UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA
FACULTAD DE IDIOMAS

ESTABLISHING LANGUAGE CURRICULUM GUIDELINES BASED ON AUTONOMOUS LEARNING AT A LANGUAGE CENTER IN MEXICO

Para obtener el Grado de Maestra en Lenguas Modernas

Presenta

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Index

Abstract 1

Chapter I. Introduction 3

1.1 Background Information..... 3

1.1.1 Autonomous language learning 3

1.1.2 Developing autonomous learning 4

1.1.3 The new roles of the teacher 5

1.1.4 Curriculum that fosters autonomous language learning 6

1.2 Problem Statement 11

1.3 Main Objective 12

1.3.1 Specific objectives 12

1.4 Rationale 13

Chapter II. Theoretical Framework 16

2.1 Second Language Learning 16

2.2 Autonomous Language Learning 17

2.2.1 Autonomous learner. 19

2.2.2 Teacher role 22

2.3 Language Curriculum 24

2.4 Language Curriculum Design 25

2.5 Towards Learning Autonomy: Theories and Approaches 27

2.5.1 Adult language learning..... 27

2.5.2 Approaches to language learning 28

2.5.3 Language learning strategies 32

2.5.4 Language learning assessment..... 35

Chapter III. Methodology 36
3.1 First phase: Documentary Research 37
3.2 Second Phase: Environmental and Needs Analysis 38
3.2.1 Conducting an environmental analysis. 47
3.2.1.1 Describing the context 39
3.2.1.2 Describing the instrument 39
3.2.1.3 Instrument administration 40
3.2.2 Conducting a needs analysis 40
3.2.2.1 Describing the context 41
3.2.2.2 Describing the instrument 41
3.2.2.3 Instrument administration 43
3.2.3 Data analysis 33
3.3 Third Phase: Establishing Curriculum Guidelines 44
3.3.1 Defining learning principles based on autonomous learning 45
Chapter IV. Results..... 47
4.1 Environmental Analysis 47
4.1.1 Language club..... 48
4.1.1.1 Classroom layout. 48
4.1.1.2 Technical accessibility 49
4.1.1.3 Length of session, units and levels. 49
4.1.1.4 Resources and material. 50
4.1.2 Teachers 51
4.1.2.1 Creating material 52
4.1.2.2 Book handling..... 52

4.1.2.3 Small group management. 52
4.1.2.4 Lesson planning. 53
4.1.2.5 Using technology. 53
4.1.2.6 Giving instructions. 54
4.1.2.7 Autonomous learning. 54
4.1.2.8 Methodology. 55
4.1.2.9 Fluency. 56
4.1.2.10 Code switching. 56
4.2 Needs Analysis 57
4.2.1 General information about learners. 57
4.2.2 Motivation towards the language. 59
4.2.2.1 Language learning background. 59
4.2.2.2 Most important reasons to learn the language. 60
4.2.2.3 Desired language frequency usage. 61
4.2.3 Knowledge of the language. 66
4.2.3.1 Desired language skills. 66
4.2.3.2 Current and desired language level. 67
4.2.4 Autonomous learning. 71
4.2.4.1 Usage of language learning strategies. 71
4.3 Language curriculum guidelines 77
4.3.1 Introduction 78
4.3.2 Goals and language learning principles 78
4.3.3 Roles and responsibilities 85
Chapter V. Conclusion 86

5.1 Summary of Findings 86

5.2 Discussion of Results..... 89

5.3 Constraints and Suggestions for Further Projects. 90

References 91

Appendices 99

Appendix. 1 Environment Constraints Analysis 99

Appendix. 2 Needs analysis 100

Appendix. 3 “Club de Idiomas Britania” Language Curriculum 102

Index of Tables

Table 1. Methodology process for language curriculum guidelines design. 36

Table 2. Environmental analysis of the Classroom 48

Table 3. Environmental analysis results about the Time. 49

Table 4. Environmental analysis results about Resources. 50

Table 5. Environmental results about teacher training. 51

Table 6. Environmental results about language performance. 55

Table 7. Students ‘age. 58

Table 8. Results of academic level. 58

Table 9. Results of reading instructions, manuals and articles. 61

Table 10. Results of reading reports, letters and e-mails..... 62

Table 11. Results of answering the phone 62

Table 12. Results of reading instructions, manuals and articles. 63

Table 13. Results of participating in formal meetings. 63

Table 14. Results of taking notes during meetings, conferences, etc. 64

Table 15. Results of giving presentation. 64

Table 16. Results of writing reports. 65

Table 17. Results of working with native speakers.. 65

Table 18. Results of traveling. 66

Table 19. Results of current level of reading comprehension. 68

Table 20. Results of current level of fluency when speaking. 68

Table 21. Results of current level of speaking with structure.. 69

Table 22. Results of current level of listening comprehension.. 69

Table 23. Results of current level of writing with structure. 70

Table 24. Results of current level of vocabulary domain.. 70

Table 25. Results of language goals and principles..... 79

Index of Figures

Figure 1. A model of the parts of the curriculum design process. 26

Figure 2. Autonomy in language learning and related areas of practice 29

Figure 3. Direct strategies: Memory, cognitive, and compensation strategies 33

Figure 4. Indirect strategies: Metacognitive, affective, and social strategies 34

Figure 5.Selected stages from Nation and Macalister's curriculum design to establish curriculum guidelines. 45

Figure 6. Results of learning background. 59

Figure 7. Results of reasons for learning the language 60

Figure 8. Results of desired language skills. 67

Figure 9. Results of desired language level. 71

Figure 10. Results of language learning strategy usage. 72

Abstract

This educational project consists of establishing a language curriculum guidelines document, based on autonomous language learning at a new learning center that currently does not have language goals nor language learning principles that can be followed. Hence, our main objective was to establish these language goals and principles that can foster autonomous language learning. We have chosen autonomous learning because it enables the development of language learning strategies such as; self-awareness, self-assessment, self-esteem and motivation, to name a few. To establish the language curriculum guidelines, our methodology consisted of three phases; documentary research to create the theoretical framework that supports our final product. To conduct the environmental and needs analysis, a mixed method approach was used. The environmental analysis was based on observation with the objective to identify some constraints and strengths of the environment of the learning center in terms of facilities, time, resources and teacher training. The needs analysis primary objective was to identify needs, wants and lacks of learners; this analysis was applied to the 15 enrolled learners at the language club. The main results were that learners wish to use the target language on situations that are related to work and have prior information about the importance of autonomous learning, however, they are not participating in self-reflective activities, self-assessment, nor the learning of language strategies. The final phase was to establish language curriculum guidelines according to the results, by describing the center's belief on how learning, teaching and practice of the language should be done in order to promote the development of autonomous learning. The main principles are eight and indicate the encouragement of self-directedness in an adult learning environment, learner involvement in the process of learning autonomously, insights into their learning styles and strategies,

learning based on task-based approaches, encouragement of ICTs and the even and balanced learning of the four strands.