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THESIS REPORT

**THE CONTRIBUTION OF SELF-STUDY TECHNIQUES TO “LA INMACULADA”
PRIVATE SENIOR HIGH SCHOOL STUDENTS’ ENGLISH LANGUAGE LEARNING
PROCESS, ESMERALDAS, 2023**

TESIS DE GRADO

**CONTRIBUCIÓN DE LAS TÉCNICAS DE AUTOESTUDIO EN EL PROCESO DE
APRENDIZAJE DEL INGLÉS EN LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA
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AUTHOR

JOYCE MELANIE ORTIZ AYОВI

ADVISOR

PHD. HAYDÉE RAMIREZ LOZADA

ESMERALDAS, 2023

DISSERTATION COMMITTEE

As members of the Dissertation Committee at PUCE Esmeraldas, we certify that we have read the dissertation prepared by **JOYCE MELANIE ORTIZ AYОВI** entitled **THE CONTRIBUTION OF SELF-STUDY TECHNIQUES TO “LA INMACULADA” PRIVATE SENIOR HIGH SCHOOL STUDENTS’ ENGLISH LANGUAGE LEARNING PROCESS**, and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor in Pedagogy of the English Language.

Reader 1

Reader 2

Reader 3

School Director

Thesis Director

Final approval and acceptance of this dissertation is contingent upon the candidate’s submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Thesis Director

STATEMENT BY THE AUTHOR

I, Joyce Melanie Ortiz Ayovi, affirm that the investigation in the present report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas

Joyce Melanie Ortiz Ayovi

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ABSTRACT

To analyze the contribution of self-study techniques to “La Inmaculada” Private Senior High School students’ English Language Learning process in Esmeraldas 2023, this investigation was done by a descriptive qualitative-quantitative approach, with a population of 157 students from 3 courses in the mentioned Senior High School. The method were analysis and synthesis, hermeneutics, and descriptive statistics, applied with the technique of survey. The results revealed that there is a significant contribution of the use since the majority of them stated 27% that they know the techniques and that they have applied them for their autonomous learning in the English Language process.

Key words: self-study; techniques; English Language Learning; autonomous learning.

RESUMEN

Para analizar el aporte de las técnicas de autoestudio en el proceso de aprendizaje del idioma inglés de los estudiantes del Colegio Particular "La Inmaculada" de Esmeraldas 2023, se realizó esta investigación con un enfoque descriptivo cualitativo-cuantitativo, con una población de 157 estudiantes de 3 cursos del mencionado colegio. Los métodos fueron análisis y síntesis, hermenéutica y estadística descriptiva, aplicados con la técnica de encuesta. Los resultados revelaron que existe un aporte significativo del uso ya que la mayoría manifestó en un 27% que conoce las técnicas y que las ha aplicado para su aprendizaje autónomo del Idioma Inglés.

Palabras clave: autoestudio; técnicas; aprendizaje del idioma inglés; aprendizaje autónomo.

INTRODUCTION

Theme Presentation

In the English language in the learning process uses methods and strategies that facilitate the learning process. That is why self-study lately great importance has been given to self-study, since it has become more and more indispensable in the study of foreign languages, because students can develop their language skills through a self-study process, by applying some techniques, according to their needs and learning styles.

In this sense, the student's self-study process should be seen as a motivating and free-choice activity. For that reason, self-study according to Eskaraeva and Torebaeva (2016) “involves a number of fulfilling different activities by students: awareness of the purpose of the activity, making learning objectives, giving a personal meaning, self-organization in the distribution of educational actions in time, self-control in the process of performing some other actions” (p.1). In this way, students have the possibility of creating their own lessons, facilitating their learning process.

This research is focused on education, communication, cultures and society, and innovative didactic methodologies and strategies in the English language teaching.

Problem Statement

In most cases, the learning of the English language can be an arduous process, it means that there are several problems that impede the self-learning process. The main problem is the insufficiency or little use of self-study techniques in English language learning, since on many occasions students are unaware of these techniques and do not apply them when studying, as well as the lack teachers' training, as do not spend enough

time teaching these techniques. Therefore, student learning becomes something traditional and routine.

Consequently, there is insufficient development of the English language, causing the student to have a slow learning process, which causes them to become discouraged and feel uninterested in the language, causing little practice and use of it. It is worth mentioning that another effect that has great influence is disorganization, which generates the misuse of the activities planned or willing to do them the time of studying.

For this reason, it is important to know that, to carry out the teaching-learning process, the teacher must provide techniques that are in accordance with the needs of the students, since many of these are based on technological resources or simply apply techniques of motivation that help them feel interested when practicing the language from anywhere. And, likewise, the student must develop their learning autonomously, through activities that are consistent with their learning style.

In this way, motivation has an impact on self-study, due to this, it is here where the human being decides to learn and acquire knowledge. Therefore, students learn through innovative practices, with tools that facilitate their learning of the language.

Even though, when students do not feel the motivation to learn a foreign language, they tend to believe that they are not good at it and become disinterested, besides, they have no knowledge of self-study techniques and cannot apply them meaningfully to their learning, so there is no construction of it according to their personal interests and the resources they have at their disposal.

Therefore, the next research question emerges:

How do self-study techniques contribute to the student's English language learning in "La Inmaculada" Private Senior High School in Esmeraldas, 2023?

Justification

Currently, there are various ways in which the student can learn the English language, being a learning process that helps in a general way and being English a universal and indispensable language in the professional development of the student. For this reason, it is necessary that when acquiring knowledge in an independent and innovative way, you do so with the motivation to learn, since when you practice it, tasks that require your critical thinking, imagination, and creativity are carried out, through techniques that facilitate their language learning process.

In this way, English language learning is seen as a necessity and can become complicated for some people, because beliefs, values, and knowledge about the teaching-learning of a foreign language are given in the way we have learned throughout our lives. It has been out of obligation and with lack of motivation, which prevents the language learning process from being of personal interest.

Self-study techniques develop an important role in educational innovation, since the interests of students, their academic needs, and their learning styles are considered, which are generated individually, but with the same objective of bringing qualified teaching-learning process.

Objectives

General Objective

To analyze the contribution of self-study techniques to “La Inmaculada” Private Senior High School students’ English Language Learning process.

Specific Objectives

- To diagnose the students’ knowledge about self-study techniques.
- To determine the students’ perception about their development in the English language using self-study techniques.
- To identify the resources the students use for learning English autonomously.
- To determine if the use of self-study techniques contributes to the students’ improvement in the English language learning process.

CHAPTER I

THEORETICAL FRAMEWORK

1.1.Scientific Theoretical Foundation

1.1.1. Constructivism Theory

Constructivism on focused on learners, since they are not passive receipts of knowledge, because they are more active in the learning process. In that sense, “human beings are capable of extending biological programming to construct cognitive systems that interpret experiences with objects and other persons” (Piaget, 1971, as cited in Golbeck and DeLisi, 1999, p. 5).

On other hand, the students build their own knowledge according to their experiences, having an active and social learning. For that, “constructivism is a learning theory which holds that knowledge is best gained through a process of reflection and active construction in the mind” (Mascolo and Fischer, 2005, p.22). In other words, it refers to the fact that everyone builds their own knowledge, through experience or understanding in a subjective and meaningful way in the adaptation to the environment.

1.1.2. Connectivism Theory

Connectivism is a thematically new theory of learning developed by Siemens (2005), that indicates that students must effectively combine ideas, theories, and background information. It recognizes that technology is a big part of the learning process, and our ongoing relationship provides us with opportunities to make decisions about our learning.

It also promotes participation, allowing different aspects and perspectives in decision-making, problem-solving, and the meaning of information.

1.1.3. Experiential Learning Theory

Experiential learning is the way of acquiring knowledge in a real-life context through experience, where students develop their skills and social abilities. In that sense, focusing on “the process whereby knowledge is created through experience transformation, in relation to the combinations of grasping and transforming the experience” (Kolb, 1984, p.41). In other words, this theory is a result of using the "learn by doing" where the students can develop their learning process and reflect on the experience. Experiential learning careers have the potential to include introductions to lab experiences, internships, field exercises, study abroad, graduate research, and analysis, among others.

On the other hand, this process is closely related to active learning, where each individual learns by free choice, either cooperatively or autonomously, focusing on practice, which helps in the student's acquisition of knowledge.

1.1.4. Meaningful Learning

According to Ausubel's meaningful learning theory “occurs when the learner interprets, relates, and incorporates new information with existing knowledge and applies the new information to solve novel problems” (Ausubel, 1960, as cited in Gonzalez, Palencia, and Umana, 2008). In this sense, this type of learning is related to the acquisition of information to develop knowledge and experiences focused on the cognitive process of everyone.

In the same way, it gives importance to discovery learning, leaving behind memorization learning. Ñacata (2011) mentions that it "is considered as the most basic

and rudimentary learning activity that has been used over time under the traditional school, this consists of the simple storage of information which can give results in some cases that represent memory” (p.23). In other words, it is based solely on the acquisition of knowledge based on the rote repetition of information, which has generated great difficulties in the academic area for many students, making their learning process not meaningful. However, it does not mean that this type of rote learning is not useful, since many people use it for specific learning, such as memorizing objects, numbers, etc.

For that reason, the theory is reflected in the attainment of knowledge in the learning process of the students from a meaningful perspective, where everyone relates the new knowledge with what they already know.

1.1.5. The Sociocultural Approach to Language Teaching

The development of the human being occurs from infancy where curiosity is a form of learning, where they acquire the cultural values and beliefs of the society that surrounds them. Likewise, this approach considers language as a tool, since is a fundamental tool of communication, it is very useful to express ideas and contents that are related to the sociocultural, which is focused on a system of standards that are related to educational communication. For that reason, it is of vital importance in the teaching-learning process, since it allows cognitive development focused on the social and cultural aspects. Therefore, in the learning process, cognitive development is closely related to the social and cultural contexts of each student, seeing that is where they develop and acquire knowledge.

In this way, “individuals have access to psychological tools and practices by virtue of being part of a sociocultural milieu, in which those tools and practices have been and continue to be culturally transmitted” (Wertsch, 1995, as cited in Sun and Zhang, 2021, p.2), giving relation to teaching together with the skills and knowledge acquired in the sociocultural environment in which they are developed.

1.1.6. The Zone of Proximal Development

The Zone of proximal development provides students with tasks according with their current level of understanding. Likewise, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky 1978, as cited in Allahyar and Nazari, 2012, p.4). This theory is based on the progress of skills and strategies in education through cooperative interaction and activities that essentially favor the student.

It is worth mentioning that at the time of developing the skills of each student, it is necessary to propose strategies where the characteristics of each one of them are considered, since motivation is needed to generate interest in what is to be taught, basing the production of knowledge development, considering teaching methodologies and learning methods.

1.1.7. The Progressive Critical Approach

The Progressive Critical Approach focuses on understanding how students' experiences are influenced by social and cultural experiences. In that sense, "citizenship education is to provide opportunities to engage students in meaningful learning experiences, to facilitate their development as socially and politically responsible individuals" (Homana et al, 2006 as cited in Gholtash and Yarmohammadian, 2011, p.1). Of course, primary education is a necessary level that play a fundamental part in the development of the social character of students as residents. Therefore, primary school teaching and curriculum form the fundamental basis of citizenship education.

1.1.8. Autonomous Learning

The development of activities autonomously is focused on the self-dedicated commitment of everyone. For this reason, “the notion that cognition influences behavior is related to the concept of self-efficacy, or the personal perception of one’s ability to successfully execute an activity” (Bandura, 1997, as cited in Ponton, 2006, p. 40). In that sense, this type of learning refers to the action of learning independently, a form which has taken on great importance today, due to there is easy access to information through technology.

According to Ponton (2006) “in Carr’s model (1999), autonomous learner resourcefulness hinges on the learner’s capacity to anticipate future rewards of present learning, prioritize learning over nonlearning activities, select learning over nonlearning activities, and resolve problems relative to the selected activity” (p. 44). Similarly, everyone has the responsibility to organize their own work and acquire knowledge according to their skills and learning style.

1.1.9. Self-study

Several authors mention that it is “a methodology for studying professional practice settings” (Pinnegar, 1998, as cited in LaBoskey, 2004, p. 817). In this sense, self-study means self-training associated with the educational activity of students in the classroom, where, practically, the student's self-learning work corresponds to the organizing role of the teacher.

In addition, it is currently necessary to develop students' language communication skills, which requires a change of orientation in the organization of self-training work, which can be considered in this case only once organized and implemented in the educational process, in a holistic system that goes through each learning period. In this way, innovative education integrates knowledge in a modern way, which facilitates obtaining information more easily. A clear example is the use of information technology

since it allows solving recent problems in the method of teaching foreign languages, such as the problem of control. Therefore, considering the motivation and interest in learning the language as a principal factor to use the self-study to improve their own learning process.

1.1.10. Self-study Techniques

Learning a foreign language activates hearing, visual and speech abilities, and contributes meaningfully to developing memory, imagination, and ideas. In the educational process, there is a wide range of special features. The activity of the students is a whole function that is necessary, not only to see but also to hear, to understand, to consciously use mental actions, to work processes of the mind, also of thought, depending on the students development.

1.1.10.1. Underline the most important part

In this technique, reading ability is necessary, since the individual is responsible for underlining the words, phrases, or ideas that he believes are most important in the text that he is reading, using colors that highlight what he wants from the text. Likewise, it is useful that annotations are generated to give more meaning to what he wants to learn.

1.1.10.2. Notes

Once the most significant ideas for the student have been pointed out, it is necessary to generate a reflection on the content, asking the questions that are considered convenient to provide a solution and understanding of the topic.

However, at the time of the class, the student tends to write everything that the teacher dictates or says during the explanation, for this reason, it is necessary to generate a summary with keywords or short phrases that are related to the topic taught. Likewise, this method seeks to make the information concrete and understandable, which is why the

application of summaries or citations under an arduous review of what has been treated is an excellent way to base knowledge.

1.1.10.3. Mind maps

This technique is the most widely used in academic institutions, since it allows information to be organized creatively, using keywords, images, colors, and numbers that facilitate interaction and understanding of the content.

1.1.10.4. Study Sheets

This technique is useful to understand or memorize specific data such as dates, numbers, or vocabulary. It is very feasible when learning a language.

1.1.10.5. Brainstorming

This technique is well known, since it is based on the creativity of teamwork, whose objective is to collect ideas from the people in the group, who have the same topic, but with different perspectives, making everyone understand and learn from each other in a collaborative way.

1.1.10.6. Images-based methods

This method is based on visual learning, where students learn visually and express their ideas or opinions of what they believe are the images represented in the topic in question. It should be noted that this technique reflects the imagination of each student, since each one has the possibility of thinking about what they want, based on the assigned content.

1.1.10.7. Songs-based methods

The use of songs as a self-study technique promotes learning in a didactic way since it favors understanding and the development of communication skills.

1.1.10.8. Videos-based methods

The use of audiovisual resources increases the transformation of the English learning language, where communication skills, vocabulary, grammar, fluency, and other communicative competence in students are considered, based on real situations.

1.1.10.9. The use of streaming platforms

These types of platforms are the most used for people's entertainment, which makes it difficult to learn many topics, especially a foreign language, since watching series or movies in the original language is of great advantage for developing communication skills and in the acquisition of knowledge.

1.1.10.10. The use of games

Language games allow you to learn different approaches to language such as lexical, grammatical, and stylistic games. The main goal of phonetic games is to improve pronunciation, pronounce sounds in words, sentences, and train intonation. They are commonly used, especially in the early stages of teaching foreign languages (initiation-improvement courses), in the form of illustrations and exercises to make it difficult to practice sound pronunciation.

1.1.11.English Language Learning

English is a universal language, and its learning is essential for the individual and professional development of the human being, for that, it is necessary that the learning process as a foreign language be based on strategies that are meaningful for students. However, there are several complications when trying to teach English in a context where they lack tools for the learning requirements of each student, which makes them feel disinterested.

Therefore, “most English teachers would agree that their students need to practice using English outside the classroom if they are to increase their communicative competence, but “practice” can consist of many different types of English language use” (Chapelle, 2003, p.10). In other words, for there to be significant learning, the student must constantly practice the language so that its learning process is effective, however, for this objective to be fulfilled, it is essential that the teacher promotes strategies that activate interest, using the communication skills in the best way.

1.1.12. Motivation

The motivation is the most important in the teaching-learning process. In that sense, Littlewood (1996) “expressed the complexity of motivation saying that motivation includes many components such as the individual’s drive, need for achievement and success, curiosity, and desire for stimulation and new experience” (as cited in Estupiñan, 2014, p. 12). Thus, motivation is more than an act, it is a process that involves internal sources such as needs, cognitions, and feelings and external components that guide human behavior to stimulate the learning process.

It is worth mentioning that motivation integrates the desire to learn a language, as in the case of English, where communication or integration of people who speak that language is necessary, through tools that facilitate the process.

1.1.13. Learning Styles

Each person learning depends on his/her capacities and abilities. In that way, Pashler et al (2009) “individuals differ regarding what mode of instruction or study is most effective for them. Proponents of learning-style assessment contend that optimal instruction requires diagnosing individuals' learning style and tailoring instruction accordingly”(p.105).

In addition, it focuses on the different ways of performing cognitive tasks, focused on behavior, strategies, and instruments for the acquisition of knowledge. For that reason, “some students seem to learn better when information is presented through words, whereas others seem to learn better when it's presented through pictures” (Omrod, 2008, as cited in Pashler et al, 2009, p. 106). In this way, to develop meaningful learning in the process of acquiring English, it is necessary to consider the learning styles that each individual has.

1.1.14. Learning Resources

There are many resources for developing a significant learning process, these are materials, tools or strategies that facilitate learning. Likewise, they include books, videos, newspapers, songs, interactive activities, movies, etc. In this sense, “for creating their own knowledge, self-directed learners explore learning materials, monitor their learning, reflect on it, and self-evaluate it” (McLoughlin and Lee, 2010, as cited in Song and Bonk, 2016, p.3). Thus, learning resources can be used by teachers, students, parents or other persons who support the teaching-learning process.

1.1.15. Cognitive Dimensions

Cognitive dimensions focus on the “composed of the attitudes, beliefs, and perceptions of those who transmit, receive, respond to, or act upon the information”

(SOEI, 2016). Also known as the way in which knowledge of the language is acquired, to develop the skills and fluency of the individual, through grammar and vocabulary.

On the other hand, the cognitive dimension combines moments such as effort, analysis, reflection, representation and practice. These measures are used to help students identify and improve their own learning strategies and evaluate the effectiveness of their own learning methods, being in this case the self-study techniques, which enhance their cognitive capacity in learning English.

1.2. Antecedents

Some studies about the contribution of self-study techniques have been carried out and taken into consideration.

One of the investigations done by Loughran (2007) at Monash University, Melbourne, Australia. It was focused on response to the challenges, demands, and expectations of self-study. In this sense, the author explores the nature of self-study, meaningful learning can really exist. For that reason, he used a descriptive method to analyze the theories of self-study, considering ideas from other authors. In addition, he concluded there is a relationship between the teaching and learning process as it develops an understanding of the teachers' pedagogy in education.

Simultaneously another important investigation was done by Aguirre and Palacios (2012) at the Técnica del Norte University in Ibarra, Ecuador, about the self-learning in the development of English oral expression. In this sense, the authors determine the level of self-learning to improve the oral expression of the students in the English language, taking into consideration the motivation as an important factor in the self-learning. Moreover, the methods of this investigation were analytic, synthetic, logical inductive and deductive, and statistics with a quantitative approach. The results revealed the schools need more resources for developing a significant learning process using the self-study to motivate the students.

In this sense, another study done by Eskaraeva and Torebaeva (2016) at the Karakalpak State University in Russia. They carried out a study related to the self-study task and pointed out that this learning process includes a variety of individual and group occupations of students, their behavior in the classroom, and extracurricular occupations or tasks without the direct support of the teacher. In addition, for student self-learning, homework should be understood as an intrinsically motivated free-choice activity. It involves a sequence of different occupations on the part of the students: awareness of the purpose of the activity, creation of learning objectives, imparting personal meaning, self-

organization in the delivery of educational activities over time, and self-control in the process of realization of various other activities.

Moreover, the study done by Bayram (2017) at the Muğla Sitki Koçman University in Turkey, which focused to find out the positive effects on learner autonomy, in a Flipped Classroom Model in the English Language Teaching context, which has a great impact on self-study. Likewise, this study used a descriptive and analysis technique with a qualitative and quantitative approach, and applied a questionnaire to interview the students. The result revealed there are interest and motivation in using this type of model in the classroom to generate student autonomy.

Likewise, another study done by Tienareerak (2017) at Thammasat University, Bangkok, Thailand, focused on self-study strategies in the English Language in a company, whose purpose was to analyze the responses of self-study strategies for improving language skills. In this sense, the author collected information from 160 employees, using a descriptive method and a quantitative approach to show a high level of understanding the English through self-study strategies.

In the same way, there is a study done by Tejada (2019) at the Universidad Autónoma de Santo Domingo in the Dominican Republic, about the contribution of self-learning techniques to students' English Language Learning, whose general objective was to analyze that contribution in students of basic and average of High School. This study's method was analytic-deductive to represent the causes and effects of self-learning techniques, using a questionnaire survey for English students. In this sense, the results represented students learning English in their own way with different resources, such as movies or series.

Also, another study done by Ziyu and Jing (2019) at the Jilin Normal Institute of Engineering and Technology and at the School of Management of Changchun University in Jilin Changchun, China, about the strategy for improving the self-learning ability of College Students, whose focus was on the social development of each person in that

country and how the autonomous learning has an impact in higher education research. Therefore, the method of this investigation was descriptive with a quantitative approach, applying a questionnaire for students. In this sense, the results revealed there are effective strategies for improving self-learning in college students.

On the other hand, another study done by Yagcioglu (2019) at the Dokuz Eylul University, Turkey, about the role of self-study, which has always been indispensable in learning a foreign language since students could develop their communicative skills through self-study support provided by the teacher guide. Similarly, students that learn a new foreign language should be mainly inspired by certain activities to students become more creative and motivated learners. In addition, this study used a descriptive method to analyze the theories about self-study in the learning process of the students through their abilities and skills.

In addition to that, the study done by Hauge (2021) at the Norwegian University of Science and Technology in Trondheim, Norway, in which the author revealed self-study research about the challenges and opportunities in education. This study focuses on describing how self-study could be a good approach for teachers. Likewise, the method of this investigation is descriptive with a qualitative approach. The results presented that self-study is a favorable and meaningful approach for students and teachers in the teaching-learning process.

Additionally, another study done by Boza (2022) at the Estatal Península from Santa Elena University in Ecuador, about the self-learning Techniques and their Influence on the development of speaking skills in English Language Learners. This study focuses on the use of self-learning techniques to improve speaking skills in the students of English Module II. Likewise, this investigation method was phenomenological, for analyzing the students' experiences using the self-learning techniques. In that sense, the results are favorable since students can learn in their own way improving their English-speaking skills through self-learning techniques.

CHAPTER II

MATERIALS AND METHODS

2.1. Context

The research was carried out on a certain group of students and teachers of the “La Inmaculada” Private High School in Esmeraldas. This school is located at Colon Avenue between Mexico and El Oro. In this school, English is given in all courses.

2.2. Type of Investigation

The investigation followed a quantitative approach, with a descriptive scope and a non-experimental design.

Hernández (2014) develop a study about research methods who mentions the following premise about quantitative research:

Quantitative research offers the possibility of generalizing the results more broadly, gives control over the phenomena, as well as a point of view based on counts and magnitudes. It also it provides a great possibility of repetition and focuses on specific points of such phenomena, as well as facilitates comparison between similar studies. (p.48)

In this sense, by the means of this research, this approach was applied to obtain more comprehensive and statistical results focused on the contribution of self-study techniques to students' English language learning.

2.3. Population and Sample

The study population was made up of 7 courses with 157 students of the “La Inmaculada” Private High School. On the other hand, the sample was intentionally selected, with 3 courses with 56 students, 26 in 2nd Sciences “A”, 12 in 2nd Accounting Technician and 18 in 3rd Accounting Technician.

2.4. Hypothesis

The self-study techniques contribute with a significant way, to English language learning.

2.5. Variables

The operationalization of the variables (Appendix 1)

The variables of this research are:

The dependent variable: English Language Learning

The independent variable: Self-study techniques

2.6. Methods of Investigation

The methods used were:

Analysis and Synthesis: It was develop to analyze and synthesize the research problem and obtain a solution about it. Therefore, they were used to analyze the bibliography and synthesize the most important theories about self-study techniques,

which may support this investigation. They were also applied to analyze the results and synthesize the most important information.

Hermeneutics: It was developed to interpret the most important data analyzed in the theoretical framework. In addition, they interpreted the results obtained with the application of the techniques.

Descriptive statistics: It was applied to process the data obtained with the application of the techniques.

2.7. Technique

2.7.1. Survey

It was applied to analyze the contribution of the self-study technique in the students' English Language Learning process.

2.8. Instrument

Survey questionnaire (Appendix 2)

The questionnaire was applied to students contained five closed questions in relation to the evaluation indicators.

2.9. Data processing

All of the incoming information was from the application of the survey, the one that was tabulated manually through the descriptive statistics of the data. Simultaneously, the whole data were taken to figures using the Microsoft Excel program.

CHAPTER III

RESULTS

The results of the survey showed the following:

According to the students' knowledge about self-study techniques, (figure 1), most of the students know about self-study techniques for English Language Learning, especially the use of the Videos-based Method 27%, Songs-based Methods 16%, and Study Sheets 13%. On the other hand, the least known self-study technique is the use of Mind Maps 2%.

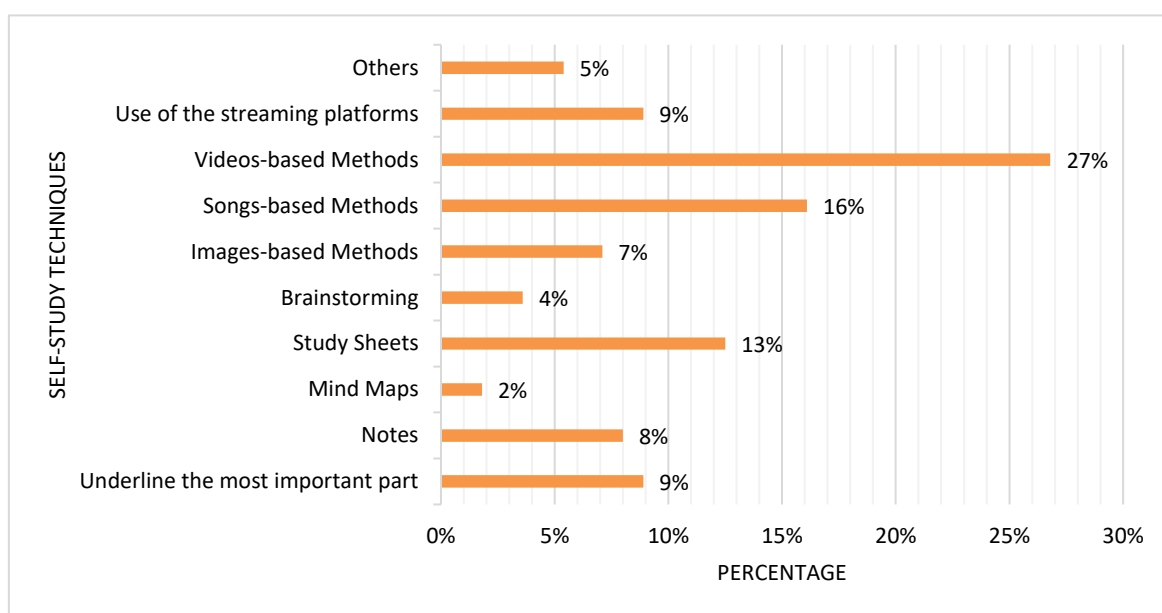


Figure 1. Students' knowledge about self-study techniques

Source 1: Survey applied to students

Regarding the students' perception of their development in the English language using self-study techniques, (figure 2), the frequency with which most students use self-study techniques is Usually 39,3%, Sometimes 33,9%, Always 14,3%, Often 10,7%, and Never 1,8%.

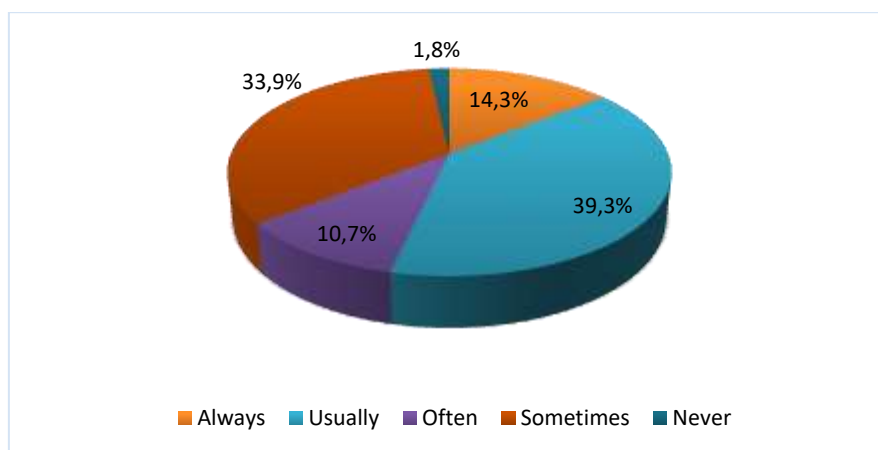


Figure 2. Use of self-study techniques

Source 2: Survey applied to students

According to the resources that the students use for learning English autonomously, (figure 3), most of them use Videos, audios, movies, songs 82,1%. Likewise, they use Online exercises 10,7%. On the other hand, the least of them use Books, newspapers, magazines 5,4% and Other resources 1,8%.

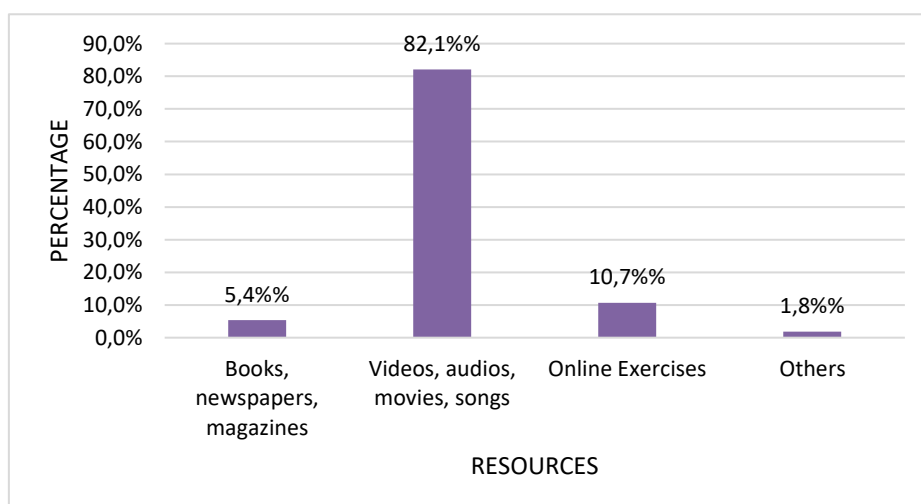


Figure 3. Resources that the students use for learning English autonomously

Source 3: Survey applied to students

Regarding the contribution of the self-study techniques, (figure 4), most of them have helped to improve their learning, where they have Well 53,6%, Very well 41 % and Not very well 5,4%.

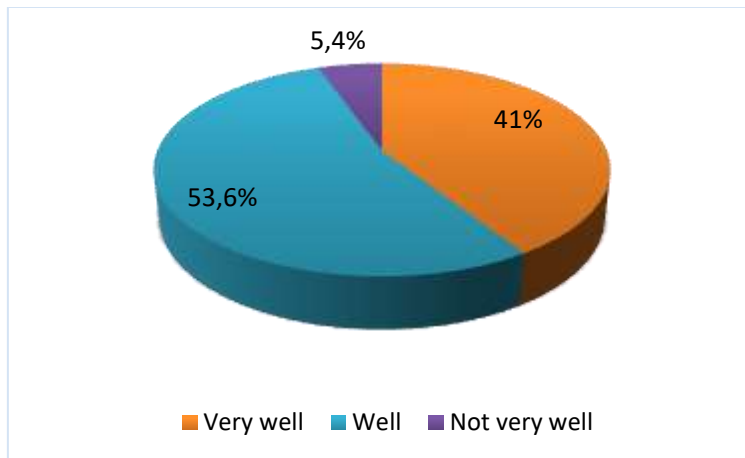


Figure 4. The contribution of self-study techniques

Source 4: Survey applied to students

According to the contribution of the self-study techniques, (figure 5), 62,5% of the students think that with self-study techniques they can learn English by themselves, other 33,9% think that maybe they can learn English autonomously, while the others 3,6% did not think in the contribution of self-study techniques in their English language learning process.

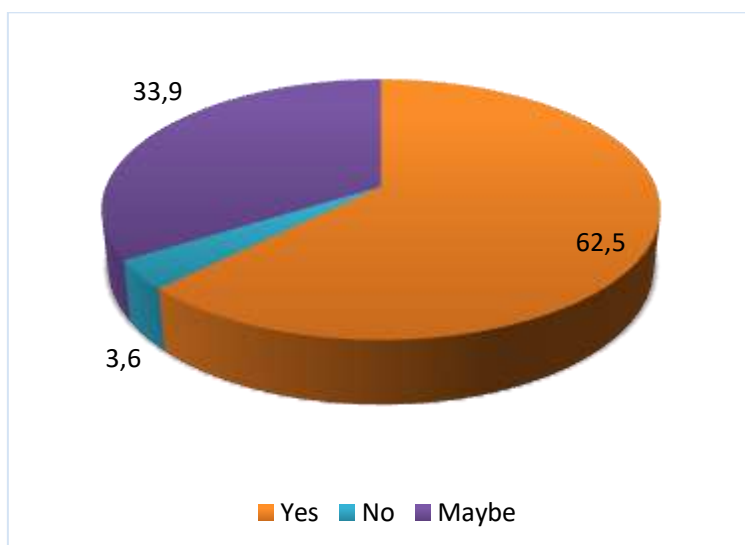


Figure 5. Learning English autonomously through self-study techniques

Source 5: Survey applied to students

CHAPTER IV

DISCUSSION

In this investigation carried out to diagnose students' knowledge of self-study techniques, most of the students know about these techniques for learning English in their own way, where It can be seen that the use of the Videos-based Method 26.8%, Songs-based Methods 16,1%, and Study Sheets 12,5% have a great impact. Thus, the students prefer used innovative techniques for keeping their attention, motivation, and interest. According to previous results, in the study of Tienareerak (2017) there are a lot of strategies to develop autonomous learning, especially for improving language skills. Moreover, Bayram (2019) affirms that knowing about self-study contributes to the positive effects of autonomous learning, due to existing a significant motivation in the learning process. Another study is that of Yagcioglu (2019) mentioned the importance of self-study for developing the students' communicative skills to improve their creativity and motivation. In this sense, under the above-mentioned and when analyzing the results and comparing them with previous studies, most of the students know about self-study techniques and have used them to develop their autonomous learning, which facilitates their development in learning English, through techniques that are of their interest and serve as a motivating factor at the time of learning significantly.

Simultaneously in this investigation, to determine the students' perception about their development in the English language using self-study techniques, most of them use these techniques Usually 39,3% and Sometimes 33,9%, which means that they use them with frequency to develop their autonomous learning in the English language. The study of Loughran (2007) revealed there are many challenges and expectations of self-study, because is a process to improve a specific knowledge and there is a relationship between the teaching and learning process to develop an understanding of what Students' desire to learn. On the other hand, in the study of Ziyu and Jing (2019) the use of self-learning has a relationship with social development, since there are many factors that have an impact on the process to improve an effective student learning process. Thus, considering what has been mentioned and when analyzing the results and comparing them with

previous studies, there are many reasons why students do not use self-study techniques in a given period of time, to generate more meaningful learning than it really should be, because they do not have it as a priority in their lives, as they are in full social development or simply there are other factors that limit the use of these techniques frequently making it a challenge. However, self-study techniques contribute significantly to the students' language development.

On the other hand, to identify the resources the students use for learning English autonomously, most of them use Videos, audios, movies, and songs 82,1% as effective tools to learn English in their own way, because nowadays this type of resources are relevant in the students. In this case, this result has a significant impact and has a relationship with the study of Aguirre and Palacios (2012), since they mentioned that students need to use more resources for developing their self-learning process, which should be related to their interests, so that there is a motivation to use more self-study techniques. Likewise, this coincides with the study by Tejada (2019), who mentioned there are many resources that facilitate the learning process using self-study techniques. For that reason, under the above-mentioned and when analyzing the results and comparing them with previous studies, the resources to learn English are of vital importance, especially when developing autonomous learning, since they are used according to the needs and interests of each student, as could be seen above, the videos, audios, movies, and songs are of vital utility nowadays, seeing that they facilitate them significantly in their learning process.

Finally, to determine if the use of self-study techniques contributes to the students' improvement in the English language learning process, most of the students answered Well 53,6%, because self-study techniques have helped them to improve their learning. Also, 62,5% of these students think that with self-study techniques they can learn English by themselves. In both cases, learning English in one's own way is highly dependent on each individual. In the study of Eskaraeva and Torebaeva (2016), they mentioned that a good strategy for students to use self-study techniques is through tasks developed in classes, which facilitate interaction among students, making them feel more interested in this type of technique. On the other hand, Boza (2022) affirmed there are many reasons

to use self-study techniques, especially for improving the communicative skills, giving the possibility to choose their own lessons according with their interests. For that reason, under the above-mentioned and when analyzing the results and comparing them with previous studies, learning English autonomously facilitates the teaching-learning process, where the teacher is the guide and the student learns in their own way, based on their interests, through strategies and techniques to generate meaningful learning in the English language.

CHAPTER V

CONCLUSIONS

This investigation concludes that:

- The students' knowledge about self-study techniques was diagnosed and it revealed that they know about these techniques, who have applied in their own learning process.
- The students' perception about their development in the English language using self-study techniques was determined, which showed a considerable development because the students generate their own learning process focused on their personal interests that are motivating factors for their autonomous learning.
- The students use resources for learning English autonomously, who identified resources that have an impact in their interests in the language in relation to their learning styles, according with their opportunities to access of them.
- The students' improvement in the English language learning process was determined that the use of self-study techniques has a significant contribution, since they have the possibility to create their own lesson thus promoting their autonomous learning.

RECOMMENDATIONS

In accordance with what was developed in all this research, the following recommendations are given:

- To students, it is necessary to investigate more about self-study techniques, learning English is so important nowadays, and they can learn it using their own resources and creating their own lessons, in relation to their learning styles and interests.
- To teachers, is essential to give effective strategies and techniques for promoting student autonomy, because they have the possibility to generate their own knowledge from a meaningful perspective.
- To the teachers and parents, to motivate the students to learn a new language, especially English, but above all, to let them know that they can do it themselves, as long as they feel supported and guided.
- To investigators, to continue this research with a pedagogical experiment using self-study techniques in class and evaluating the students' English learning improvement.

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APPENDICES

APPENDIX 1: Operationalization of the variables

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	INSTRUMENTS	ÍTEMS
To diagnose the students' knowledge about self-study techniques.	IV Self-study techniques	The use of self-study techniques to improve the ELL.	The process to use self-study techniques to improve the ELL by applying commitments, structures, community, practices, and outcomes dimensions.	Cognitive.	Fluency Grammar Skills Vocabulary	Documentary review Focal group	Questionnaire	1
To determine the students' perception about their development in the English language using self-study techniques				Commitments. Structures. Community. Practices. Outcomes.	Needs and expectations of students. Interactions and relationships. Planning. Feedback.	Focal group		2

					Experiences.			
To identify the resources to the students use for learning English autonomously.	IV Learning English Autonomously	The process of learning English as a foreign language using in the own way.	The process of self-study techniques contributes to English Language learning as a foreign language using the cognitive, inductive, and deductive dimensions.	Inductive. Deductive.	Sensing-Intuitive. Visual-Verbal. Active-Reflective. Sequential-Global.	Focal group	Questionnaire	3
To determine if the use of self-study techniques contributes to the students' improvement in the English language learning process.						Documentary review Focal Group	Questionnaire	4,5

INSTRUMENTS

APPENDIX 2: Survey Questionnaire

1. Which of the following self-study techniques for learning English do you know?
 - a. Underline the most important part
 - b. Notes
 - c. Mind maps
 - d. Study sheets
 - e. Brainstorming
 - f. Images-based methods
 - g. Songs-based methods
 - h. Videos-based methods
 - i. Use the streaming platforms
 - j. Others
2. How often do you use self-study techniques for learning English?
 - a. Always
 - b. Usually
 - c. Often
 - d. Sometimes
 - e. Never
3. Which of these resources do you use most to learn English autonomously?
 - a. Books, newspapers, magazines
 - b. videos, audios, movies, songs
 - c. Online exercises
 - d. Others
4. How have self-study techniques helped in your English Language Learning process?
 - a. Very well
 - b. Well
 - c. No very well
5. Do you think that with self-study techniques you can learn English by yourself?
 - a. Yes
 - b. No
 - c. Maybe



