed and recommended to future researchers, serving as support for future research efforts.

**Keywords:** Self-learning, metacognition, speaking, writing, lack of interest, motivation, second language, research.

### 3. INTRODUCTION

Nowadays, where globalization makes communication boundless, mastering a global language such as English is paramount. Particularly in the context of speaking, effective communication can open doors to opportunities, careers, and cross-cultural understanding. However, despite the abundance of resources in the digital age, there is a troubling gap in the area of self-learning techniques for improving English speaking. This thesis addresses this critical issue, exploring the reasons behind the deficiency in self-learning methods and proposing innovative strategies to close this gap.

By examining the challenges faced by language learners and analyzing the current educational landscape, this research aims to shed light on the importance of fostering self-learning techniques and leveraging digital tools to improve oral proficiency in English. Through this exploration, we aim not only to identify deficiencies but also to pave the way for a more empowered and self-reliant generation of language learners, capable of articulating their thoughts and ideas effectively in English, thus enriching their personal and professional lives.

This research was born with the intention of understanding the factors that influence the lack of self-learning in students. Additionally, it investigates why there is this lack of interest in learning on their own, and whether different factors such as cognitive, affective-social, environmental, and study organization play a fundamental role in this issue that is highly relevant to second language learning. According to the latest research conducted over the past five years, the necessary information has been obtained to strengthen and support this research with the benefits of autonomous learning, which allows us to evaluate and improve knowledge through the practical application of little or no formal assessment.

If done effectively, this form of education can increase feelings of accomplishment and a sense of purpose. It can also help students acquire critical skills that can help them advance in their studies. This work proposes a mixed methodology, in which quantitative and qualitative data are collected, analyzed, and combined, integrating them. Thanks to the results obtained, it was possible to direct the research towards the proposed proposal, and as a recommendation for future researchers, this project serves as support for future research.

Learning a second language on one's own is a deeply enriching and personalized journey. Autonomy in the educational process not only boosts the learner's self-confidence but also fosters an intrinsic commitment to the language. In this self-taught journey, each individual can explore resources tailored to their learning style, delving into specific aspects of the language that they find fascinating or challenging.

In today's era, where information is omnipresent and the paths of knowledge are expanding like never before, the ability to learn on one's own emerges as an invaluable treasure in the repertoire of human skills. More than an option, it is an imperative necessity in a world characterized by its dynamism and complexity. Self-taught learning, the ability to acquire knowledge independently and autonomously, not only empowers individuals but has also become a fundamental requirement to thrive.

Torre, Yépez, & Lara (2020) consider that today there is already a conviction that teaching does not mean making someone learn, but rather developing in the student the ability to choose autonomously and make decisions related to their learning, until they become the "teacher of themselves." In the case of the English language, in order to learn, the student must feel involved in their teaching; they must learn in a meaningful and dynamic way. "The most important factor that influences a student's learning is what the student already knows." Learning is meaningful when the contents are related in a non-arbitrary and substantial way (not verbatim) to what the learner already knows.

As a consequence of Covid-19, the pandemic brought new opportunities for teaching foreign languages through ICT resources. While before the pandemic, the use of screens was seen as a secondary resource, and more priority was given to face-to-face teacher-student interaction, with the arrival of the virus and isolation measures, the screen became an extremely valuable resource (Taci, 2020).

Self-learning is a process that is carried out without direct, covert, indirect, or intentional help from the teacher and that produces relatively stable behavior. This literally means the instruction of a person by themselves. Without delving into the connotations that the term carries, it is worth noting that if there is teaching since the teacher "shows," instruction also implies "intentional effort" so that the student "apprehends" what is shown;

this determines a concern for the content, the subject, and the way of presenting it (Garrison & Kanuka, 2004).

According to Anderson (2005), nowadays, a fundamental element is language learning strategies and techniques; this author claims that it's fundamental to consider the thoughts and actions that individuals use to achieve a learning objective. The type of learning strategies used by the learner depends on individual differences, such as their beliefs, affective states and previous learning experiences. Studies on high achievers and low achievers have shown that high achievers have developed a range of strategies when learning a language and are able to choose among the most appropriate ones to solve a particular problem; they are also able to adapt them to the needs of the specific situation and determine their level of success.

Cohen & Ishihara (2005) have found that more proficient speakers use a greater variety of learning strategies. Thus, technological advances have made foreign language learning more interactive and dynamic. However, these new teaching methods present a new type of challenge for both teachers and learners, with the latter needing to develop new learning strategies—conscious voluntary decisions that have a specific objective—to make effective use of the new tools available to them and learn more effectively.

### **3.1. INVESTIGATION PROBLEM**

#### **HOW DOES LACK OF SELF-LEARNING AFFECT THE PROCESS OF SPEAKING A SECOND LANGUAGE?**

The lack of self-learning can negatively impact the development of language skills in a second language by affecting motivation, exposure, flexibility, autonomy, and control over the learning process. Those who can learn autonomously tend to have an advantage in acquiring a second language, as they are better at adapting to diverse situations and maintaining consistent practice. The individual's ability to learn autonomously, actively, and participatively, acquiring knowledge and skills and promoting their own values, translates into self-improvement. This is how self-learning facilitates the development of the student's ability to demand more from themselves, involving them in decision-making (Rugeles, Mora, & Metaute, 2013, p. 135).

Self-learning is an approach in which the individual strives to identify their own learning needs, set learning goals, find necessary resources, and assess their own knowledge. However, a lack of motivation in students often occurs because self-learning is typically linked to intrinsic motivation needed to overcome the challenges and obstacles inherent in learning a second language.

Today, most curricula used in schools and language institutions lack three essential components of language study: mental comprehension, auditory comprehension, and conversational comprehension, which involve the ability to receive and transmit information in a foreign language. Any language program lacking these three components is as unnecessary as a bald man buying shampoo.

Foreign languages are taught to university or school students who attend classes because they have no other option (it is mandatory). They follow a foreign language course in school or high school for six months or several years. After all those years of intense study, exams, and endless assignments, these students discover that they cannot communicate in the language they have been learning for so long, and many are not even aware of it yet. The fact is that most public or private schools or universities, continuing education institutions, etc., implement a defective and outdated curriculum.

On the other hand, individuals who do not actively seek opportunities to learn on their own may have less exposure to the language they are trying to learn. Consistent exposure is crucial for developing language skills, and those who do not self-learn may miss valuable opportunities to practice and improve. Additionally, self-learning often involves the ability to adapt to different styles and methods of learning. Those who depend entirely on structured environments, such as traditional classrooms, may struggle to adapt to unconventional learning situations that could be beneficial for the development of a second language. This lack of flexibility affects the proper development of self-study.

The lack of self-learning leads to low autonomy, which can result in excessive dependence on direct instruction. People who cannot learn on their own may face difficulties when they do not have a teacher or a formal learning environment. Furthermore, they have less control over the learning process. Those who do not develop self-learning skills may overly depend on external structures and guidance, limiting their ability to customize their learning approach based on their needs and preferences.

Foreign languages are not like other subjects that can mainly be studied or memorized from books. Knowing a language is about developing skill. It does not require information or facts but rather the development of a more natural ability to express oneself. Unfortunately, this approach is not followed in school or university programs, not only in Ecuador but worldwide.

In Ecuador, foreign languages are treated as subjects to study and obtain decent or fair grades, not as a skill to acquire. The four essential language skills are speaking, writing, listening, and reading. However, it is often noticed that students do not speak well enough in their target language. This happens in every school or university, and even in some language learning centers. Although reading and writing are essential, listening and speaking are the two most vital components.

### **3.2. JUSTIFICATION**

The choice to investigate the issue of how the lack of self-learning affects the process of speaking a second language arises from the growing importance of multilingual competence in an increasingly globalized world. This research is justified by the need to understand the implications and challenges associated with the lack of self-initiative in learning an additional language. Education systems do not encourage self-learning; teachers need to be trained to help learners self-regulate. Success requires a strong motivation to learn as well as the development of strategies to self-organize, set goals, and achieve them.

The global pandemic has taught us the need to be flexible, adaptable, and capable of learning on our own; from one moment to another, the lifestyle of millions of people changed, and it became necessary to develop new skills for studying, working, shopping, among many other activities. Teachers play a significant role in supporting students to become self-regulated and metacognitively engaged learners (Pintrich, 2002).

The relevance of this study lies in its appropriateness in a social context where the ability to communicate efficiently in several languages has become essential for personal and professional success. With the globalization of communication and the interconnection of cultures, understanding how the lack of self-learning can hinder the development of language skills becomes a crucial aspect of educational training and job competence.

In today's society, learning is a constant necessity. People must take into account the concept of resilience, which is the composite ability of resistance and flexibility; resistance to strive to learn continuously and flexibility to adapt to change. In the school and professional environment, self-study stands as a basic strategy that citizens must manage. During the process, people take the initiative, with or without the help of others, take responsibility for their learning process, and are able to diagnose their needs, formulate their learning objectives, and identify material resources and strategies to achieve learning.

The problem we wish to address focuses on identifying and understanding the specific challenges faced by those who do not actively engage in second language self-learning. This research aims to provide valuable information about the factors that negatively

affect the acquisition of an additional language and, finally, seeks to offer practical solutions and recommendations to overcome these barriers.

Constant self-assessment is a fundamental factor in self-learning processes, so that the learner can identify their progress and limitations and reorient their learning process. It is indisputable that in self-learning there must exist in the student a strong motivation to learn that leads them to establish goals, self-regulate, and be constant until they achieve what is proposed. The origin of this motivation is diverse. A student can find the motivation to learn by themselves in the search for an incentive that can be economic, social, educational, or labor-related, to mention a few. While other students are motivated to study on their own by the feeling of success, the need to feel competent in a field of knowledge, or to find a solution to a question posed or problem identified.

The social relevance of this study is evident when considering who it serves or who it may benefit. The target audience includes students, educators, professionals, and any individual interested in improving their language skills. By understanding the obstacles associated with the lack of self-learning, more effective educational strategies and training programs could be designed to foster autonomy and intrinsic motivation in language learning.

Teachers and parents have the task of finding the necessary stimuli to motivate students to learn on their own. In order for learners to develop self-learning skills, teachers need to train them to self-regulate and implement autonomous learning strategies and activities. There is no doubt that the task is great, that students are reluctant to take responsibility for their own learning process, and teachers must invest effort and time to achieve it; what cannot be ignored is that self-study is a tool to remain current and functional in today's world.

The practical implications of this research are substantial, as it is expected to contribute to the resolution of present and future problems related to language proficiency. Providing ideas on how to foster self-learning in the process of acquiring a second language could have a direct impact on the effectiveness of educational programs and on the preparation of individuals for an increasingly diverse and globalized world of work.

Finally, in terms of theoretical value, this research contributes new information to the field of second language acquisition by exploring in detail the relationship between self-learning and the development of language skills. It is hoped that the results obtained will fill existing knowledge gaps and contribute to a deeper understanding of the cognitive and motivational processes involved in second language learning.

### **3.3. OBJECTIVES**

#### **3.3.1. GENERAL OBJECTIVE**

- To analyze the theoretical bases of metacognition and the lack of self-learning techniques for oral expression in English through a bibliographic study that evidences the proposed research work.

#### **3.3.2. SPECIFIC OBJECTIVES**

- To investigate the main factors affecting second language autodidacticism, focusing on obstacles faced by learners during the development of communicative skills.
- To evaluate self-study techniques for speaking English by effective strategies for the development of productive skills in students.
- To propose a set of motivational strategies and activities, through physical and technological resources for the application of self-education techniques in the oral expression of English.

These objectives will make it possible to systematically and effectively address metacognition and the lack of self-learning techniques specifically for oral expression, seeking to improve students' communicative competence and facilitate their development in a globalized linguistic context.

### **3.4. HYPOTHESIS**

#### **3.4.1. PROBLEMATIC**

How does lack of metacognition and self-learning affect the process of speaking a second language?

#### **3.4.2. INDEPENDENT VARIABLE**

Metacognition and self-learning techniques.

#### **3.4.3. DEPENDENT VARIABLE**

Productive skills (specifically oral expression of English language).

#### **3.4.4. RESEARCH QUESTIONS**

- What are the most salient factors that lead students to lack self-learning techniques in improving English speaking?
- How does the lack of self-taught approaches in English speaking affect students' confidence in interacting in speaking contexts?
- What are the academic and professional consequences of the lack of self-learning techniques in English speaking for students?
- What technological approaches are used to promote self-learning in English speaking and how do they compare in terms of effectiveness?
- What is the availability and accessibility of online resources that focus on improving English speaking in a self-directed manner?
- How can active practice approaches be incorporated into English speaking self-study and how can they contribute to improvement?
- How can pedagogical strategies be designed to encourage the adoption of self-learning techniques for English language speaking among learners?
- What types of practical activities can be integrated into the self-learning process to improve confidence and fluency in English speaking?
- What is the potential impact of implementing these strategies on the overall improvement of learners' communicative competence in real English-speaking situations?

#### **4. STATE OF THE ART**

The research topic "Metacognition and self-learning techniques in the development of English productive skills" has become a growing area of interest in language education, especially as we move towards a more student-centered and technologically integrated approach to language learning. Metacognition, referring to the ability to reflect on and regulate one's own learning process, along with self-learning techniques, involving self-directed strategies for acquiring language skills, are fundamental aspects in the development of productive skills in English.

Moreover, Ma, Shao, Sun, & Wang (2024) as educational paradigms evolve, there is increasing recognition of the transformative potential of metacognition and self-learning strategies in English language development. These approaches not only facilitate language acquisition but also cultivate lifelong learning competencies essential for adapting to diverse linguistic and cultural contexts. Integrating metacognitive practices into language education environments supports learners in becoming more reflective and proactive in their learning journeys, promoting deeper engagement and retention of language skills. By fostering metacognitive awareness alongside self-directed learning techniques, educators can empower students to navigate and excel in dynamic language learning landscapes.

In summary, the intersection of metacognition and self-learning techniques represents a pivotal pathway in contemporary language education, offering nuanced insights into how learners engage with and internalize language skills. By harnessing these cognitive and strategic dimensions, educators can create environments that foster autonomous and reflective learners capable of thriving in multilingual and multicultural settings. This integrated approach not only enhances language proficiency but also equips learners with critical thinking skills and adaptive learning strategies crucial for effective communication and lifelong learning.

##### **4.1. METACOGNITION: CONCEPT AND APPLICATIONS**

According to Flavell (1979), metacognition is a fundamental concept in cognitive psychology that refers to an individual's knowledge and control over their own cognitive

processes. one of the pioneers in the study of metacognition, defined it as “knowledge about one's own knowledge” in the Learning Theories. This concept encompasses both the ability to reflect on one's own thinking and the skill to regulate and monitor those cognitive processes during task execution.

Metacognition is divided into two main components: metacognitive knowledge and metacognitive regulation. Metacognitive knowledge refers to what we know about our cognitive abilities, the tasks we face, and the strategies we can use to solve problems. This includes declarative knowledge (knowing what), procedural knowledge (knowing how), and conditional knowledge (knowing when and why) (Schraw & Dennison, 1994).

On the other hand, Brown (1987) states that metacognitive regulation refers to the processes we use to control and direct our thinking and learning. It includes activities such as planning (setting goals and choosing strategies), monitoring (tracking progress and understanding), and evaluating (reviewing and adjusting the strategies used). These skills are crucial for effective learning, as they allow individuals to adjust their approaches based on their needs and the context of the task.

According to Pintrich (2002), the importance of metacognition in the educational field is widely recognized. Students with developed metacognitive skills are more capable of learning independently, identifying their own strengths and weaknesses, and applying effective strategies to overcome learning obstacles. For example, a student who is aware of having difficulty remembering information might employ memory strategies, such as creating mind maps or using mnemonic techniques, to improve retention.

In the study by Veenman, Van Hout-Wolters, & Afflerbach (2006), metacognition plays a crucial role in problem-solving and decision-making. A metacognitively skilled individual can assess the difficulty of a problem, select and apply appropriate strategies, and revise their approach if initial strategies are ineffective. This ability to adapt and change approach is particularly valuable in complex and changing situations.

In practice, fostering metacognition in the classroom can involve explicitly teaching students metacognitive strategies and providing them with opportunities to reflect on their own learning. Teachers can use guided questions, reflection journals, and group discussions

to help students develop greater awareness of their cognitive processes. Additionally, the use of formative assessments and continuous feedback can support the development of metacognitive skills by allowing students to monitor their progress and adjust their learning strategies accordingly (Schraw, 1998).

Metacognition is an essential skill for learning and cognitive development. By understanding and controlling their own mental processes, individuals can enhance their ability to learn, solve problems, and make informed decisions. Fostering these skills from an early age can have a lasting impact on students' ability to effectively tackle academic and real-life challenges.

Since 2020, various authors have addressed this topic from different perspectives. For instance, examined how metacognition influences the development of language skills, highlighting its role in oral and written production in English as a foreign language. Their research suggests that metacognitive reflection can enhance accuracy and fluency in written and oral communication (Wang & Li, 2020).

In the field of developing productive skills in English, contemporary research has placed renewed emphasis on the intersection between metacognition, self-learning techniques, and language proficiency. Underscored the importance of metacognition, which refers to students' ability to reflect on their own learning process, identify effective strategies, and monitor their progress. Metacognition is considered fundamental to enhancing the effectiveness of language learning, as it enables students to tailor their study approaches according to their individual needs (Brown & Souto-Otero, 2020).

In a recent study, that, examines the effectiveness of training in India, focusing on the relationship between training components, metacognition, and learning outcomes. Metacognition, defined as individuals' ability to reflect on and control their own cognitive processes, plays a crucial role in this analysis. Bhat explores how the deliberate application of metacognitive strategies during training can significantly influence learning outcomes, enabling participants to adjust and enhance their learning approach according to their individual needs. This approach not only provides insights into improving training effectiveness but also highlights how metacognition can enhance learning across diverse educational and professional contexts (Bhat, 2024).

According to Ratnayake, et al. (2024), explore the significance of fostering metacognitive awareness to enhance students' self-regulated learning. Their study, published in the *Journal of Microbiology and Biology Education*, emphasizes the role of reflection in supporting metacognitive processes among students. By encouraging students to engage in reflective practices, such as self-assessment and goal setting, the authors aim to promote a deeper understanding of one's learning strategies and outcomes. This approach not only empowers students to monitor their own progress but also equips them with the adaptive skills needed to adjust their learning strategies accordingly. Ratnayake and colleagues' research underscores the importance of metacognitive skills in fostering effective self-regulated learning environments, offering insights that can benefit educators seeking to optimize learning experiences through reflective practices.

#### **4.2. SELF-DIRECTED LEARNING: CONCEPT AND APPLICATIONS**

Loeng (2020), claim that, self-directed learning, also known as self-regulated learning, is a process in which individuals take the initiative and responsibility for their own learning. According to self-directed learning involves diagnosing one's own learning needs, formulating goals, identifying resources for learning, choosing and implementing appropriate strategies, and evaluating the results obtained. This approach places the learner at the center of the educational process, promoting autonomy and self-determination.

According to Deci & Ryan (1985), one of the key aspects of self-directed learning is intrinsic motivation. Individuals who are intrinsically motivated have an internal desire to learn and improve, which drives them to seek knowledge and skills independently. This type of motivation is crucial for success in self-directed learning, as the lack of a formal structure and the absence of external supervision require the learner to remain focused and disciplined on their own.

Schraw & Moshman (1995), point out that, self-directed learning is closely related to the development of metacognitive skills. Self-directed learners need to be able to plan, monitor, and evaluate their own progress to learn effectively. These skills enable them to

adapt to new challenges and adjust their learning strategies based on their needs and the context they find themselves in.

In today's rapidly evolving technological landscape and access to information, self-directed learning has become more accessible and relevant than ever. Online learning platforms, open educational resources, and virtual learning communities offer countless opportunities for individuals to acquire new knowledge and skills at their own pace. This has democratized access to education, allowing more people to learn and improve their competencies autonomously (Siemens, 2005).

Self-directed learning is beneficial not only on an individual level but also has significant implications in the professional field. In a constantly changing work environment, the ability to learn independently is a highly valued skill. Employees who can identify their own development needs and actively seek continuous learning opportunities are more adaptable and can contribute more effectively to their organizations (Candy, 1991).

Fostering self-directed learning in educational and professional settings can involve creating flexible and personalized learning environments that support learner autonomy. Educators and leaders can provide guidance and resources but should also allow individuals to have control over their own learning process. This can include the implementation of teaching methods that promote reflection, self-assessment, and problem-solving (Garrison, 1997).

Self-directed learning is an essential skill in the contemporary world. By taking control of their own learning, individuals not only acquire new knowledge and skills but also develop a greater capacity to adapt to changes and face challenges. Encouraging this skill from an early age and in various contexts can have a lasting impact on people's ability to learn and grow continuously throughout their lives.

Li & Wang (2021) Similarly, explored how self-learning strategies can enhance communicative skills in English. Their study revealed that students who employ self-learning techniques tend to perform better in oral and written production, underscoring the importance of fostering student autonomy in the language learning process.

As noted by Smith & Jones (2021), self-learning techniques have been the subject of growing attention in recent research. The authors have explored how self-learning can empower students to drive their own learning process independently, using a variety of resources and strategies tailored to their learning styles and specific goals. This approach highlights the importance of cultivating student autonomy and their ability to learn self-directedly.

### **4.3. PRODUCTIVE SKILLS: SPEAKING AND WRITING**

Productive skills, specifically speaking and writing, are essential components of language proficiency and communication. These skills enable individuals to express their thoughts, ideas, and emotions effectively, playing a crucial role in both personal and professional contexts.

Speaking, as a productive skill, involves the ability to articulate words, form sentences, and convey messages verbally. Speaking is an interactive process that includes the production, reception, and processing of information. It requires not only linguistic knowledge but also the ability to use language appropriately in various social contexts. Effective speaking skills involve clarity, coherence, appropriate vocabulary, and the ability to engage in dialogues and discussions. These skills are developed through practice and interaction, and they are critical for effective interpersonal communication (Brown, 2004).

According to Harmer (2004), writing, on the other hand, is the ability to produce written text that communicates information, ideas, or arguments. The author describes writing as a complex process that involves brainstorming, drafting, revising, and editing. Writing skills require a strong command of grammar, vocabulary, and structure, as well as the ability to organize and express ideas clearly and coherently. Effective writing is not only about accuracy but also about the ability to convey a message in a way that is engaging and comprehensible to the reader.

Both speaking and writing are considered productive skills because they involve the active production of language rather than passive reception. Unlike receptive skills, such as listening and reading, productive skills require the learner to generate language and

communicate their own ideas. This active involvement in language production fosters deeper learning and greater proficiency (Nation & Newton, 2009).

Developing speaking and writing skills involves a combination of practice, feedback, and reflection. For speaking, engaging in conversations, participating in discussions, and practicing public speaking are effective ways to improve. Interactive activities, such as role-playing and group discussions, help learners develop fluency and confidence in using language in real-life situations (Richards, 2008).

For writing, regular practice through assignments, journaling, and creative writing exercises can enhance skills. The writing process, which includes planning, drafting, and revising, is crucial for developing effective writing abilities. Feedback from teachers, peers, or mentors helps learners identify areas for improvement and refine their writing skills. Additionally, reading extensively can improve writing by exposing learners to different styles, structures, and vocabularies (Hyland, 2003).

In educational settings, it is important to integrate the teaching of productive skills into the curriculum. Communicative language teaching (CLT) approaches emphasize the importance of interaction and real-life communication, encouraging learners to use language actively and meaningfully (Larsen-Freeman, 2000). Task-based language teaching (TBLT) is another approach that focuses on using language to complete specific tasks, thereby promoting the development of productive skills through practical application (Ellis, 2003).

Speaking and writing are fundamental productive skills that enable effective communication. Developing these skills requires practice, feedback, and the ability to use language in various contexts. By integrating productive skill development into educational and practical settings, individuals can enhance their language proficiency and communicate more effectively in their personal and professional lives.

According to Johnson & Smith (2020), explored the role of speaking practice in improving writing skills among English language learners. Their research found a strong correlation between speaking proficiency and writing ability, suggesting that regular speaking practice can lead to improvements in writing fluency, coherence, and vocabulary usage.

Garcia et al. (2021) have revealed that, the fluency and coherence gained from speaking practice can transfer to written expression. As learners become more adept at organizing their thoughts and articulating ideas orally, they tend to exhibit similar improvements in their written communication. This phenomenon suggests a reciprocal relationship between speaking and writing skills, where gains in one domain contribute to advancements in the other.

According to Garcia et al. (2022), in terms of productive skills in English, examined how metacognition and self-learning influence oral and written production. Garcia et al. (2022) found that the use of metacognitive strategies, such as planning and self-evaluation, is associated with greater coherence and fluency in written English production. Similarly, research conducted by Kim and Lee, has demonstrated that self-learning can lead to significant improvements in oral fluency and accuracy among students (Kim and Lee, 2021).

The study by Johnson (2023), contributed to expanding our understanding of the interaction between metacognition, self-learning techniques, and the development of productive skills in English. Together, this body of research provides a solid foundation for the formulation of educational strategies and intervention programs that promote more effective and autonomous learning in the context of English language proficiency development.

In recent years, research has shed light on the interconnectedness between speaking and writing skills in language acquisition, particularly in the context of English proficiency development. Scholars have highlighted how the development of speaking skills can positively impact writing abilities. Through regular speaking practice, learners inadvertently refine their vocabulary, grammatical structures, and sentence formation, which subsequently enhances their writing proficiency (Smith and Johnson, 2020).

Kim and Lee (2022), conducted longitudinal studies that demonstrated a significant correlation between oral proficiency development and improvements in writing proficiency over time. Their findings underscore the importance of integrating speaking activities into language learning curricula to foster holistic language development, encompassing both spoken and written communication skills.

By acknowledging the symbiotic relationship between speaking and writing skills, educators can design more comprehensive language learning programs that capitalize on this synergy. Through structured speaking activities, learners not only enhance their oral fluency and communication skills but also inadvertently strengthen their writing proficiency, thereby achieving more balanced language proficiency overall.

According to Nguyen et al. (2021), investigated the effectiveness of task-based language teaching (TBLT) in enhancing speaking proficiency among English language learners. Their findings indicated that TBLT approaches, which involve engaging learners in communicative tasks, positively impact speaking skill development by promoting fluency, accuracy, and confidence in speaking.

According to Smith & Johnson (2022), conducted a longitudinal study examining the role of motivation in the development of speaking skills among second language learners. Their research highlighted the significant influence of motivational factors, such as intrinsic interest and self-efficacy, on learners' speaking performance over time.

#### **4.4. INTEGRATION OF EDUCATIONAL TECHNOLOGIES**

Furthermore, García-Hernández and García-Hernández (2020) investigated the impact of educational technologies on the development of metacognition and self-learning skills in language learning. Their work suggests that digital tools can facilitate learning self-regulation and enhance the effectiveness of self-learning strategies, which positively impacts the development of productive skills in English.

These studies, along with others conducted since 2020, have provided a deeper understanding of how metacognition and self-learning techniques influence the development of productive skills in English. These research findings offer both theoretical and practical frameworks for improving educational practices and promoting more effective and autonomous learning in the language learning context.

The development of English productive skills is a multifaceted area of research that encompasses various aspects of language acquisition, including speaking and writing

proficiency. Since 2020, several authors have contributed to this field, shedding light on different factors that influence the acquisition and enhancement of these skills.

According to Chen and Lee (2020), who explored the use of technology-enhanced language learning environments in promoting speaking skill development. Their study demonstrated the benefits of incorporating digital tools, such as online speaking practice platforms and virtual reality simulations, in providing learners with opportunities for authentic speaking practice and feedback.

Furthermore, recent research has also focused on the relationship between speaking proficiency and other language skills, such as writing. For example, a study examining the transfer effects of speaking practice on writing skills. Their findings suggested that regular speaking practice can indirectly improve writing proficiency by enhancing language fluency, vocabulary knowledge, and grammatical accuracy (Rodriguez et al., 2021).

Overall, recent research since 2020 has provided valuable insights into the development of speaking skills in language learning contexts. By considering the findings from these studies, educators and language practitioners can implement evidence-based pedagogical approaches to effectively support learners in developing their speaking proficiency.

#### **4.5.ROLE OF FEEDBACK AND STUDIES IN SKILL DEVELOPMENT**

Another notable contribution comes from Chen who investigated the impact of feedback on the development of productive skills in English. Their study revealed that providing timely and constructive feedback can significantly enhance students' speaking and writing performance, highlighting the importance of effective feedback mechanisms in language learning environments (Chen et al., 2021).

Chen's research underscores several critical dimensions of feedback that contribute to its effectiveness. Firstly, the timeliness of feedback is crucial. Immediate or near-immediate feedback allows students to correct errors and adjust their language use while the

learning experience is still fresh in their minds. This immediacy helps in reinforcing correct usage and understanding, making the learning process more dynamic and responsive.

Moreover, the nature of feedback, whether it is constructive or purely corrective, plays a significant role. Constructive feedback, which includes positive reinforcement and specific guidance on how to improve, tends to be more beneficial than simple correction. It not only addresses the errors but also provides a pathway for improvement, encouraging students to engage more deeply with the learning material.

Also highlight the role of feedback in fostering a supportive learning environment. When students perceive feedback as supportive rather than punitive, they are more likely to be receptive and motivated to improve. This psychological aspect is vital for maintaining student engagement and promoting a positive attitude towards learning. Additionally, the study points out that feedback should be tailored to individual learner needs. Differentiated feedback that considers the learner's current level, learning style, and specific challenges can lead to more effective skill development. Personalized feedback helps address the unique difficulties faced by each student, thereby enhancing the overall efficacy of the learning process.

The findings from Chen's study align with other research in the field, which emphasizes the multifaceted role of feedback in language acquisition. For instance, studies suggest that feedback is most effective when it is clear, specific, and actionable, providing students with a concrete understanding of their progress and areas for improvement (Hattie & Timperley, 2007)

In conclusion, the role of feedback in the development of productive skills is multifaceted, involving timeliness, constructiveness, supportiveness, and personalization. Chen's study adds to the growing body of evidence that effective feedback mechanisms are essential in language learning environments, facilitating significant improvements in students' speaking and writing skills. These insights underscore the need for educators to develop robust feedback strategies that cater to the diverse needs of learners, ultimately enhancing the overall effectiveness of language instruction.

#### **4.6.GLOBALIZATION AND THE NECESSITY OF ENGLISH PROFICIENCY**

For decades, the English language has been undergoing a process of expansion as part of the phenomenon known worldwide as globalization. More and more people are learning to speak this language, and more and more people are depending on it to get a job or prosper in it. The Argentine professors and researchers also state that the use of a foreign language, with emphasis on English, has gone from being a privilege to being a necessity in the different productive sectors. The process of globalization has been the main reason why English has gained importance worldwide, to the point of being considered today as the universal language of business (Biava & Segura, 2017).

In practice, it can be said to be the language of today's world. It is, in this era, the great international language, a lingua franca that has had repercussions in all non-Anglo-Saxon countries, including Spain, and that affects more or less directly the various fields and professions. Its possession can no longer be treated as a luxury, but as an obvious necessity (Jaimechango, 2009).

According to Ortiz (2013), while Spanish is the native language of more people than English, the latter is more learned as a second language than the former. Recent estimates suggest that some 402 million people speak it as their first language, just as it is currently used by more than 1 billion non-native speakers. For this reason, their learning constitutes a priority from the primary levels of education, reaching the peak of higher education, where their knowledge and qualities in the different aspects of listening, expression and interpretation must be elevated.

In higher education, recent graduates are expected to be able to understand complex texts within their area of knowledge and to be able to express themselves with a certain degree of fluency when communicating with others in English. For this reason, Higher Education Institutions must guarantee the fulfillment of a basic number of hours and the quality of the courses that are taught (Colombian Ministry of National Education, 2005).

However, establishing English as a subject in the curriculum does not completely solve the problem: The study of the foreign language, limited to a few academically

established hours, or the promotion of language schools or voluntary courses, have been seen as insufficient measures during these years (Jaimechango, 2009).

In an increasingly interconnected world, English proficiency has shifted from being an advantageous skill to an essential requirement for career advancement and international communication. This shift reflects the global dominance of English in business, science, and technology. Professionals and job seekers alike are finding that strong English skills are no longer just a competitive edge but a necessity for accessing international markets, participating in global collaborations, and navigating the complexities of a globalized economy. As English continues to dominate as the global lingua franca, its importance in various fields is becoming more pronounced, making proficiency a critical asset for anyone aiming to succeed in the modern world (Smith, 2022).

The role of English as a global lingua franca has intensified, driven by globalization and the need for cross-border interaction. Mastery of English is now a crucial factor in accessing global opportunities and participating effectively in the global economy. In fields such as international business, diplomacy, and technology, English serves as the primary medium for communication and collaboration. This increased reliance on English underscores its significance not just as a second language but as a fundamental tool for engaging with the global community, enhancing one's career prospects, and achieving success in an interconnected world (Zhang, 2023).

As globalization accelerates, English has become the primary language for global business and diplomacy. Proficiency in English is increasingly necessary for professional success and social mobility in a variety of sectors worldwide. The ability to communicate effectively in English opens doors to international job markets, academic opportunities, and global networks. This growing demand for English fluency highlights its role as a key driver of personal and professional advancement, making it indispensable for individuals seeking to thrive in a globalized environment where English is the predominant language of interaction and exchange (Patel, 2024).

#### **4.7.SELF-LEARNING AND LIFELONG EDUCATION**

Self-learning, also known as self-directed learning, has become an essential skill in contemporary society. This way of acquiring knowledge goes beyond formal education, allowing people to be active protagonists of their own learning process. In a world in constant evolution, where information flows in a fast and accessible way, the ability to self-learn becomes a crucial factor for personal and professional success. Through self-learning, individuals can effectively adapt to change and develop a continuous growth mindset (Dewey, 1938).

One of the key aspects of self-learning is the capacity for self-management and self-regulation. As Albert Bandura, psychologist and social learning theorist, highlights in his theory of self-regulation: "Individuals self-direct their learning through personal goals and standards, self-observation, self-assessment and self-reinforcement". This self-regulation allows individuals to set clear goals, monitor their progress, and adjust their learning strategies as needed (Bandura, 1986).

Recent studies according to Kuo et al. (2021), emphasize the importance of self-learning in the context of lifelong education. self-directed learning skills significantly enhance an individual's ability to adapt to new information and technologies, which is essential in today's rapidly changing world. They argue that individuals who engage in self-learning are better equipped to handle professional transitions and continuous personal development.

Similarly, a study by Brookfield (2022) highlights the role of self-learning in professional development. Brookfield notes that professionals who actively pursue self-learning opportunities tend to exhibit higher levels of innovation and creativity in their work. This underscores the idea that self-learning not only supports individual growth but also contributes to organizational success.

Likewise, the relationship between self-learning and conventional education is bidirectional and complementary. Formal education provides a solid foundation of knowledge and skills, while self-learning enables individuals to broaden their horizons and stay current in changing fields. As the renowned educator John Dewey stated, "Education is

not preparation for life; education is life itself." In this sense, self-learning empowers individuals to take responsibility for their own lifelong educational process.

One of the key aspects of self-learning is the capacity for self-management and self-regulation. As Albert Bandura, psychologist and social learning theorist, highlights in his theory of self-regulation: "Individuals self-direct their learning through personal goals and standards, self-observation, self-assessment, and self-reinforcement." This self-regulation allows individuals to set clear goals, monitor their progress, and adjust their learning strategies as needed (Bandura, 1986).

Recent research by Zimmerman and Schunk (2023), further elaborates on the mechanisms of self-regulation in self-learning. They found that learners who effectively use self-regulation strategies tend to achieve higher levels of academic success and personal satisfaction. Their study suggests that self-regulation skills are crucial for maintaining motivation and achieving long-term educational goals.

#### **4.8.DIGITAL AGE AND SELF-LEARNING**

In the digital age, technology plays a key role in fostering self-learning. Online platforms, open educational resources, and social networks have provided access to a vast amount of information and learning opportunities. As educator Stephen Downes points out, "Learning is about diversity of viewpoints, collaboration and interaction, not merely the transmission of knowledge". These tools allow learners to explore their individual interests, connect with experts in different fields, and participate in online learning communities (Downes, 2012).

According to Johnson and Brown (2021), the transformative impact of digital technologies on self-learning. the proliferation of Massive Open Online Courses (MOOCs) and other online learning platforms has democratized access to education, enabling individuals from diverse backgrounds to acquire new skills and knowledge at their own pace. They argue that these platforms facilitate personalized learning experiences that cater to the unique needs and preferences of each learner.

Similarly, a study by Lee et al. (2022) emphasizes the role of social media in self-learning. They found that platforms like Twitter, LinkedIn, and specialized online forums provide valuable opportunities for professional networking and knowledge sharing. These social networks enable learners to stay updated with the latest trends in their fields, participate in discussions, and access expert insights, thereby enhancing their self-learning experience.

In short, self-learning plays a crucial role in contemporary education by empowering individuals to take control of their own educational process. Through self-regulation, technology, and the diversity of resources available, self-learning enables individuals to continue learning throughout their lives and adapt to a constantly changing world. As educator Rita Dunn put it: "Learning how to learn is the most important skill any individual can have" (Dunn, 2002).

A recent article by Pappas (2023), explores the future of self-learning in the digital age, highlighting the potential of artificial intelligence (AI) and adaptive learning technologies. Pappas suggests that AI-driven platforms can provide highly customized learning experiences, identifying learners' strengths and weaknesses and offering tailored resources to address their specific needs. This personalized approach not only enhances the effectiveness of self-learning but also keeps learners engaged and motivated.

#### **4.9.IMPORTANCE OF ORAL PRODUCTION IN SECOND LANGUAGE ACQUISITION (SLA)**

Second language acquisition (SLA) is a complex process involving a variety of language skills. Among these skills, oral production occupies a prominent place, as it plays a crucial role in effective communication and in the development of linguistic competence in an SLA. The ability to express oneself orally in a second language not only allows for deeper cross-cultural connections but also has a significant impact in the educational setting by promoting more complete and enriching learning (Gass, 1997).

Oral production in SLA goes beyond simply pronouncing words and phrases; it involves the ability to articulate thoughts coherently and fluently, adapting to different

contexts and communicative situations. As linguist Susan M. Gass points out: "Oral production is a fundamental component of second language communicative competence, reflecting the speaker's ability to apply grammatical rules and lexical knowledge in real time"

Oral interaction in the classroom or in social settings is essential for the development of oral production in SLA. According to Merrill Swain, an educational psychologist and language acquisition expert, in her output hypothesis: "The act of producing, whether spoken or written, promotes reflection on linguistic structure and facilitates the internalization of grammatical rules". In other words, the process of attempting to express oneself orally in SLA activates mental mechanisms that contribute to a deeper understanding of the language (Swain, 1985).

Oral production also has a significant impact on the educational environment. In classrooms, it promotes active student participation, fosters collaboration, and enhances self-confidence. As Rebecca L. Oxford, an expert in language teaching, mentions in her book "Language Learning Strategies Around the World": "Oral production in a second language allows students to apply learning strategies, such as planning and self-assessment, to improve their communicative competence" (Oxford, 1990).

Thus, oral production in second language acquisition is an essential skill that goes beyond mere verbal communication. It contributes to deeper and more enriching learning by activating cognitive mechanisms and promoting reflection on the language. Moreover, in the educational environment, oral production fosters students' active participation and enables them to develop effective learning strategies. As linguist Noam Chomsky said: "Learning another language is not simply learning different words for the same things, but learning another way of thinking about things" (Chomsky, 2006).

Oral production in a second language not only facilitates effective communication but also serves as a crucial tool for self-assessment and learning regulation. This process allows students to continuously adjust and refine their language skills, thereby enhancing their overall linguistic proficiency and confidence in using the language in various contexts (O'Malley & Chamot, 2022).

The development of oral production is a critical component of second language acquisition. It allows learners to practice and consolidate their linguistic abilities in real-world contexts. This practice not only supports more natural integration of the language into their communicative repertoire but also enhances their ability to use the language fluidly and accurately (Belcher, 2023).

The ability to produce oral language in a second language not only demonstrates the mastery of grammatical structures but also plays a vital role in helping learners manage the complexity and variability of language in authentic situations. This ability is essential for achieving advanced levels of communicative competence and ensuring that learners can effectively navigate various real-life language scenarios (Skehan, 2024).

#### **4.10. CHALLENGES IN SECOND LANGUAGE ACQUISITION**

Second language acquisition (SLA) is a challenging process that requires dedication and focus. However, lack of self-learning in this process can have significant consequences in both language development and educational settings. Passivity in the pursuit of knowledge and exclusive reliance on formal education can hinder mastery of an SLA and limit opportunities for personal and professional growth (Little, 1991).

According to García and Wei (2021), highlights several persistent challenges in SLA. one of the primary obstacles is the lack of immersion in the target language environment. They argue that without sufficient exposure to the language in authentic contexts, learners struggle to develop fluency and cultural understanding. This finding underscores the importance of creating immersive learning experiences, both inside and outside the classroom, to facilitate effective language acquisition.

Macintyre et al. (2022), another significant challenge identified in recent studies is the impact of learner anxiety on SLA. found that language learning anxiety can significantly impede progress, leading to reduced participation and lower levels of language proficiency. Their research suggests that creating a supportive and low-anxiety learning environment is crucial for helping learners overcome these barriers and achieve their language learning goals.

Furthermore, according to Dörnyei and Ushioda (2021), the role of motivation in SLA cannot be overlooked. Maintaining high levels of motivation is essential for sustained language learning efforts. They highlight that intrinsic motivation, driven by personal interest and the perceived value of learning the language, is a key factor in successful SLA. Strategies to enhance motivation include setting clear goals, providing meaningful and relevant learning materials, and encouraging learner autonomy.

#### **4.11. IMPORTANCE OF SELF-LEARNING IN SECOND LANGUAGE ACQUISITION**

Self-learning in second language acquisition is essential to strengthen language skills beyond the classroom. As David Little, linguist and language teaching expert, mentions in his work "Autonomy: Definitions, Issues and Expectations": "Autonomy in language learning implies that learners take responsibility for their own learning and actively engage in the search for resources and experiences" (Little, 1991). Lack of initiative in self-learning can result in stagnation in language proficiency and limited exposure to real communication situations (Little, 1991).

Lack of self-learning also influences education by reducing the effectiveness of classroom instruction. Without the active engagement of learners in their second language acquisition process, pedagogical methods can be less impactful. As Diane Larsen-Freeman, a linguist and educator, warns in her book "Techniques and Principles in Language Teaching": "The active involvement of students in seeking out practice opportunities and constructing their own knowledge is essential for deep and lasting learning" (Larsen-Freeman, 2000).

Self-learning plays a crucial role in second language acquisition, as highlighted in Manipol literature review on self-efficacy and motivation factors. Their analysis underscores that individuals who engage actively in self-directed learning tend to exhibit higher levels of self-efficacy and motivation, which are essential for sustained progress in language proficiency. By taking responsibility for their learning process, learners can tailor strategies to their specific needs, effectively reinforcing language skills through independent practice and exploration. This autonomy not only enhances linguistic competence but also fosters a

deeper understanding and appreciation of the target language's cultural context, thereby promoting more comprehensive and enduring language acquisition outcomes. (Manipol, Nasrullah, & Jumariati, 2024)

#### **4.12. IMPACT OF TECHNOLOGY ON SELF-LEARNING**

Modern technology provides ample opportunities for self-learning in second language acquisition, but it can also be a distraction if not used effectively. As language teaching expert Anna Uhl Chamot suggests in her article "The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach": "Learners must learn to use technology as a tool to enhance their self-learning, rather than becoming absorbed by it" (Chamot, 2009).

According to Lin and Warschauer (2021), the dual-edged nature of technology in language learning. while digital tools and platforms offer unprecedented access to language resources and interactive learning opportunities, they also present challenges related to digital distraction and information overload. Their research highlights the need for learners to develop digital literacy skills that enable them to navigate and utilize technological resources effectively without becoming overwhelmed.

Moreover, Godwin-Jones (2022), the role of mobile-assisted language learning (MALL) has been a significant focus of recent research. points out that mobile devices, when used strategically, can greatly enhance language learning by providing flexible, on-the-go access to learning materials and opportunities for real-time communication with native speakers. However, he also warns that without proper guidance and structure, learners might find themselves distracted by non-educational content available on these devices.

Modern technology offers a variety of resources for self-study in English oral production, but their use must be guided and structured. As language teaching expert David Nunan suggests in his book "Designing Tasks for the Communicative Classroom": "Students must learn to use technological tools, such as recordings and online platforms, in a strategic way to improve their pronunciation and speaking skills" (Nunan, 2004).

A study by Chen and Kent (2023), reinforces this perspective, indicating that structured use of technology, such as engaging with pronunciation apps and participating in online speaking forums, can significantly improve learners' speaking skills. They emphasize the importance of incorporating technology into a well-designed learning plan that aligns with the learners' goals and provides regular feedback.

#### **4.13. CONSEQUENCES OF LACK OF SELF-LEARNING IN ENGLISH ORAL PRODUCTION**

Oral production in a foreign language, such as English, is an essential skill in an increasingly globalized world. However, a lack of self-learning in this area can have a significant impact on the acquisition and development of oral proficiency in the language. This lack of initiative can affect both effective communication and the quality of education in general (Cook, 2001).

Self-learning in oral English language production is crucial to overcoming communication barriers. As Vivian Cook, linguist and author of *Second Language Learning and Language Teaching* points out, "Constant practice and exposure to authentic spoken language are essential to developing pronunciation and fluency." Lack of effort in self-learning can result in difficulties in expressing oneself clearly and confidently, limiting opportunities for effective interaction in real-life contexts.

According to Park and Lee (2021), the importance of active self-learning for oral proficiency. learners who engage in self-directed speaking practice, such as through language exchange programs or using speech recognition software, show significant improvements in their oral skills compared to those who rely solely on classroom instruction. This active engagement helps learners internalize language structures and improve their pronunciation and fluency.

Lack of self-learning also impacts education by hindering progress in the classroom. As Paul Nation, linguist and author of *"Learning Vocabulary in Another Language,"* points out, "Active self-learning and constant practice are essential for internalizing new language structures and expanding vocabulary." Without active participation outside the classroom,

students may experience difficulty keeping up with the curriculum and applying what they learn in practical situations (Nation, 2001).

In a study by Smith and Johnson (2022), it was found that students who did not engage in self-learning activities outside the classroom had lower oral proficiency scores and were less confident in their speaking abilities. This lack of self-initiative not only slowed their progress but also affected their overall academic performance and motivation.

So, the lack of self-learning in second language acquisition can have negative effects on language development and on education in general. Autonomy and the active search for resources and opportunities for practice are essential for effective and lasting learning. As has been known for a long time, the philosopher Albert Einstein said: "Learning is not a product of teaching. Learning is a natural process that occurs constantly, and is not limited by age or circumstance" (Einstein, 1954).

Self-learning in oral English language production is crucial to overcoming communication barriers. As Vivian Cook, linguist and author of "Second Language Learning and Language Teaching" points out, "Constant practice and exposure to authentic spoken language are essential to developing pronunciation and fluency". Lack of effort in self-learning can result in difficulties in expressing oneself clearly and confidently, limiting opportunities for effective interaction in real-life contexts.

In summary, lack of self-study in English language speaking can have a negative impact on both communication and education in general. Initiative and consistent practice are essential to developing pronunciation, fluency, and confidence in speaking. As has been established for a long time, the author and educator Albert Hubbard said, "Learning is the result of listening, which in turn leads to accepting responsibility for learning to learn" (Hubbard, 1911).

#### **4.14. RELEVANCE OF SELF-LEARNING IN THE CURRENT EDUCATIONAL CONTEXT**

Self-study is an important option for individuals to stay current and functional in today's world of rapid technological change, scientific knowledge development, and

uncertainty. To be successful it requires a strong motivation to learn, as well as the development of strategies to self-organize, set goals, and strategies to achieve them. Educational systems do not encourage self-study; teachers need to be trained to help students self-regulate (Candy, 1991).

Today's world is characterized by a high speed of change, technological innovation, exponential growth of knowledge, and lack of certainty in almost all areas of life. The global pandemic we are living through has taught us the need to be flexible, adaptable, and capable of learning by ourselves; from one moment to the next the way of life of millions of people changed, it was necessary to develop new skills to study, work and shop, among many other activities (Anderson, 2020).

To continue with daily life, it was necessary to learn to use mobile devices and various technological applications, those who were able to learn by themselves, either through free resources found on the network, the advice of others or by trial and error got ahead more easily. Nowadays it is necessary for all people to be able to learn autonomously both in everyday life, work and school. This will help us to acquire the necessary knowledge and develop the skills to remain current and functional in such a changing world (Brown, 2018; Smith, 2020).

Unlike the post-industrial society, where there was an age to learn and analyze predefined contents in a clearly regulated time. In today's society this is no longer possible, as learning becomes a constant necessity, people must consider the concept of resilience, i.e. the composite capacity of resistance and flexibility; resistance to make the effort to learn continuously and flexibility to adapt to change (Jones, 2019).

In the school and professional environment, self-study rises as a basic strategy that citizens must handle. There are several synonyms to refer to this concept, as well as the definition of what it means. As for synonyms, we can mention self-study, self-learning, independent study or self-regulated learning; all these synonyms contemplate the development of certain strategies or skills for study and for the assimilation of contents. During the process, people take the initiative, with or without the help of others, take responsibility for their learning process, are able to diagnose their needs, formulate their

learning goals, identify material resources and strategies to achieve learning (Garrison, 1997).

#### **4.15. CHARACTERISTICS OF THE SELF-LEARNING PROCESS**

As can be observed, self-learning is a complex process that requires the student to consciously appropriate tools and strategies that allow him/her to guide his/her own learning process. As for the learner's personality and habits, he/she must show a sense of responsibility, academic commitment, daily effort, will, character, perseverance, creativity and discipline (Zimmerman, 2002).

To be successful in self-learning it is necessary to overcome obstacles, overcome frustrations and take advantage of the time and resources available. Constant self-evaluation is a fundamental factor in self-learning processes, so that the student can identify his progress and his own limitations and reorient his learning process (Schunk & Zimmerman, 1998).

In a special way, people involved in self-study processes that lead to self-learning must have an analytical, critical and flexible mentality, only in this way will they be able to identify what they have not yet learned, the level of understanding they have reached and what they need to do to achieve their goal (Bandura, 1997).

According to the experience of many teachers, it can be stated that these characteristics are not common in high school students, most of them attribute their school failures to the teacher's ill will, lack of learning resources, excessive homework, their parents' actions or even bad luck. They are rarely able to reflect on their successes and mistakes, set goals and develop strategies to achieve them. It is also true that the educational system does not consider the development of these skills as an objective (Tough, 1979).

Successful self-directed learning demands a unique blend of self-discipline, perseverance, and adaptability. Learners must navigate their educational journeys with a proactive mindset, continuously assessing and adjusting their strategies to overcome challenges and effectively leverage available resources. The ability to adapt and adjust

learning methods as needed is crucial for progress in self-directed learning (Miller & Schwartz, 2022).

Successful self-learning involves not only the acquisition of knowledge but also the development of personal traits such as resilience and self-regulation. Learners must engage in reflective practices that allow them to recognize their progress and identify areas for improvement in a structured and deliberate manner. The ability to self-evaluate and adjust learning strategies based on individual needs is fundamental for achieving effective educational outcomes (Gonzalez & Sanchez, 2023).

Self-learning is inherently a self-regulated process that requires learners to possess a high level of motivation and discipline. The ability to set goals, evaluate one's own performance, and adapt strategies accordingly is crucial for effective learning outcomes. Learners who manage to maintain a structured and motivated approach to their studies are more likely to achieve their educational and personal goals (Johnson & Smith, 2024).

#### **4.16. MOTIVATION AND SELF-LEARNING**

It is indisputable that in self-learning there must exist in the student a strong motivation to learn that leads to establish goals, self-regulate and be constant until reaching what has been proposed. The origin of this motivation is diverse, a student can find the motivation to learn by himself in the search for an incentive that can be economic, social, educational or labor, to mention a few. While other students are motivated to self-study by the feeling of success, the need to feel competent in a field of knowledge or to find a solution to a question posed or problem identified. Teachers and parents have the task of finding the necessary stimuli to motivate students to learn on their own (Deci & Ryan, 1985).

Recent studies According to Ushioda and Dörnyei (2021), highlighted the importance of motivation in self-learning contexts. motivation is a dynamic and multifaceted construct that significantly influences the efficacy of self-directed learning. They emphasize the role of intrinsic motivation, where the learner's personal interests and internal desires drive their learning efforts, leading to more sustained and effective learning outcomes.

Second language acquisition is a challenging process that requires not only language skills but also strong motivation on the part of learners. Motivation plays a crucial role in the long-term success of learning a new language, and teachers have a responsibility to foster and maintain this motivation in the classroom. In this context, it is essential to understand the various dimensions of motivation and how effective pedagogical strategies can be applied.

A study by Papi and Teimouri (2022) explored the impact of motivational self-regulation strategies on language learning. They found that learners who employed strategies such as setting specific goals, self-monitoring, and seeking feedback were more successful in their language acquisition efforts. This highlights the importance of equipping learners with tools and techniques to manage their own motivation and learning processes.

Moreover, Kim and Kim (2023) examined the role of social support in maintaining motivation for self-learning. Their research indicates that learners who receive encouragement and support from peers, teachers, and family members are more likely to stay motivated and persist in their learning endeavors. This underscores the need for a supportive learning environment that fosters positive motivational dynamics.

#### **4.17. TEACHER TRAINING TO PROMOTE SELF-LEARNING AND TECHNIQUES ON THE ISSUE**

In order for students to develop self-study skills, teachers require training so that they themselves are self-regulated and can implement self-study learning strategies and activities. There is no doubt that the task is great, that students are reluctant to take responsibility for their own learning process and teachers must invest effort and time to achieve it; what cannot be ignored is that self-study is a tool to remain current and functional in today's world (Pintrich, 2004).

The lack of self-learning techniques in English oral expression is a topic of great relevance in the current educational landscape. Mastery of a second language, especially English, has become an essential skill in an increasingly globalized world. Proficiency in

spoken English is valuable not only in academic contexts but also crucial in individuals' professional and personal lives. The ability to communicate effectively in English opens doors to job opportunities, cultural exchanges, and international collaboration (Richards, 2008).

The absence of self-learning techniques in this context is concerning, as it hinders students from developing strong communicative skills on their own. Sole reliance on classroom instruction can limit practice and continuous improvement in oral expression. The lack of self-directed approaches can negatively impact students' confidence in engaging in English-speaking situations, potentially limiting their future prospects (Littlewood, 1996).

This topic is relevant for both students and educators. Understanding the challenges students face when trying to enhance their oral expression through self-learning is pivotal in designing effective strategies that empower students to take an active role in their own learning. Educators can benefit from a balanced approach that integrates self-learning techniques into their educational programs, allowing students to enhance their communication skills autonomously (Holec, 1981).

In a constantly evolving world where communication transcends borders and cultures, addressing the lack of self-learning techniques in English oral expression is essential to ensure students develop strong communication skills and self-confidence in using English as a foreign language.

According to Torres & Yépez (2018), consider that today there is already a conviction that teaching does not mean doing, learning, but, rather, developing in the student the ability to choose autonomously and to make decisions related to his learning, until he becomes the "teacher of himself".

#### **4.18. IMPACT OF THE PANDEMIC ON SELF-LEARNING OF FOREIGN LANGUAGES**

According to Palacios (2012), in the case of English Language, in order to learn, the student according to must feel involved in his/her teaching, he/she must learn in a meaningful and dynamic way, "The most important factor that influences a student's learning is what the

student already knows. A learning is relevant when the contents are related in a non-arbitrary and substantial way (not verbatim) to what the learner already knows" Now, as a consequence of the Covid 19. The pandemic brought new opportunities for teaching foreign languages through ICT'S resources. While before the pandemic the use of screens was seen as a secondary resource and more priority was given to face-to-face teacher-student interaction, with the arrival of the virus and the isolation measures, the screen became an extremely valuable resource (Taci, 2020).

Recent studies According to Sun and Yang (2021), highlight the transformative impact of the pandemic on self-learning practices for foreign languages. the sudden shift to online learning during the pandemic accelerated the adoption of digital tools and platforms for language learning. Their research found that learners who effectively utilized these tools reported significant improvements in their language skills, demonstrating the potential of technology to facilitate self-directed language acquisition.

Additionally, a study by Zhang and Zou (2022) examined the role of online language learning communities during the pandemic. They found that these communities provided learners with opportunities for social interaction, peer support, and access to diverse language resources. This social aspect of online learning helped mitigate the isolation caused by lockdowns and encouraged continuous engagement in language learning activities.

Moreover, A study by Lee and Lee (2023), the pandemic underscored the importance of self-regulation and autonomous learning skills. revealed that learners who possessed strong self-regulation skills were better able to adapt to the challenges of remote learning. These learners demonstrated higher levels of motivation and perseverance, which were crucial for maintaining progress in their language studies despite the disruptions caused by the pandemic.

In conclusion, the Covid-19 pandemic significantly impacted the self-learning of foreign languages, highlighting both challenges and opportunities. The increased reliance on digital tools and online platforms facilitated new ways of learning and interacting, while also emphasizing the need for strong self-regulation skills. As we move forward, integrating these insights into language education can help create more resilient and effective self-learning environments.

#### **4.19. LEARNING STRATEGIES IN FOREIGN LANGUAGE ACQUISITION**

As stated by Cohen & Ishihara (2005), have found that more proficient speakers use a greater variety of learning strategies. Thus, technological advances have made foreign language learning more interactive and dynamic. These new teaching methods present, however, a new type of challenge for both teachers and learners, with the latter needing to develop new learning strategies, voluntary, conscious, purposeful decisions, in order to make effective use of the new tools they have access to and to learn more effectively.

Self-learning is a process that takes place without direct, covert, indirect or intentional help from the teacher and produces relatively stable behavior. This means, literally, instruction of man by himself. Without entering into the connotations that the term carries, it is worth noting that, if there is teaching since the teacher "shows", instruction also implies "intentional effort" so that the student "apprehends" what is shown; this determines a concern for the content, the subject and the way of presenting it (Garrison & Kanuka, 2004).

In the words of Anderson (2005), now, a fundamental element is language learning strategies and techniques, they are thoughts and actions that individuals use to achieve a learning objective. The type of learning strategies used by the learner depends on individual differences, such as their beliefs, affective states and previous learning experiences. Studies on high achievers and low achievers have shown that the former have developed a range of strategies when learning a language and are able to choose among the most appropriate ones to solve a particular problem; they are also able to adapt them to the needs of the specific situation and determine their level of success.

The integration of advanced technologies in foreign language education has led to the emergence of new learning strategies that enhance interactivity and engagement. Learners are now required to develop adaptive strategies that align with technological tools, making deliberate, conscious decisions to maximize their effectiveness and achieve better language learning outcomes (Wang & Zhang, 2022).

Recent research highlights the importance of tailoring language learning strategies to individual differences, including learners' beliefs, affective states, and prior experiences.

High achievers in language learning tend to utilize a diverse array of strategies and adjust them according to specific contexts, which contributes to their higher levels of success compared to their peers (Lee & Chen, 2023).

Effective foreign language acquisition is increasingly dependent on learners' ability to engage with and adapt to new instructional methods and tools. Learners who proactively develop and refine their learning strategies in response to evolving educational technologies are better equipped to achieve their language learning goals (Smith & Taylor, 2024).

#### **4.20. DIMENSIONS OF MOTIVATION IN LANGUAGE LEARNING**

**Intrinsic motivation** refers to the natural interest and personal satisfaction that students derive from learning a language. Fostering an emotional connection to language content, such as culture and literature, can increase intrinsic motivation (Deci & Ryan, 1985).

Recent studies according to Ushioda (2021) emphasize the critical role of intrinsic motivation in language learning., learners who find personal relevance and enjoyment in their language studies are more likely to persist and achieve higher proficiency levels. She argues that incorporating cultural and literary elements into the curriculum can significantly enhance intrinsic motivation by making the learning process more engaging and meaningful.

**Extrinsic motivation** is derived from external rewards, such as grades, recognition, or prizes. Teachers can use reward strategies to stimulate interest, but it is crucial to balance these with intrinsic aspects to maintain sustainable learning (Ryan & Deci, 2000).

A study by Li and Wang (2022) explores the effectiveness of extrinsic rewards in language learning. They found that while extrinsic rewards can boost initial motivation and engagement, their impact tends to diminish over time if not complemented by intrinsic motivators. Therefore, educators should aim to create a balanced approach that leverages both types of motivation to sustain long-term interest and commitment.

**Self-efficacy** relates to the learner's belief in his or her ability to learn the new language. Teachers should provide opportunities for success, constructive praise, and support, thus helping to strengthen students' self-efficacy (Bandura, 1997).

Research by Papi and Teimouri (2021) highlights the importance of self-efficacy in language learning. They found that students with higher self-efficacy are more likely to set challenging goals, employ effective learning strategies, and persist in the face of difficulties. Their findings suggest that teachers can enhance self-efficacy by creating supportive learning environments, offering positive feedback, and celebrating small successes.

**The perceived relevance** of the language to students' daily and future lives influences their motivation. Teachers should link language content to practical and professional situations, showing how learning positively impacts their lives (Schunk, Pintrich, & Meece, 2008).

A study by Lee and Kim (2023) examines the role of perceived relevance in language learning motivation. They discovered that when students perceive the language as relevant to their personal and professional goals, their motivation to learn increases significantly. This underscores the importance of contextualizing language instruction and demonstrating its practical applications in real-world scenarios.

#### **4.20.1 TEACHING STRATEGIES TO FOSTER MOTIVATION**

**Clear and Realistic Goals:** Setting clear and achievable goals helps students visualize their progress. Teachers should collaborate with students to set realistic goals and celebrate achievements, no matter how small (Locke & Latham, 2002).

Recent studies according to Kim and Kim (2022), underscore the importance of goal setting in maintaining student motivation. Students who set specific, measurable, and attainable goals demonstrate higher levels of engagement and persistence in their language learning activities. They suggest that teachers involve students in the goal-setting process to ensure that goals are meaningful and aligned with their interests and needs.

**Variety of Teaching Methods:** Monotony can negatively affect motivation. Incorporating a variety of teaching methods, such as games, music, movies, and interactive activities, maintains student interest and motivation (Harmer, 2001).

A study by Smith and Johnson (2021) highlights the effectiveness of diverse teaching methods in keeping students motivated. Their research found that using multimedia resources and interactive activities, such as language games and collaborative projects, significantly enhances student engagement and motivation. They recommend that teachers regularly update their teaching methods to incorporate new and stimulating materials.

**Cultural Contextualization:** Integrating the culture of the target language into the curriculum helps students understand the cultural relevance of language learning. This can include celebrations, customs, and current events (Kramsch, 1993).

Research by Liu and Xu (2023) emphasizes the role of cultural contextualization in language education. They found that students who learn about the culture associated with the target language develop a deeper appreciation and motivation for language learning. Incorporating cultural elements such as festivals, traditions, and contemporary cultural practices into lessons helps students connect more meaningfully with the language.

**Constructive Feedback:** Providing positive and constructive feedback is essential. Teachers should highlight students' achievements, correct constructively, and encourage students to learn from mistakes (Dornyei, 2005).

A recent study by Papi and Teimouri (2022) found that constructive feedback is crucial for sustaining student motivation and improving language proficiency. They suggest that feedback should be timely, specific, and focused on both strengths and areas for improvement. Positive reinforcement and constructive criticism can help students develop a growth mindset and stay motivated to overcome challenges.

#### **4.20.2 MORE STUDIES ON MOTIVATION IN LANGUAGE LEARNING**

There are numerous studies that support the importance of motivation in language learning. Among them, Gardner and Lambert's work on social motivation theory (1972) has been influential. In addition, extensive research has been conducted on motivation in the context of language learning, providing a solid foundation for understanding and applying effective strategies for motivating learners in the process of acquiring a second language.

Teachers' understanding and application of these strategies are critical to creating a stimulating and successful learning environment (Dornyei, 2001).

Self-learning a new language has gained relevance in the digital age, where information and educational resources are at everyone's fingertips. This form of learning, which involves individuals being responsible for their own language acquisition process, has proven to be a powerful tool with significant advantages and a positive impact on those who practice it (Holec, 1981).

Self-learning offers several significant advantages that enrich the educational experience. Firstly, schedule flexibility allows students to adapt their studies to their daily commitments, facilitating a more seamless integration into their everyday lives. Additionally, self-learning encourages the personalization of the educational process, as individuals can adjust their approach according to their learning style and pace, focusing on the areas that need the most attention.

The availability of a wide range of online educational resources, from mobile apps and digital platforms to videos and printed materials, provides students with various tools to enhance their skills. Finally, taking responsibility for one's own learning not only empowers students and fosters autonomy but also develops self-regulation skills that can be beneficial in many areas of life. These advantages underscore how self-learning can offer a more flexible, personalized, and enriching educational experience, as exemplified by the following points:

- **Flexibility of Schedules:** One of the main advantages of self-learning is schedule flexibility. Students can adapt their learning to their daily commitments, allowing for a more harmonious integration into daily life (Benson, 2011).
- **Personalization of the Learning Process:** Each individual has his or her own learning style and pace. Self-study allows individuals to customize their approach to their specific needs, focusing on the areas that require the most attention (Merriam & Bierema, 2013).
- **Variety of Resources Available:** The Internet has provided access to a wide variety of educational resources. From mobile apps and online platforms to videos and printed materials, learners have at their disposal a rich diversity of tools to improve their language skills (Godwin-Jones, 2011).

- **Empowerment and Autonomy:** By taking responsibility for their own learning, students become empowered and develop autonomy. This autonomy is not only beneficial for language proficiency but also fosters self-regulation skills valuable in other areas of life (Little, 1991).

Self-learning has a profoundly positive impact on individuals, extending beyond mere language acquisition to enhance various aspects of personal development. One key benefit is the development of cognitive skills, as self-learning requires learners to engage in planning, organization, and decision-making. These cognitive functions not only improve problem-solving abilities but also transfer to other areas of life. Additionally, as students achieve their learning goals and overcome challenges, they experience a significant boost in self-confidence, which further fuels their motivation to continue learning.

Self-learning also opens doors to new cultural perspectives, allowing individuals to explore and appreciate diverse cultures, fostering greater openness and understanding. Moreover, acquiring a new language independently equips individuals with valuable intercultural communication skills, essential in today's globalized world where appreciating and navigating cultural differences is increasingly important. These positive impacts illustrate how self-learning contributes to a well-rounded and enriched personal growth experience, such as:

- **Development of Cognitive Skills:** Self-learning activates cognitive functions by requiring planning, organization, and decision making on the part of the learner. These skills transfer to other areas of life, improving problem-solving and decision-making abilities (Zimmerman, 2000).
- **Increased Self-Confidence:** As students progress and achieve their goals, they experience a significant increase in self-confidence. Overcoming language challenges reinforces belief in one's abilities and motivates individuals to continue learning (Bandura, 1997).
- **Openness to New Cultural Perspectives:** Self-learning is not only about mastering a language but also about exploring and understanding new cultures. This process

broadens learners' perspectives and fosters open-mindedness to cultural diversity (Kramersch, 1993).

- **Facilitation of Intercultural Communication:** By learning a new language on their own, individuals acquire intercultural communication skills. This competence is essential in a globalized world, where the ability to understand and appreciate cultural differences is increasingly valuable (Byram, 1997).

In conclusion, self-learning a new language not only represents an effective way of acquiring language skills but also brings numerous advantages and a positive impact on the lives of those who practice it. Flexibility, personalization, autonomy, and access to diversified resources make self-study an attractive option for those seeking to explore and master new languages in a self-directed manner. This approach not only contributes to personal and cognitive growth but also prepares individuals for an increasingly interconnected and multicultural world.

## **5. MATERIALS AND METHODS**

### **5.1. GENERAL OBJECTIVE OF THE METHODOLOGY**

To analyze the absence of metacognition and self-learning techniques in the process of acquiring a second language, focusing on linguistic ability of students at “Pontificia Universidad Católica del Ecuador Sede Ibarra”, using curricularly relevant tools for measuring achievements attained. Aiming to make self-regulated learning an integral part of the teaching-learning process.

### **5.2. RESEARCH APPROACH**

This study employs a comprehensive mixed-method approach, combining qualitative theoretical analysis with quantitative data gathering methods.

### **5.3. SPATIAL AND TEMPORAL DELIMITATION**

This research will be carried out at the Pontificia Universidad Católica de Ecuador Sede Ibarra in the province of Imbabura, which has been selected for its cultural diversity and its focus on teaching English. The time horizon will comprise a period of one academic year, an academic cycle lasts nine months, beginning in the following academic year and ending at the end of the academic year.

### **5.4. METHOD**

A mixed qualitative and quantitative methodology will be employed to explore in depth the reasons behind and consequences of the deficiency in self-learning techniques and the level of metacognition in the development of English productive skills in students at PUCE-SI university from English KET level.

This comprehensive methodology will begin with a qualitative approach to delve into the underlying reasons for the lack of self-learning techniques. Qualitative data will be gathered through semi-structured interviews with teachers and experts in English language teaching. These interviews will employ open-ended questions to capture detailed perspectives on factors contributing to the absence of self-directed learning in English

speaking skills development. By focusing on qualitative analysis, the study aims to uncover nuanced insights and understand the complexities surrounding this educational challenge.

Simultaneously, a quantitative approach will be utilized to quantify the extent and impact of the deficiency in self-learning techniques. This will involve conducting structured surveys among students at Pontificia Universidad Católica del Ecuador Sede Ibarra. The surveys will feature closed-ended questions using Likert scales to systematically measure students' perceptions and experiences regarding the effectiveness and availability of self-learning strategies in improving their English-speaking abilities. This quantitative data will provide statistical insights into the prevalence of issues related to self-learning techniques and their perceived impact on language proficiency.

By integrating qualitative and quantitative methods, this mixed-methodology approach seeks to triangulate findings, offering a more comprehensive understanding of the issue. It aims to not only identify the root causes and consequences of the deficiency in self-learning techniques but also to explore potential correlations between these factors and students' language learning outcomes. This dual approach enhances the robustness and validity of the study's findings, facilitating informed recommendations for enhancing English language teaching practices at PUCE-SI.

## **5.5. TECHNIQUES AND INSTRUMENTS**

**SEMI-STRUCTURED INTERVIEW:** interviews will be conducted with teachers and experts in English language teaching. The interviews will be based on open-ended questions to explore teachers' perspectives on the lack of self-learning techniques in speaking.

**STRUCTURED SURVEY:** The corresponding survey will be conducted with students at the selected school. The surveys will be based on closed-ended, multiple-choice questions employing Likert scale to explore students' different views on the lack of self-learning techniques in speaking.

**DOCUMENT ANALYSIS:** Curricula, teaching materials, and syllabi related to English language teaching in the selected school will be reviewed to identify the presence or absence of self-directed approaches to speaking.

## **5.6. OBTAINING THE SAMPLE**

The sample will be obtained by collecting results obtained from students and teachers of the specific educational levels of the above-mentioned educational center to obtain a complete understanding of the problem.

## **5.7. DATA COLLECTION**

The interviews will be recorded and transcribed for later analysis. Relevant documents will be collected and examined to identify patterns in the lack of self-learning techniques in English speaking.

## **5.8. METHODOLOGICAL LIMITATIONS**

- The research will be limited to a single city, at a single institution, which may limit the generalizability of the results nationwide.
- The availability and willingness of participants for interviews could affect the quality and quantity of data collected.
- Access to curriculum documents and educational materials may be restricted in some cases.

## **5.9. EVALUATION OF VARIABLES**

Variables will be assessed qualitatively and quantitatively through content analysis of interviews, surveys, and documents reviewed. Patterns and emerging themes related to the lack of self-learning techniques in English language speaking will be sought.

In summary, this research will adopt a mixed qualitative and quantitative approach, which will rely on interviews, surveys, and document analysis to address the lack of self-learning techniques in English language speaking. The information gathered will identify the causes and possible solutions to improve the teaching of English speaking.

## **5.10. RESOURCES**

The name of this project is: "Metacognition and Self-Learning Techniques in the Development of English Productive Skills" and the institution with which this project will

be linked is the "Pontificia Universidad Católica del Ecuador Sede Ibarra". This study is financed solely by the researcher who carries out the aforementioned project. The programmed stay in the research center is national and will be carried out in the "PUCE-SI" for an estimated period of nine months as stipulated in the temporary planning.

### **5.10.1. RESOURCES TO ADDRESS THE LACK OF SELF-LEARNING TECHNIQUES IN ENGLISH ORAL EXPRESSION**

The lack of self-learning techniques in English oral expression is a growing concern in the educational field. Fortunately, there are several resources that can help address this issue and empower students to enhance their communicative competence in English on a self-directed basis. Below are some valuable resources:

#### **1. Online Language Learning Platforms:**

- Duolingo: An interactive platform offering English lessons and oral expression exercises for different proficiency levels.
- Babbel: Provides specific courses to improve English oral expression with pronunciation exercises and realistic dialogues.

#### **2. Voice Recording Apps:**

- HiNative: Enables students to record their voice and receive feedback from native speakers on their pronunciation and oral expression.
- Speechling: Provides repetition and recording exercises to practice pronunciation and enhance English oral expression.

#### **3. Online Pronunciation Resources:**

- Forvo: An online database with pronunciations of words in English and other languages, contributing to accurate pronunciation improvement.
- Sounds: Offered by the British Council, provides examples of English sounds and pronunciation patterns.

#### **4. Online Courses and Tutorials:**

- Coursera, edX, Udemy: Platforms offering online courses on English communication and oral expression techniques.
- YouTube: A wide array of channels and tutorials providing tips, exercises, and strategies to enhance English oral expression.

#### **5. Language Exchange Groups:**

- Meetup, Tandem, Interpals: Platforms to connect with native English speakers for practicing oral expression in real-life scenarios.

#### **6. Textbooks and Didactic Resources:**

- Grammar and communication textbooks in English offering specific exercises to enhance oral expression and pronunciation.
- Online didactic resources such as websites and blogs providing activities and materials for practicing English oral expression.

#### **7. Speech Recognition Apps:**

- Google Assistant, Siri: These apps allow students to practice oral expression and receive feedback on their pronunciation.

#### **8. Online Conversation Classes:**

- Platforms connecting students with native-speaking tutors for conducting conversation classes and oral practice.

#### **9. English Podcasts and Audiobooks:**

- Listening to English content such as podcasts and audiobooks can improve listening comprehension and pronunciation.

## **10. Libraries and Educational Resource Centers:**

- Educational institutions often offer access to books, learning materials, and online resources to help students improve their oral expression.

These resources provide students with a variety of approaches and tools to enhance their English oral expression on a self-directed basis. The combination of these resources can be tailored according to individual needs and preferences, enabling students to advance their communicative competence effectively and confidently.

### **5.11. PROCEDURE: ANALYSIS AND INTERPRETATION OF RESULTS**

#### **5.11.1. ANALYSIS OF RESULTS FROM STUDENTS SURVEY**

Once the data collection instruments were applied, the corresponding data treatment was carried out for the orderly analysis of it. Through the tabulation of surveys applied to university students of the Pontifical Catholic University of Ecuador, Ibarra Campus. Establishing statistical percentages that help to appreciate the obtained results in a better way, which will indicate the educational reality and allow decisions to be made to improve the current situation of second language learning, in this case, English. It is worth mentioning that the interviews were applied to teachers corresponding to the KET levels, with the purpose of obtaining the necessary information about the presented problem, and based on that information, continue with the research, to later propose a solution.

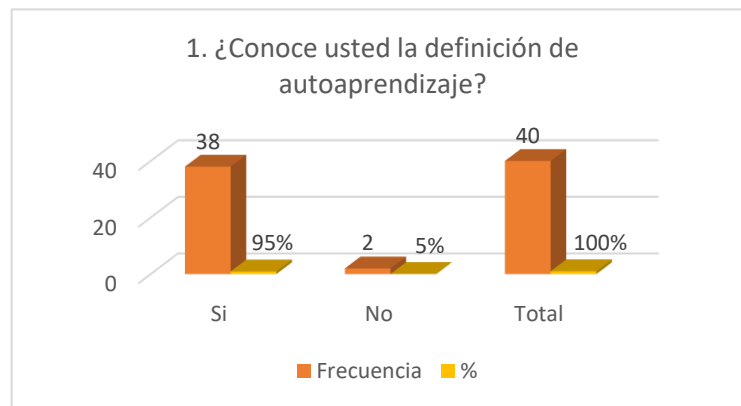
#### **INTERPRETATION OF RESULTS**

After processing the information obtained from the surveys applied to the students of PUCE-SI, the results are as follows:

##### **Question 1:**

**Table 1:** Do you know the definition of self-learning?

Respuestas	Frecuencia	%
Si	38	95%
No	2	5%
Total	40	100%



Graph 1: Percentage representation of question 1 survey to students

### Interpretation:

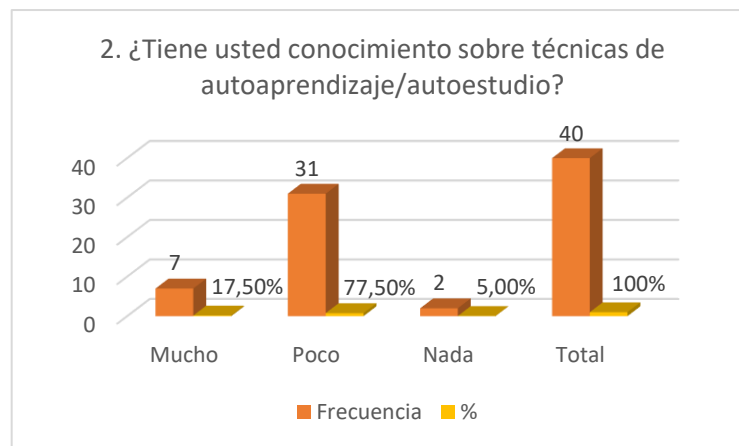
Out of 100% of the surveyed students, 95% claim to have knowledge of the definition of self-learning, while only 5% state that they do not know what self-learning is about. This demonstrates that the majority of the respondents are familiar with the topic, which is positive as it helps develop the ability to learn independently. However, there is a small percentage of the population that has no idea or has not heard about this term.

### Question 2:

**Table 2:** Do you have knowledge about self-learning/self-study techniques?

Respuestas	Frecuencia	%
------------	------------	---

<b>Mucho</b>	7	17,50%
<b>Poco</b>	31	77,50%
<b>Nada</b>	2	5,00%
<b>Total</b>	40	100%



Graph 2: Percentage representation of question 2 survey to students

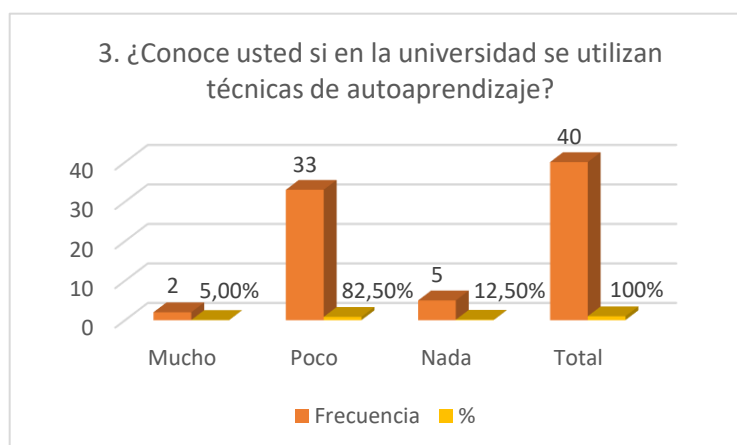
### Interpretation:

Out of 100% of the surveyed students, 31 university students, representing 77.50%, indicate that they have little knowledge about self-learning techniques, while 17.50%, representing 7 students, state that they have a lot of knowledge about self-study techniques. Only 5% affirm that they do not know any self-learning techniques. This demonstrates that the majority of the respondents possess knowledge of learning strategies, which not only train the ability to learn and solve problems but also imply the intellectual development of the student and the enhancement of their skills. These skills are understood as flexible structures susceptible to be modified and increased. However, there is a small percentage of students who are unaware of the topic.

### Question 3:

**Table 3:** Do you know if self-learning techniques are used at the university?

Respuestas	Frecuencia	%
Mucho	2	5,00%
Poco	33	82,50%
Nada	5	12,50%
Total	40	100%



Graph 3: Percentage representation of question 3 survey to students

**Interpretation:**

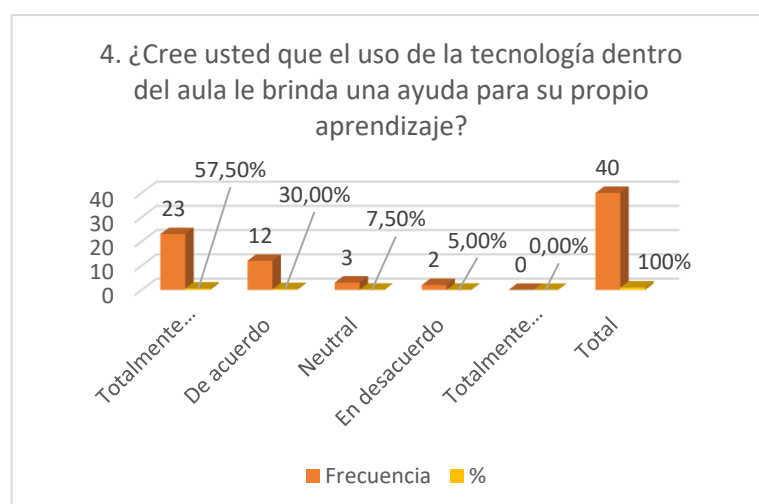
Out of 100% of the surveyed students, 82.50% state that they have little knowledge about the use of self-learning techniques in the university. On the other hand, 12.50% indicate that they know nothing about the use of self-learning techniques in the university, while only 5% affirm that they know about the use of self-learning strategies within the institution. This demonstrates that the majority of the respondents do not know or are unsure if these self-study methods are used at the university. There is a wide variety of these

methods to enhance student learning, but it is a problem if students are not aware of them, which is a negative aspect due to the misinformation from students.

**Question 4:**

**Table 4:** Do you believe that the use of technology in the classroom helps you in your own learning?

Respuestas	Frecuencia	%
Totalmente de acuerdo	23	57,50%
De acuerdo	12	30,00%
Neutral	3	7,50%
En desacuerdo	2	5,00%
Totalmente en desacuerdo	0	0,00%
<b>Total</b>	<b>40</b>	<b>100%</b>



Graph 4: Percentage representation of question 4 survey to students

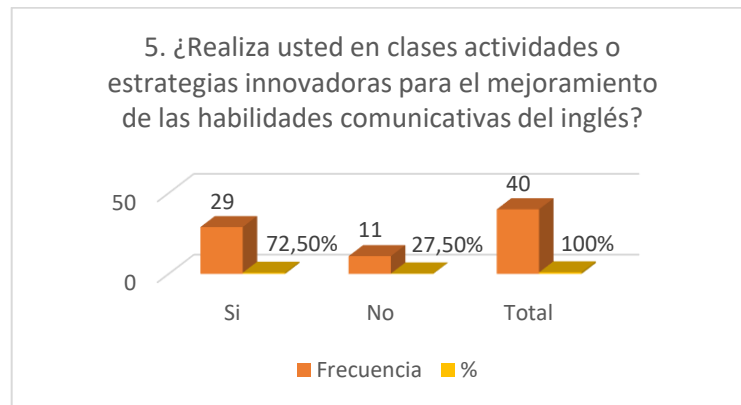
**Interpretation:**

Out of 100% of the surveyed students, 57.50% are completely in agreement that the use of technology in the classroom helps their own learning, while 30% agree with the use of technology in the classroom. Meanwhile, 7.50% are neutral towards the use of technological tools in class, and only 5% disagree with the use of technology in the classroom. This shows that the majority of respondents agree with educational technology, which encompasses a wide range of tools and applications, such as learning management systems, as new technologies promote students' autonomous learning. With the incorporation of digital alternatives like online courses, each student can learn at their own pace, optimizing time and resources thanks to the flexibility provided by digitization and connectivity.

**Question 5:**

**Table 5:** Do you implement innovative activities or strategies in class to improve English communication skills?

Respuestas	Frecuencia	%
Si	29	72,50%
No	11	27,50%
Total	40	100%



Graph 5: Percentage representation of question 5 survey to students

**Interpretation:**

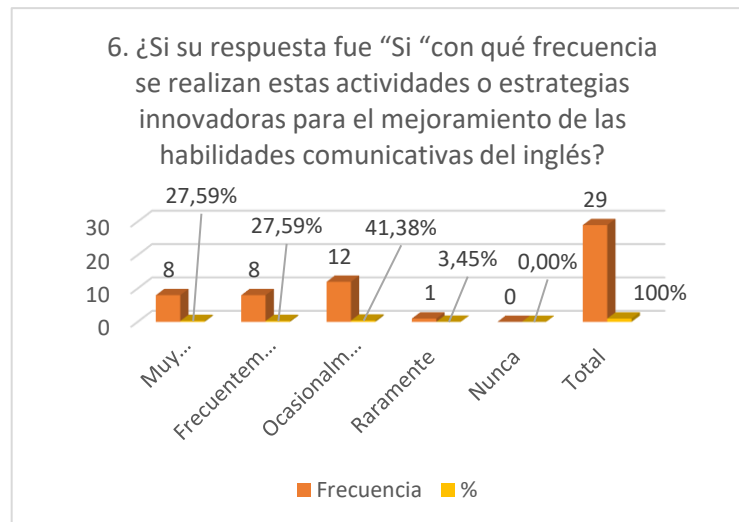
Out of 100% of the surveyed students, 29 university students, representing 72.50%, indicate that they do implement innovative activities or strategies to improve English communication skills, while 27.50%, representing 11 students, state that such activities or strategies are not implemented. Only 5% affirm that these activities or strategies are not carried out for the improvement of English. This demonstrates that there is a percentage of students who are not motivated or interested through the methods applied in class or some techniques that are not in line with their learning styles. Since motivation in learning is crucial because without it, there will be no interest from the student in performing the tasks involved in learning, it is essential that teachers ensure that their students keep that motivation alive, which will drive them to new knowledge.

**Question 6:**

**Table 6:** If your answer was "Yes," how often are these innovative activities or strategies implemented to improve English communication skills?

Respuestas	Frecuencia	%
Muy frecuentemente	8	27,59%

Frecuentemente	8	27,59%
Ocasionalmente	12	41,38%
Raramente	1	3,45%
Nunca	0	0,00%
Total	29	100%



Graph 6: Percentage representation of question 6 survey to students

**Interpretation:**

Out of 100% of the surveyed students, 41.38% indicate that innovative activities or strategies to improve English communication skills are occasionally implemented. On the other hand, 27.59% indicate that these activities or strategies are very frequently implemented to strengthen the language, while another 27.59% state that these strategies are frequently implemented. Only 3.45% affirm that these techniques to improve oral expression in English are rarely applied. This demonstrates that almost half of the respondents indicate that an insufficient number of strategies or techniques is applied to develop this skill within

the classroom throughout the semester. This is why speaking along with listening are the most difficult language skills to teach in English as a Foreign Language classes because they are not given enough learning-teaching time throughout education, but rather focus more on the other two skills, writing, and reading in English.

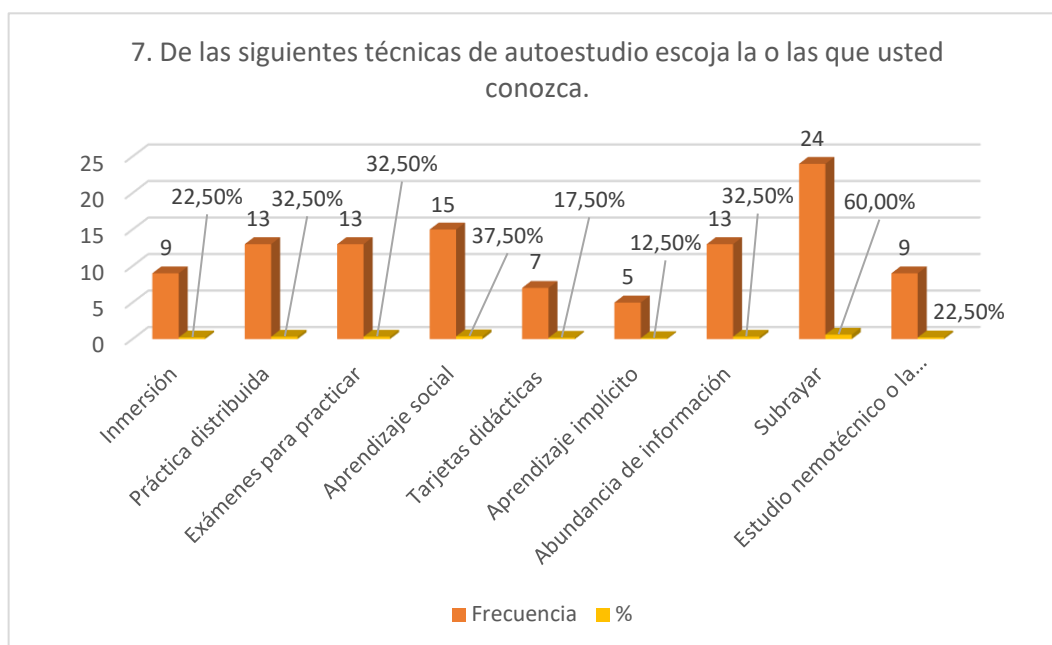
**Question 7:**

**Table 7:** From the following self-study techniques, choose the one or ones you know.

Encuestados	40
-------------	----

Respuestas	Frecuencia	%
Inmersión	9	22,50%
Práctica distribuida	13	32,50%
Exámenes para practicar	13	32,50%
Aprendizaje social	15	37,50%
Tarjetas didácticas	7	17,50%
Aprendizaje implícito	5	12,50%
Abundancia de información	13	32,50%
Subrayar	24	60,00%

Estudio nemotécnico o la asociación de imágenes	9	22,50%
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Graph 7: Percentage representation of question 7 survey to students

### Interpretation:

Out of 100% of the surveyed students, who could select one, several, or all of the response options; 24 university students, representing 60%, indicate that they know the technique of underlining as a method for self-learning, while 37.50%, representing 15 students, state that they know or use social learning as a method of self-learning. On the other hand, 32.50%, equivalent to 13 students, affirm that they use exams to practice as a learning method; another 32.50% indicate that they use or know about distributed practice to learn English; likewise, another 32.50% employ or know that information abundance is useful for learning. 9 students, equivalent to 22.50%, are aware of immersion; as well as another 22.50% who know about mnemonic learning or image association. 17.50%, that is, 7 students, are aware of or use flashcards, and finally, 12.50%, representing 5 students, know about implicit learning as a self-study strategy. It is important for students to know a wide variety of self-learning techniques and not only know them but also use them to find out which ones best suit their learning style.

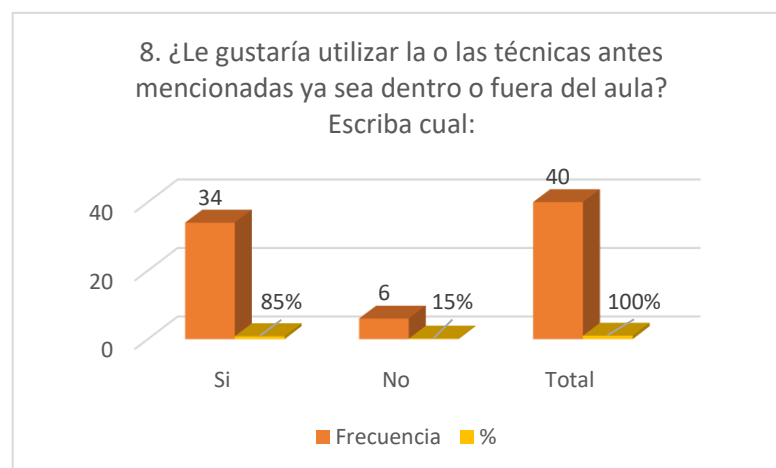
**Question 8:**

**Table 8:** Would you like to use the aforementioned technique(s) either inside or outside the classroom? Write which one(s):

Encuestados	40
-------------	----

	Frecuencia	%
Si	34	85%
No	6	15%
Total	40	100%
Escriba cual:		
Inmersión	6	15,00%
Práctica distribuida	1	2,50%
Exámenes para practicar	4	10,00%
Aprendizaje social	4	10,00%
Tarjetas didácticas	3	7,50%
Aprendizaje implícito	1	2,50%

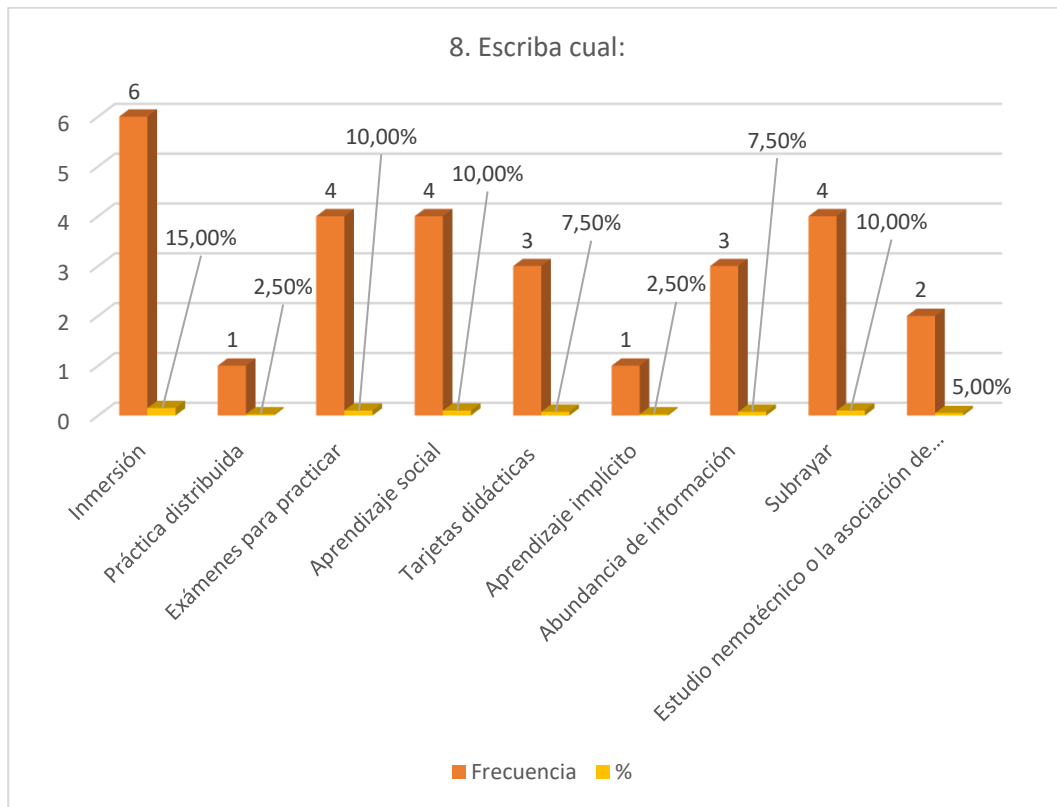
Abundancia de información	3	7,50%
Subrayar	4	10,00%
Estudio nemotécnico o la asociación de imágenes	2	5,00%



Graph 8: Percentage representation of question 8 survey to students

### Interpretation:

Out of 100% of the surveyed students, 85% state that they would like to use the aforementioned technique(s), either inside or outside the classroom, while only 15% affirm that they do not wish to employ such techniques. This demonstrates that the majority of the respondents are interested in using self-learning strategies, as interest is the main entry point for learning, as it drives motivation and emotions of the learner, which, along with the dynamization of cognitive processes, make active engagement with learning possible; which is a positive aspect. However, there is a small percentage of the population that shows no interest, and this may or may not be due to teachers not using efficient didactics in the teaching and learning process where students do not fully develop their skills and abilities; causing them to lose interest in school, which is one of the problems within the educational environment.



Graph 9: Percentage representation of question 8 survey to students

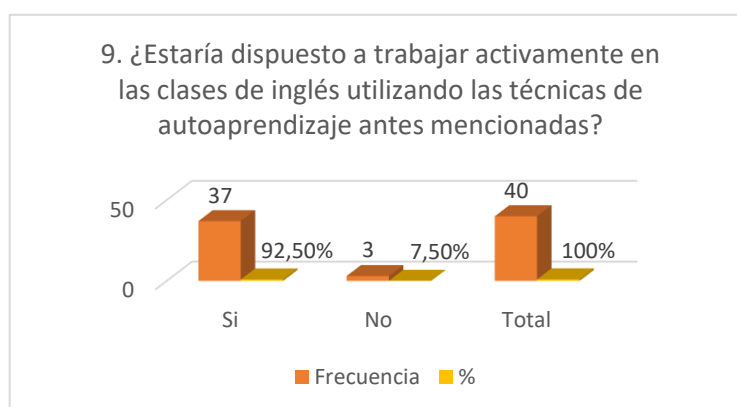
**Interpretation:**

Out of 100% of the surveyed students, 15% state that they would use immersion. On the other hand, 10% indicate that they would use underlining as a self-study technique, as well as another 10% who would employ social learning as a learning strategy, and another 10% exams to practice. 7.50% express that they would use information abundance; likewise, another 7.50% would use flashcards. Only 5% affirm that they would use mnemonic learning or image association, and finally, 2.50% indicate that they would use distributed practice, as well as another 2.50% mentioning implicit learning. This is why self-study techniques are an elemental and important part, as they allow for organizing work, prioritizing, making better use of available resources, and also allow for the development of new techniques and ways to face knowledge in the future.

**Question 9:**

**Table 9:** Would you be willing to actively work in English classes using the aforementioned self-learning techniques?

Respuestas	Frecuencia	%
Si	37	92,50%
No	3	7,50%
Total	40	100%



Graph 10: Percentage representation of question 9 survey to students

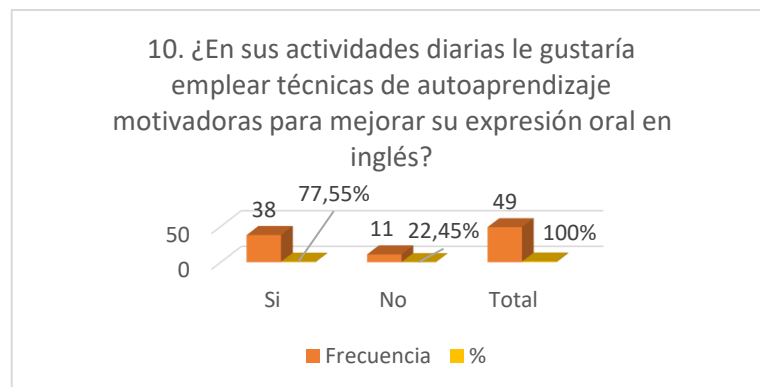
**Interpretation:**

Out of 100% of the surveyed students, 92.50% state that they would be willing to actively work in English classes using the aforementioned self-learning techniques, while only 7.50% affirm that they would not like to actively work in class. This demonstrates that the majority of respondents are willing to learn and employ innovative strategies for self-learning, which is a positive aspect; however, there is a small percentage of the population that does not want to actively work and employ certain techniques, implying the need to find other ways to encourage these students to want to learn in a way more suited to their learning characteristics.

**Question 10:**

**Table 10:** Would you like to use motivating self-learning techniques in your daily activities to improve your oral expression in English?

Respuestas	Frecuencia	%
Si	38	77,55%
No	11	22,45%
Total	49	100%



Graph 11: Percentage representation of question 10 survey to students

**Interpretation:**

Out of 100% of the surveyed students, 77.55% state that they would be willing to use motivating self-learning techniques to improve their oral expression in English in their daily activities. Only 22.45% affirm that they would not like to use self-study methods during their daily activities. This demonstrates that the majority of respondents are willing to learn and employ innovative strategies for self-learning, which is a positive aspect; however, there is a small percentage of the population that does not want to employ certain techniques during their free time. This implies the need to seek different alternatives that motivate students to want to learn in a meaningful way, as it involves confronting real-world situations and

problems, transmitting spiritual values, building skills, knowledge, and developing new relationships; because meaningful learning is a process that encompasses the emotional, motivational, and cognitive dimensions of the individual. In this type of learning, the student uses their previous knowledge to acquire new knowledge.

### **5.11.2. ANALYSIS OF RESULTS FROM TEACHER INTERVIEWS**

Once the data collection instruments were applied, the corresponding data processing was carried out for an orderly analysis. Through the transcription and analysis of interviews conducted with teachers from the Pontificia Universidad Católica del Ecuador Sede Ibarra, specifically those teaching KET levels at the “Centro de Idiomas”, each response to the questions posed was synthesized. These responses provide insights into the current educational reality and inform decisions aimed at improving the current situation of second language learning, in this case, English.

#### **INTERVIEW QUESTIONS**

- **Do you believe that the use of technology in the classroom provides help or support to students for their own learning?**
- **What do you think is the reason for the lack of self-directed second language learning among students?**
- **What has your experience been? What methods or strategies of self-learning did you apply to learn English?**
- **Do you think teachers should teach students self-regulated learning strategies?**

#### **INTERPRETATION OF RESULTS**

After processing the information obtained from the interviews with the teachers at PUCE-SI, the results are as follows:

**Question 1: Do you believe that the use of technology in the classroom provides help or support to students for their own learning?**

**Teacher 1 Response:**

Thank you for the survey. In response to your question, it is very important for students to learn through technology. Why? Because it offers different applications where students can practice and do exercises on their own. It's an autonomous way of working and a good way to learn a new language, in this case, English, independently.

**Teacher 2 Response:**

Absolutely, technology has now introduced a different strategy for learning, especially for students, who are naturally digital. They have the ability and skill to handle any electronic device in the classroom, which obviously helps them improve self-learning more efficiently.

**Teacher 3 Response:**

I believe so. Currently, we have many applications and tools accessible to students. Most, if not all, have a mobile phone through which they can access various activities. For example, I teach my students to use the application Lyrics Training, where they can listen and practice writing and listening skills. They can do this in their free time, and it depends on each individual to develop self-learning.

**Teacher 4 Response:**

Definitely, it is a great help today since most students have access to technology. We can do many activities as long as they are well outlined, with prior instructions and clear goals. I believe we should take advantage of these resources available today to educate students on how to use them. As teachers, we also need to continually update our skills because this means we are constantly evolving.

**Question 2: What do you think is the reason for the lack of self-directed second language learning among students?**

**Teacher 1 Response:**

The main reason is that students are not very interested in learning on their own. Another reason could be the lack of motivation from teachers. Some teachers are traditionalists, using only the chalkboard and not incorporating the technological

applications available online. This is one of the reasons students do not show interest in mastering this language.

**Teacher 2 Response:**

Perhaps it's the disinterest in learning a second language. Students might not have self-learning habits or do not appreciate the language. They might not understand the importance of mastering a second language, unaware that it could open many opportunities for them.

**Teacher 3 Response:**

This can be due to various factors. Students might not like the language, the way the teacher teaches, or see its usefulness. If someone does not see something as a tool, they will not put in the effort to learn it. Unfortunately, it is up to teachers to motivate students and show them that English is a useful tool and will be a plus in their professional careers.

**Teacher 4 Response:**

I believe part of it is about motivating students to look beyond the present. As students, we often live in a comfort zone, aiming to pass the semester and graduate. However, once we enter the job market, we see the need to compete with other professionals. This realization often comes too late, making it harder to be competitive. It is important to inspire students to think ahead and understand the professional benefits of learning a second language.

**Question 3: What has your experience been? What methods or strategies of self-learning did you apply to learn English?**

**Teacher 1 Response:**

When I started learning English, it was different. I had teachers who didn't teach much, so I learned using applications and through autonomous learning, practicing the language with people from other countries. I worked in various institutions with native teachers, which helped me learn. Over time, with the arrival of the internet, I researched on my own and found applications to improve my skills.

**Teacher 2 Response:**

During the years 1985 to 1990, there was not much technology available. I learned through self-study, reading books, and seeing the need to master the language. I saved money to study at another university where I could develop my speaking skills. It all depended on my own efforts to learn the language.

**Teacher 3 Response:**

I don't want to undermine my teachers, but their methods were not the best. I learned English through music, downloading songs, and learning their lyrics. I also watched series in English to improve my pronunciation and communication skills. This self-directed learning sparked my curiosity and interest in the language.

**Teacher 4 Response:**

I struggled with English, and my motivation came from seeing professionals I admired. I did internships at a hotel in Otavalo, where I interacted with foreigners, which motivated me to improve my English. Music also played a crucial role in enhancing my vocabulary and pronunciation.

**Question 4: Do you think teachers should teach students self-regulated learning strategies?**

**Teacher 1 Response:**

Absolutely, teachers should be updated and trained to teach students how to manage their own learning autonomously. I always tell my students to find applications for self-study or use dynamic applications in class to practice various skills. There are many excellent online resources available for self-learning.

**Teacher 2 Response:**

Yes, teachers should apply any strategy that works for the student, aimed at achieving specific objectives. If we use self-regulated strategies that students can apply in various contexts, it would be very beneficial. Any strategy that aids learning is valuable.

**Teacher 3 Response:**

Yes, self-learning was even a subject in school for me. Education is not confined to a classroom or a teacher; one can self-educate in many ways. Teachers need to encourage students to use various resources available to them, such as books, podcasts, and videos, for self-directed learning.

**Teacher 4 Response:**

Yes, we need to teach students how to use the multitude of tools available today. It is up to teachers to guide students in making the most of these resources. Ultimately, the learner decides how to utilize these tools, but we must provide them with the knowledge to do so effectively.

## 6. RESULTS AND DISCUSSION

In this section, the results obtained through surveys administered to university students at PUCE-SI and interviews conducted with KET-level teachers are presented, aiming to explore perceptions and experiences regarding the lack of self-learning techniques for acquiring a second language, specifically English. The findings from student surveys and teacher interviews highlight the importance and necessity of addressing the lack of self-learning techniques in English language acquisition within the university context. The evidence suggests a significant gap between students' perception of their ability to learn autonomously and current pedagogical practices.

The excessive dependence on traditional teaching methods and the lack of knowledge and resources for self-learning represent significant challenges that need to be addressed. It is essential for educational institutions to implement effective strategies to promote and support the development of self-directed skills among students, which could include integrating educational technologies, providing adequate guidance, and creating more flexible and collaborative learning environments. Additionally, there is a need to delve deeper into best practices for assessing progress and the effectiveness of self-learning, as well as identifying innovative ways to integrate these techniques into the academic curriculum. Only through a holistic and collaborative approach involving students, teachers, and administrators can the lack of self-learning techniques in English language acquisition at the university level be effectively addressed.

The results obtained from the teacher interviews and the survey conducted with students offer a comprehensive view of the use of technology in the classroom and self-learning strategies in the context of learning English as a second language. Regarding the use of technology, the interviewed teachers agree that it is an invaluable tool for students' autonomous learning. They highlight its capacity to provide applications and resources that allow individualized and self-directed practices, fostering autonomy and self-management of learning. This perception is also reflected in the student survey, where the majority show a clear interest and recognition of the value of technology as support for their own learning.

The integration of technology in the classroom, as proposed by Puentedura (2006) and Mishra and Koehler (2006) in their SAMR framework, is evident in the testimonies collected during the teacher interviews. Most participants emphasized the importance of technology as a tool to promote students' autonomous learning. According to the interviewees, technology offers a wide range of resources and applications that support individualized practice and learning autonomy, suggesting alignment with the SAMR vision of educational transformation through technology.

However, despite the availability of technological resources, challenges persist regarding students' motivation and interest in learning English. Teachers identify lack of interest and motivation as significant barriers, attributing part of this issue to traditional teaching approaches that do not fully utilize available technological tools. This finding is complemented by the student survey, which shows that while the majority recognize the importance of self-learning and are willing to use innovative techniques, some students note a lack of effective implementation of these strategies in the classroom.

Deci and Ryan's (1985) Self-Determination Theory offer valuable perspectives on intrinsic motivation in learning. While the survey results among students reveal a widespread awareness of the importance of self-learning and a willingness to employ innovative techniques, they also suggest a discrepancy between intrinsic motivation and observed teaching practices. This finding highlights the need for a more detailed analysis of how motivational strategies can be more effectively integrated into educational environments to improve engagement and academic performance.

The personal experiences shared by the teachers offer enriching insights into self-learning strategies. From the use of applications and interaction with native speakers to consuming content in English, teachers emphasize the importance of personal motivation and individual effort in the learning process. These experiences underscore the importance of providing students with an environment that fosters exploration and personal discovery as an integral part of the educational process.

Regarding the teaching of self-regulated learning strategies, both teachers and students agree on its importance. Teachers acknowledge their responsibility in training students to learn autonomously, while students show a willingness to use these strategies

both inside and outside the classroom. However, a gap is observed between teachers' perception and students' reported experience, suggesting the need for greater integration and follow-up in the implementation of these strategies.

Similarly, Zimmerman's (1989) Self-Regulated Learning Theory sheds light on the importance of teaching self-regulated learning strategies. The interviewed teachers recognize the need to train students in the autonomous management of English language learning. However, some participants pointed out a lack of knowledge among students about available self-learning techniques, indicating a gap in the effective implementation of these strategies in the classroom. This finding highlights the need for greater attention to the explicit teaching of self-regulation skills to promote academic success and student autonomy.

In summary, the results of the teacher interviews and the student survey underscore the importance of the effective use of technology and the teaching of self-learning strategies in the context of learning English as a second language. These findings provide valuable insights for improving educational practices and promoting a learning environment that fosters autonomy, motivation, and academic success among students. The findings from these applied research instruments reflect the relevance and practical application of theoretical frameworks proposed by authors such as Puentedura, Mishra and Koehler, Deci and Ryan, and Zimmerman. These findings offer a deeper understanding of the challenges and opportunities associated with the development of productive English skills and highlight the importance of addressing these issues from an interdisciplinary and integrated perspective.

## DIAGNOSTIC RELATIONSHIP MATRIX

TOPIC	OBJECTIVES	VARIABLES	INDICATORS	TECHNIQUES	SOURCE
<b>METACOGNITION AND SELF-LEARNING TECHNIQUES IN THE DEVELOPMENT OF ENGLISH PRODUCTIVE SKILLS</b>	<p>To analyze the absence of self-learning techniques and the lack of motivation in the process of acquiring a second language focused on the linguistic ability of the students of the Universidad Católica del Ecuador, Ibarra Campus, by means of tools with curricular relevance for the measurement of the achievements reached with the purpose of making self-regulated learning a teaching-learning process.</p>	<p>Evaluation Processes</p>	<p>Teaching and learning processes</p> <p>Context</p>	<p>Content analysis</p> <p>Observation</p> <p>Description</p> <p>Interview</p>	<p>PUCE-SI Teachers</p>
	<p>To establish the legal theoretical bases on the lack of self-learning techniques to develop the linguistic ability through the bibliographic and scientific study that evidences the research work.</p>	<p>Educational Systems</p> <p>Approaches</p> <p>Theories</p>	<p>Theoretical underpinning of self-learning strategies</p> <p>Relevance</p> <p>Veracity</p>	<p>Observation</p>	<p>Educational System</p> <p>National Directorate of Evaluation</p>
	<p>To diagnose the self-learning methods of the students of the Universidad Católica del Ecuador, Ibarra campus, by means of research techniques and instruments, for the knowledge and use of self-regulated learning strategies.</p>	<p>Academic Performance</p>	<p>Structure</p> <p>Types of evaluation</p>	<p>Survey</p>	<p>PUCE-SI Students</p>

## **6.1 DATA AND INFORMATION**

### **6.2 PROPOSAL**

The research conducted revealed significant insights that have shaped the direction of this proposal. The results indicated a crucial need among university students for enhanced metacognitive and self-learning skills to improve their productive English abilities. It was found that students often face challenges with traditional teaching methods, which are insufficient for fostering autonomous learning and intrinsic motivation. This analysis highlighted the necessity for a more comprehensive approach to address these gaps effectively.

#### **6.1.1. OBJECTIVE OF THE PROPOSAL**

The primary objective of this proposal is to develop and implement a comprehensive program that fosters metacognition and self-learning techniques among university students to enhance their productive English skills. This program aims to reduce reliance on traditional teaching methods, increase students' intrinsic motivation, and promote an autonomous and self-regulated learning environment.

In the course of conducting my research, I gathered significant data that has profoundly shaped the direction of this proposal. The findings revealed a critical need among university students for enhanced metacognitive and self-learning skills to improve their productive English abilities. These results indicated that students often struggle with traditional teaching methods, which are insufficient for fostering autonomous learning and intrinsic motivation. By analyzing these challenges, it became evident that a more comprehensive approach was necessary to address these gaps.

#### **6.1.2. INITIAL DIAGNOSIS AND NEEDS ASSESSMENT**

To initiate the process, a thorough diagnostic assessment will be conducted to identify the current level of metacognitive and self-learning skills among students. This assessment will include surveys on students' perceptions and experiences with autonomous learning and the use of educational technologies. Additionally, interviews with teachers will

be conducted to understand current pedagogical practices and perceived barriers in teaching English. This data will serve as the foundation for designing a program that effectively addresses the identified needs.

### **6.1.3. DEVELOPMENT OF A TEACHER TRAINING PROGRAM**

A key component of this proposal is ongoing teacher training. Workshops and seminars focused on the use of educational technologies and student-centered teaching strategies will be implemented. Teachers will be trained in motivation and self-regulation theories, such as those proposed by Deci and Ryan (1985) and Zimmerman (1989), learning how to integrate these concepts into their daily pedagogical practices. Additionally, the creation of a community of practice will be encouraged, where teachers can share experiences, effective strategies, and resources, thereby strengthening mutual support and continuous professional development.

### **6.1.4. DESIGN AND INTEGRATION OF EDUCATIONAL TECHNOLOGIES**

The integration of educational technologies will be a fundamental pillar of the program. Applications and digital platforms that facilitate autonomous and self-regulated learning will be selected and integrated. Examples of these tools include Duolingo, Memrise, and language exchange applications like Tandem. A learning management system (LMS) will be implemented, allowing students to access resources, track their progress, and receive constant feedback. Additionally, the use of online collaboration tools such as Google Docs and discussion forums will be promoted to create a more interactive and participatory learning environment.

### **6.1.5. DEVELOPMENT OF SELF-REGULATED LEARNING STRATEGIES**

Explicit teaching of self-regulated learning strategies is essential. Activities and exercises that promote metacognitive reflection, such as learning journals and self-

assessments, will be incorporated. Furthermore, a specific module within the curriculum addressing self-learning and metacognition techniques will be created, providing students with the necessary tools to learn autonomously. This approach will help students to plan, monitor, and evaluate their own learning effectively.

#### **6.1.6. PROMOTION OF INTRINSIC MOTIVATION**

To increase students' intrinsic motivation, relevant and meaningful activities and projects that capture their interest and engagement will be designed. A rewards and recognition system that values effort and continuous improvement rather than just results will be implemented. Additionally, interaction with native speakers through language exchanges and cultural activities will be facilitated, which can increase interest and motivation to learn English.

#### **6.1.7. CONTINUOUS EVALUATION AND MONITORING**

Continuous evaluation and monitoring are crucial to ensure the program's effectiveness. Formative and summative assessment tools will be developed to measure not only productive English skills but also the effective use of metacognitive and self-learning strategies. Periodic surveys will be conducted to assess students' perceptions and satisfaction with the program. Based on the results of these evaluations and feedback from students and teachers, continuous adjustments and improvements will be made to the program.

#### **6.1.8. PROGRAM IMPLEMENTATION**

The program will be implemented in several phases. In the planning phase, an interdisciplinary committee responsible for designing and implementing the program will be established. This committee will conduct the initial diagnosis and define specific objectives and success indicators. In the development phase, training materials for teachers and educational resources for students will be created, as well as the configuration of the necessary technological platforms. In the pilot phase, the program will be implemented with

a small group of students and teachers to test its effectiveness and collect data and feedback for adjustments. Finally, in the large-scale implementation phase, the program will be extended to all English students at the university, ensuring that all teachers are trained and equipped to support self-learning, with continuous evaluation and monitoring to ensure the program's effectiveness and sustainability.

In conclusion, the detailed proposal to foster metacognition and self-learning techniques in the development of productive English skills is based on a combination of teacher training, integration of educational technologies, promotion of intrinsic motivation, and continuous evaluation. Through a holistic and collaborative approach, this initiative aims to transform the English learning process, making students more autonomous, motivated, and successful in their language acquisition. This proposal not only addresses the needs identified in the research but also provides a clear and effective pathway to improve educational practices and promote a learning environment that fosters autonomy, motivation, and academic success among students.

## 7. CONCLUSIONS

The research reveals key insights into the current landscape of autonomous English learning at PUCE-SI. It emphasizes the pivotal role of technology, identifies gaps between students' perceptions and current practices, and highlights the need for improved motivation and self-regulated learning strategies. These conclusions will guide the development of more effective educational approaches.

**Importance of Technology in Autonomous Learning:** The findings highlight that both teachers and students at PUCE-SI recognize the importance of technology in facilitating autonomous learning of English. Technology provides diverse applications and resources that support individualized and self-directed practice, which is crucial for fostering autonomy in language acquisition.

**Gap Between Perception and Practice:** There is a significant gap between students' perception of their ability to learn autonomously and the current pedagogical practices. While students show an interest and willingness to use self-learning techniques, the implementation of these strategies in the classroom is lacking. This discrepancy suggests that traditional teaching methods still dominate and do not fully exploit the potential of technological tools

**Motivation and Engagement:** Lack of motivation and interest among students is a major barrier to effective English language learning. Both teachers and students acknowledge the need for strategies that enhance intrinsic motivation and engagement. The current educational approaches fail to sufficiently inspire students to take an active role in their own learning process.

**Need for Self-Regulated Learning Strategies:** The study underscores the necessity for teaching self-regulated learning strategies. Teachers are aware of their role in empowering students to manage their own learning, yet there is a gap in students' knowledge and use of these techniques. This highlights the importance of explicitly integrating self-regulation skills into the curriculum.

**Role of Personal Effort and Motivation:** Personal effort and motivation play a crucial role in the success of language learning. Teachers' experiences reveal that individual commitment and the use of varied self-learning strategies, such as interacting with native speakers and consuming English media, significantly enhance language acquisition.

## 8. RECOMMENDATIONS

To optimize the effectiveness of the proposed program and ensure its successful implementation, several key recommendations have emerged based on the research findings. These recommendations aim to address the current challenges and leverage the insights gained to enhance language learning through metacognitive and self-learning techniques. By integrating technology, enhancing teacher training, and promoting self-regulated learning, educational institutions can create a more dynamic and supportive environment for students. The following recommendations outline strategic actions to achieve these goals and foster a more autonomous and engaging learning experience.

- **Integrate Technology Effectively:** Educational institutions should develop and implement comprehensive plans to integrate technology into language learning. This includes training teachers to use technological tools effectively and creating a classroom environment that encourages the use of these tools for autonomous learning.
- **Enhance Teacher Training:** Continuous professional development for teachers is essential. Training programs should focus on equipping teachers with the skills to foster self-directed learning and to integrate innovative teaching methods that motivate and engage students.
- **Promote Self-Regulated Learning:** Incorporate self-regulated learning strategies explicitly into the curriculum. Provide students with the knowledge and tools to manage their own learning, including goal-setting, self-monitoring, and reflection techniques. This could be achieved through workshops, dedicated courses, and ongoing support from educators.
- **Foster Intrinsic Motivation:** Develop and implement strategies that enhance students' intrinsic motivation to learn English. This could include incorporating more interactive and student-centered activities, providing real-world applications of language skills, and creating a supportive and encouraging learning environment.
- **Assess and Monitor Progress:** Establish robust mechanisms for assessing and monitoring students' progress in autonomous learning. This includes regular

feedback, personalized learning plans, and the use of digital platforms that track and support student learning journeys.

- **Create Collaborative Learning Environments:** Encourage collaborative learning environments that promote peer interaction and support. This can help students stay motivated and engaged, and provide opportunities for practical language use.
- **Research and Innovation:** Conduct further research to identify best practices for integrating self-learning techniques and motivational strategies into language education. Explore innovative approaches and continuously update the curriculum to reflect the latest educational trends and technologies.

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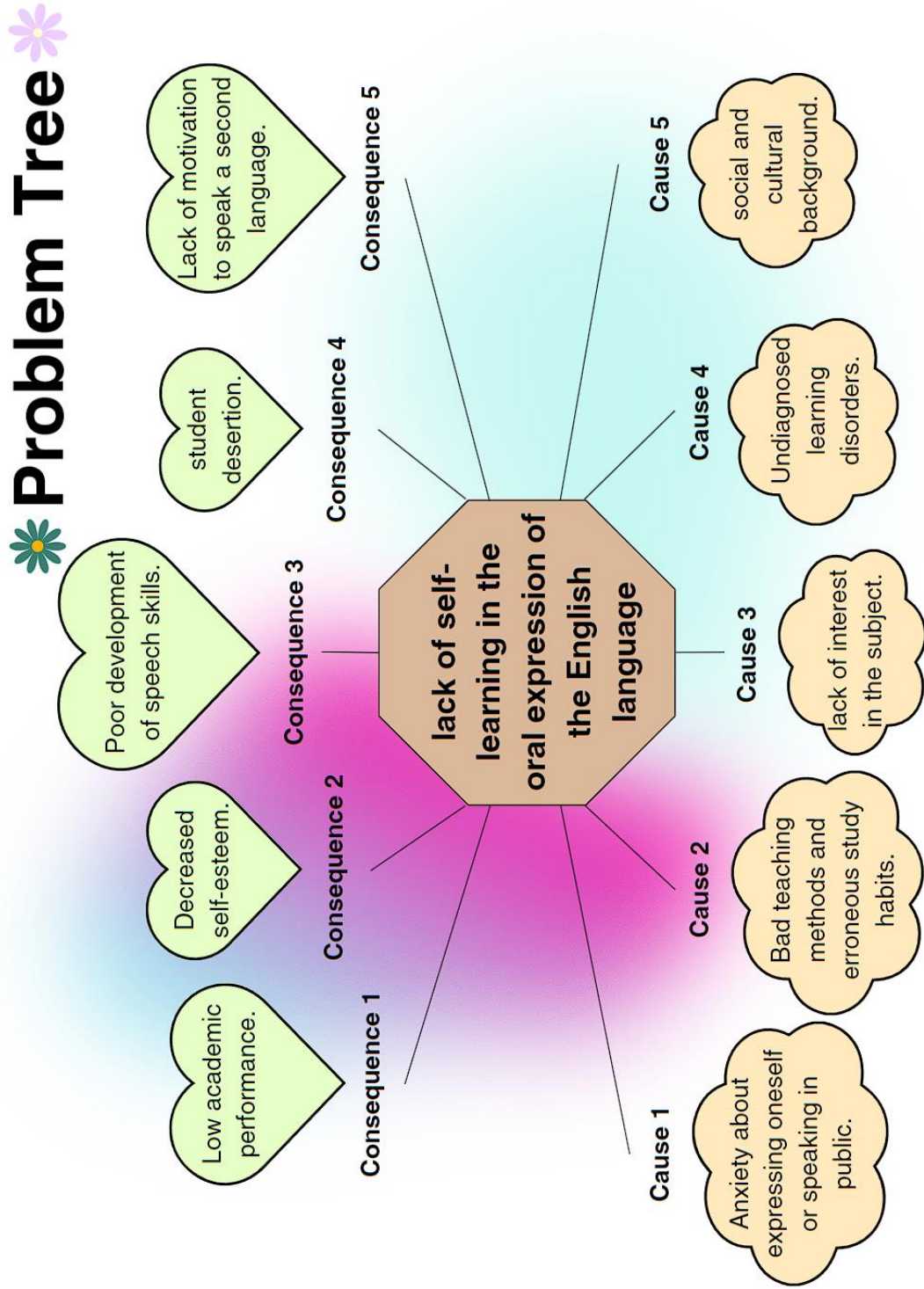
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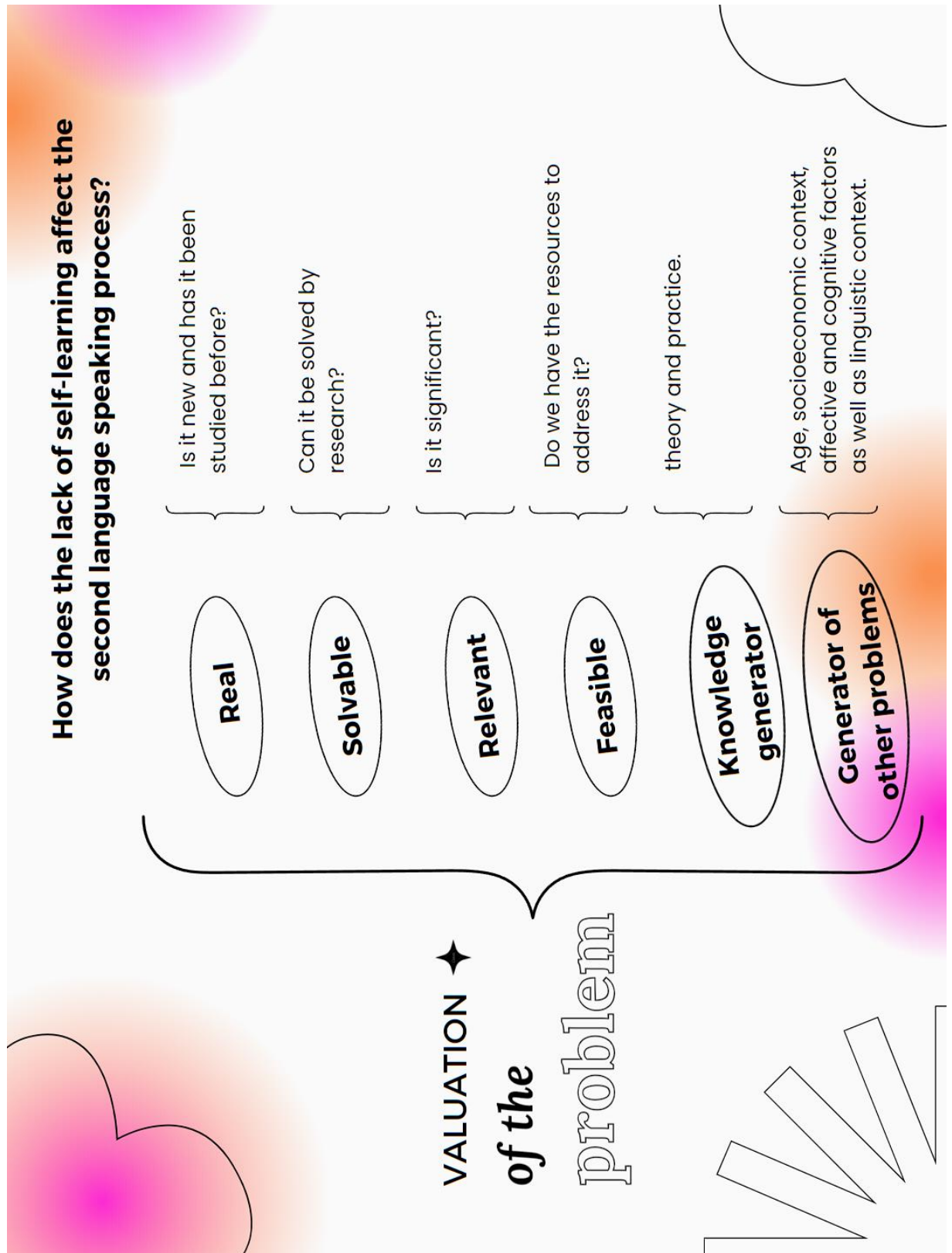
## **10. CERTIFICACIÓN ANTIPLAGIO**

ANEXXES

PROBLEM TREE



## VALUATION OF THE PROBLEM



## TEMPORAL PLANNING

### THE LACK OF SELF-LEARNING TECHNIQUES IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE.

	Month/Activity	January	February	March	April	May	June	July	August	September
1. To identify the main components and issues that impact on students' self-training to develop English speech	1.1 To build a matrix of papers and thesis	X	X							
	1.2 To compare info, news and reports		X							
	1.3 To write the state of the art			X	X					
2. To analyze the results concerning the methodology of the sample of teachers and students.	2.1 To design the tools to get the data				X	X				
	2.2 To apply the tools in order to obtain results					X	X			
	2.3 To examine and to explain the results obtained						X	X		
3. To design innovative resources that may help with the teaching-learning process of speech by implementing adaptive learning techniques.	3.1 To sketch up and choose the main elements							X	X	
	3.2 To elaborate didactics resources								X	X
	3.3 To validate in a real environment									X

## STUDENT SURVEY FORMAT



### ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE LA UNIVERSIDAD CATOLICA DEL ECUADOR SEDE IBARRA SOBRE “LA FALTA DE TECNICAS DE AUTOAPRENDIZAJE PARA LA EXPRESION ORAL EN INGLES”

**Objetivo:** La presente encuesta está dirigida a los estudiantes de los niveles PET de la PUCE-I con la finalidad de conocer el grado de autodidactismo de los estudiantes.

**Nombre:** \_\_\_\_\_

**Edad:** \_\_\_\_\_

**Sexo:** Masculino \_\_\_ Femenino \_\_\_ Otro \_\_\_

**Marque con una x la respuesta seleccionada de acuerdo a su criterio personal.**

**1. ¿Conoce usted la definición de autoaprendizaje?**

Si \_\_\_

No \_\_\_

**2. ¿Tiene usted conocimiento sobre técnicas de autoaprendizaje/autoestudio?**

Mucho \_\_\_

Poco \_\_\_

Nada \_\_\_

**3. ¿Conoce usted si en la universidad se utilizan técnicas de autoaprendizaje?**

Mucho \_\_\_\_

Poco \_\_\_\_

Nada \_\_\_\_

**4. ¿Cree usted que el uso de la tecnología dentro del aula le brinda una ayuda para su propio aprendizaje?**

Totalmente de acuerdo \_\_\_\_

De acuerdo \_\_\_\_

Neutral \_\_\_\_

En desacuerdo \_\_\_\_

Totalmente en desacuerdo \_\_\_\_

**5. ¿Realiza usted en clases actividades o estrategias innovadoras para el mejoramiento de las habilidades comunicativas del inglés?**

Si \_\_\_\_

No \_\_\_\_

**6. ¿Si su respuesta fue “Si “con qué frecuencia se realizan estas actividades o estrategias innovadoras para el mejoramiento de las habilidades comunicativas del inglés?**

Muy frecuentemente \_\_\_\_

Frecuentemente \_\_\_\_

Ocasionalmente \_\_\_\_

Raramente \_\_\_\_

Nunca \_\_\_\_

**7. De las siguientes técnicas de autoestudio escoja la o las que usted conozca.**

- Inmersión \_\_\_\_
- Práctica distribuida \_\_\_\_
- Exámenes para practicar \_\_\_\_
- Aprendizaje social \_\_\_\_
- Tarjetas didácticas \_\_\_\_
- Aprendizaje implícito \_\_\_\_
- Abundancia de información \_\_\_\_
- Subrayar \_\_\_\_
- Estudio nemotécnico o la asociación de imágenes \_\_\_\_

**8. ¿Le gustaría utilizar la o las técnicas antes mencionadas ya sea dentro o fuera del aula?**

Si \_\_\_\_

No \_\_\_\_

**Escriba cual:** \_\_\_\_\_

**9. ¿Estaría dispuesto a trabajar activamente en las clases de inglés utilizando las técnicas de autoaprendizaje antes mencionadas?**

Si \_\_\_\_

No \_\_\_\_

**10. ¿En sus actividades diarias le gustaría emplear técnicas de autoaprendizaje motivadoras para mejorar su expresión oral en inglés?**

Si \_\_\_\_

No \_\_\_\_

## TABLES

**Table 1:** Do you know the definition of self-learning?

Respuestas	Frecuencia	%
Si	38	95%
No	2	5%
Total	40	100%

**Table 2:** Do you have knowledge about self-learning/self-study techniques?

Respuestas	Frecuencia	%
Mucho	7	17,50%
Poco	31	77,50%
Nada	2	5,00%
Total	40	100%

**Table 4:** Do you believe that the use of technology in the classroom helps you in your own learning?

Respuestas	Frecuencia	%
Totalmente de acuerdo	23	57,50%
De acuerdo	12	30,00%
Neutral	3	7,50%
En desacuerdo	2	5,00%
Totalmente en desacuerdo	0	0,00%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 5:** Do you implement innovative activities or strategies in class to improve English communication skills?

Respuestas	Frecuencia	%
Si	29	72,50%
No	11	27,50%
<b>Total</b>	<b>40</b>	<b>100%</b>

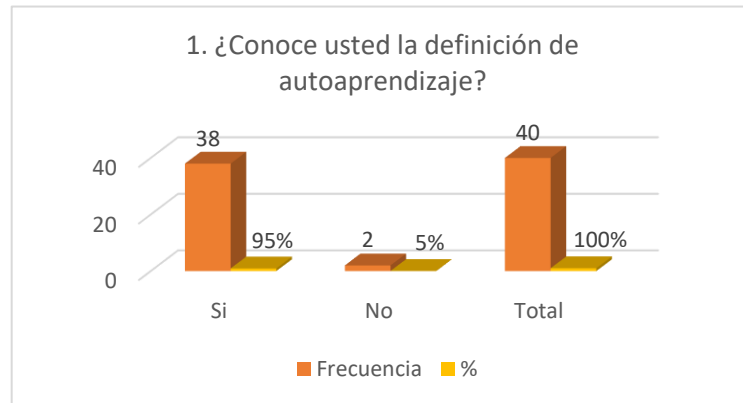
**Table 6:** If your answer was "Yes," how often are these innovative activities or strategies implemented to improve English communication skills?

Respuestas	Frecuencia	%
Muy frecuentemente	8	27,59%
Frecuentemente	8	27,59%
Ocasionalmente	12	41,38%
Raramente	1	3,45%
Nunca	0	0,00%
Total	29	100%

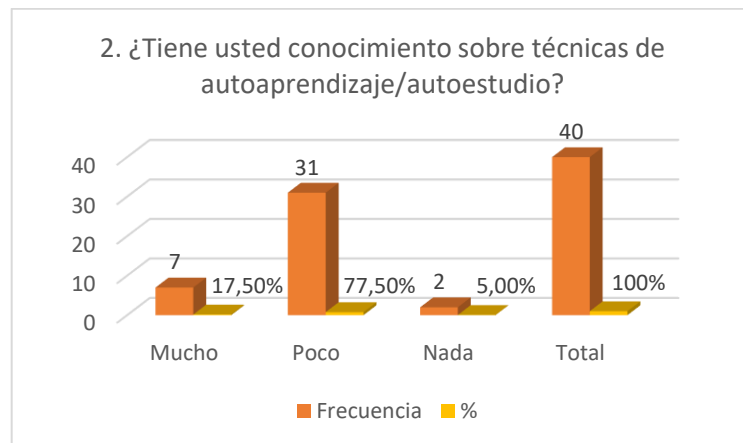
**Table 10:** Would you like to use motivating self-learning techniques in your daily activities to improve your oral expression in English?

Respuestas	Frecuencia	%
Si	38	77,55%
No	11	22,45%
Total	49	100%

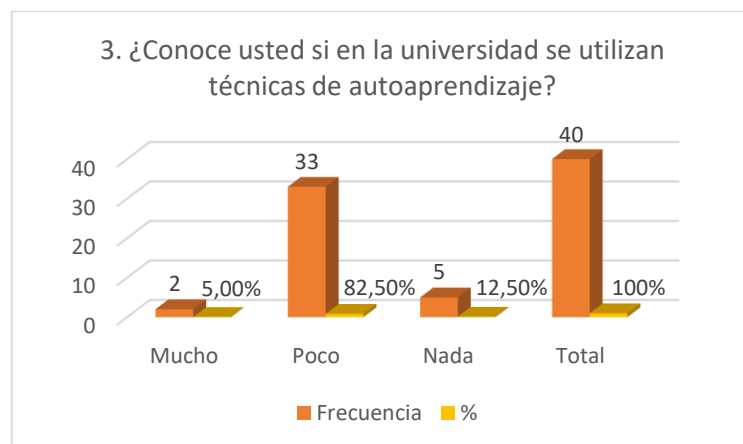
## CHARTS



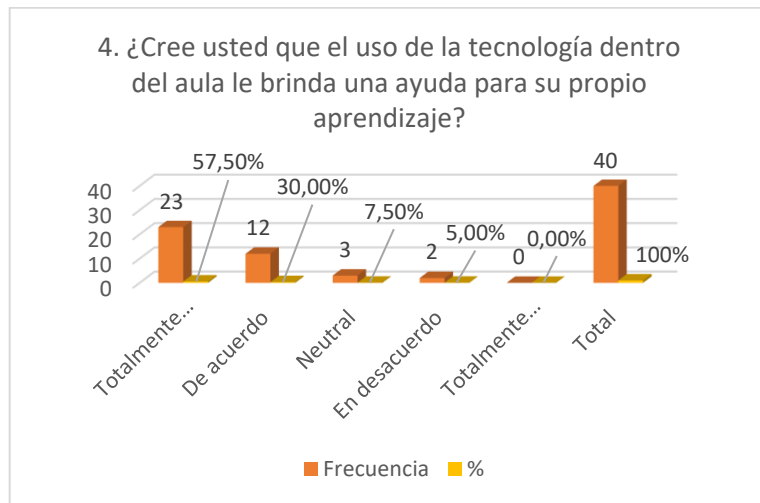
Graph 1: Percentage representation of question 1 survey to students



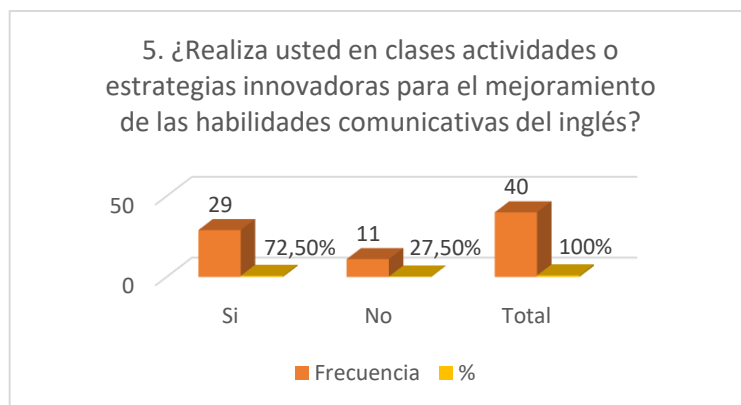
Graph 2: Percentage representation of question 2 survey to students



Graph 3: Percentage representation of question 3 survey to students



Graph 4: Percentage representation of question 4 survey to students



Graph 5: Percentage representation of question 5 survey to students

