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Nurturing Self-Learning Strategies at CIEX Language Courses

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Abstract

This study was carried out at a private language institution offering language courses (English and French), as well as a bachelor in arts and a master's degree in English. Public for the language courses ranges from preschoolers to adults of any age. The researchers are interested in discovering possible associations between the students' learning and study habits and their learning outcomes. The research is in progress, so the analysis and discussions of the most relevant concepts, theories, and fundamentals related to language learning, particularly, about self-learning strategies are presented herein. The research intends to identify, describe, and assess learners' and teachers' current beliefs on the issue. The need arises from the researchers' experience in observing students' low performance and achievement levels considering that the research group is currently taking an advanced level English course. The main research objective of the thesis, is: To learn about students' self-study practices and those suggested by theoretical approaches to improve their learning results. The analysis of the theory was done considering the most relevant trends in the topics and subtopics of the thesis, describing, comparing, and contrasting the theorists' points of view.

Key Words

Self-regulated learning, self-directed learning, learning strategies, learning styles, and learning habits.

Resumen

El presente estudio se realizó en una institución privada que ofrece cursos de idiomas (inglés y francés), así como una licenciatura y una maestría en inglés. El público para los cursos de idiomas varía entre niños de nivel preescolar y adultos de cualquier edad. Los investigadores están interesados en descubrir posibles vínculos entre los hábitos de estudio y aprendizaje del estudiante y sus resultados. La investigación está en proceso, por lo que en el presente documento se analizan y se discuten los conceptos, las teorías y los fundamentos más relevantes relacionados al aprendizaje de idiomas, en particular, referente a las estrategias de auto-aprendizaje. La investigación pretende identificar, describir, y hacer una valoración de las creencias tanto de los estudiantes como de los docentes. Esta necesidad surge a partir de las experiencias de los investigadores al observar los niveles bajos de desempeño y logro de los estudiantes tomando en cuenta que el grupo bajo estudio actualmente estudia un curso de inglés de nivel avanzado. El objetivo principal de la tesis es: Aprender de las prácticas de auto-estudio de los estudiantes y de aquellas sugeridas por los enfoques teóricos para mejorar sus resultados de aprendizaje. El análisis de la teoría se realizó tomando en cuenta las tendencias más relevantes en los temas y subtemas de la tesis, describiendo, comparando y contrastando los puntos de vista de los especialistas.

Palabras Clave

Auto-estudio, estudio auto-enfocado, estrategias de aprendizaje, estilos de aprendizaje, hábitos de estudio.

Literature Review

In the following section, the most relevant literature related to the main topic and subtopics of the thesis will be presented, described, analysed and compared. The authors of this article also express how the topics are connected among them and explain the theoretic focus of the thesis.

Motivation

Throughout students' experience as learners, students deal with positive and negative situations; they accomplish goals and they undergo failures. The sum of these learning episodes is most likely to influence on learners' motivation, one way or another, and may impact on their current ways of going about learning. Schunk (2012) states that "students' aptitudes and their past experiences also influence their motivation".

In addition, Schunk (2012), elaborated on the definition of **motivation** from a cognitive perspective by describing it as "the process of instigating and sustaining goal directed behavior". Schunk's broader idea of motivation includes that possibility of assisting learners in reflecting upon the motives they take into account in learning a language. Such (re) orientation may consist on helping students develop effective thought patterns, identify and reflect upon the cause of their motivation, whether intrinsic or extrinsic in order to have them (re)assess their drives in going about learning and developing a foreign language.

As seen through Self-Determination Theory, on the one hand, **intrinsic motivation** comes from within the individual, learners experience a drive to engage in and carry out tasks (Stirling, 2014); it implies "doing something because it

is inherently interesting or enjoyable" (Ryan & Deci, 2000); it is "the desire to engage in an activity for no obvious reward except task engagement itself" (Deci, 1975 in Schunk, 2012). The latter definition provides a better look at the variables involved in intrinsic motivation: learner's willingness, learner's involvement, learning tasks, and the type of rewards. This last definition suits best to the purpose of this research since after class work and self-centered learning will be assessed.

Furthermore, Stirling (2014) states that **extrinsic motivation** provides incentive, and that even though not necessarily inherently pleasing or engaging, learners are also encouraged due to the possible benefits in the expected potential outcomes. Ryan and Deci (2000) describe it as "doing something because it leads to a separable outcome". That is, learners sometimes seek praise and/or approval from the teacher, their classmates, their grades, a document, etc. Under certain conditions, this allows for some type of team work with the teacher in which teachers may find the way to positively influence learner's perception of their accomplishments or failures. Additionally, **extrinsic motivation** "provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes" (Stirling, 2014). Thus, students may be engaged in learning tasks motivated by upcoming attainable results, and not necessarily by the how they feel about the task itself. This contributes to the possibility of assisting learners in great diversity of interests towards learning topics, tasks, situations, etc. Therefore, this last definition will also be of great support to the research of this study.

Metacognition in language learning

In general, a number of researchers summarize **metacognition** as "cognition of cognition" (Flavel 1979 in Efklides & Misailidi, 2010). That is, learning to learn. **Metacognition**, as agreed by other theorists, plays a highly relevant role in effective learning. since "it allows students to be aware of and regulate their thinking, control

their decision-making and control their learning” (Kuiper, 2002; Lucangeli, & Cornoldi, 1997; Schraw & Graham, 1997 in Hart and Memnun, 2015). **Metacognition**, from the perspective of cognitive psychology, is described as “learners’ knowledge of their own cognition” (Saricoban, 2014). That is, students take awareness of their own learning processes. Additionally, “the metacognitive learner is believed to be characterized by the ability to recognize, evaluate, and where needed reconstruct existing ideas” (Blank, 2000, Gunstone, 1991, and Wellman, 1985 in Saricoban 2014; also Akin, Abaci, and Çetin, 2007 in Saricoban, 2014). Students are capable of reflecting upon their proceedings about how they learn; they think about their results regarding those proceedings, and they are capable of making adjustments to improve results. This idea is reinforced by Schraw and Dennison (1994 in Saricoban, 2014) since they consider that “**metacognition** is essential to successful learning because it enables individuals to better manage their cognitive skills and to determine weaknesses that can be corrected by constructing new cognitive skills”.

As many learners have experienced, assessing one’s ways of learning, the outcomes, the way one feels about them, etc., allows for cognitive improvements. For instance, Paris & Paris (2001) notes that students who are effective with their metacognitive strategies get involved in their learning by being actively participative in class activities, ask teachers and classmates questions, take notes, objectively organize their time and resources, do their best at completing extra-class assignments, etc. Whereas students who do not seem to effectively self-regulate their learning are distracted in class, rarely complete tasks, forget extra-class assignments, carry on with doubts, may not have a clear idea of definitions, concepts, procedures, etc. This research has learners’ best interests at heart, in that it seeks to assist students in reflecting upon their current practices and come to possible alternatives to hopefully reach better outcomes. Hence, the latter definition of metacognition will be essential in focusing on

student learning behaviors.

Metacognition will be of fundamental importance when working with and to benefit participants for this research since “metacognitively aware learners are more strategic and perform better than unaware learners, allowing individuals to plan, sequence, and monitor their learning in a way that directly improves performance” (Saricoban, 2014).

Self-regulated and self-directed learning

Researchers developing studies from a variety of psychological and educational perspectives have undoubtedly agreed that “the most effective learners are **self-regulated**” (Butler & Winne, 1995). According to Butler and Winne (1995), **effective learners** proceed in a deliberate, judgmental, and adaptive way to reach their academic goals. Perhaps then, it is a good idea to have and assist students struggling with keeping up with course work reflect upon effectiveness of their self-assessment to reach conclusions and make appropriate adjustments. McCombs & Marzano (1990) add that “**self-regulated students** display motivated actions, that is, goal-directed and controlled behaviors that they apply to specific situations”. Additionally, Zimmerman (1990) suggests that **self-regulated learners** are characterized for being resilient, confident, diligent, resourceful, etc. Paris & Paris (2001), for instance, state that **self-regulated learning** “emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement”.

From the above general and broad perspective of psychology on taking responsibility over one’s own learning and all implicit and explicit processes -cognitive, metacognitive, motivational, behavioral, emotional, etc.- (Nicol, D. and Macfarlane-Dick, 2007) **self-regulated learning** “refers to processes that learners use to systematically focus their thoughts, feelings, and actions, on the attainment of their goals” (Zimmerman, 2000 in Ponton, et al, 2015). This

perspective seeks not only to describe, but also to advise on the acquisition of academic knowledge; such a scope redefines teacher-student interaction to focus on learners' initiatives towards their skills and settings in learning (Zimmerman, 1990). Zimmerman and Schunk (1989 in Zimmerman, 1990) also describe **self-regulated learning** as the process through which "students become masters of their own learning". Vasallo (2013) defines **self-regulation learning** as a "self-steering process whereby individuals target their own cognitions, feelings, and actions, as well as features of the environment in modulation of their own learning goals". From this general review, and the fact that "research shows that students can learn to be more self-regulated" (Pintrich, 1995; Zimmerman & Schunk, 2001 in Nicol, D. and Macfarlane-Dick, 2007), this research study takes into account those aspects considered to be most directly related to the problem and context under scope.

As posed by Meltzer (et al, 2001), **self-regulated learners** consider themselves as "motivated, hard-working, appropriately strategic, and academically competent"; and Hall (et al, 2002), reinforces the idea by stating that **self-regulated learners** "show a strong goal-directed approach and problem-solving initiative in their academic learning environments". To this extent, the three **major processes of self-regulation** have been approached, namely, metacognitive processes, motivational processes, and behavioral processes. Therefore, it is convenient to continue reviewing correlated issues to self-regulation. Among the many processes involved in self-regulated learning, in the particular variable of **self-directed learning**, students organize, monitor, and control their learning activities and goals; learners take responsibility for their own learning processes; and this, itself, requires of the learners' willingness and initiative. For instance, Knowles (1975) -a highly addressed

definition- stresses that "**self-directed learning** describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes".

Despite the fact that a number of theorists see **self-directed learning** as a domain of adult education (Garrison, 1997), Kidd (1973) anticipated that "the purpose of adult education, or of **any kind of education**, is to make the subject a continuing, 'inner-directed' self-operating learner." Some years later, Brockett & Hiemstra (1991) discussed on the lifelong perspective of **self-direction** in learning and stated that "it refers to learning that takes place across the entire lifespan". Just as the learning of a language is intended to provide language skills to be used throughout the entire life course, self-regulated and self-directed learning abilities will enlighten participants of this research to reflect upon the effectiveness of their learning processes and outcomes. Taking into account that most participants are teenagers and some are young adults, as well as that they all, at whatever school level they are in, go through quite tight school schedules and academic loads of class and extra-work in addition to their English and/or other simultaneous courses, all and every experience students go through in student-centered environments should contribute to understand how much they are helping themselves in being successful learners, as well as to provide opportunities to make adjustments in their beliefs about the best way to learn.

In order to understand these two aspects of learning, Chart 1 summarizes some differences and similarities between them, based upon an analysis presented by Saks and Leijen (2014).

Similarities
<ul style="list-style-type: none"> • active participation and goal-directed behavior.

<ul style="list-style-type: none"> • setting goals and analysis of the task, accomplishment of the plan and self-assessment of the learning process. • activate metacognitive skills, and intrinsic motivation as a key component is emphasized (Loyens et al, 2008). • a combination of internal (motivation, metacognition and cognition factors) and external factors (traditional learning tasks but also human interaction) (Cho et al, 2009). • the personality perspective being the overlapping part of both constructs. 	
Constrast	
Self-directed learning	Self-regulated learning
<ul style="list-style-type: none"> • concept of adult education (970s-1980s). • mostly used for describing the learning activities outside traditional school environment and involves the aspect of designing learning environment. • a broader construct encompassing self-regulated learning as narrower and more specific one. • has also been treated as a broader concept in the sense of learner's freedom to manage his learning activities and the degree of control the learner has • the learner who defines the learning task. • suggested to be situated at the macro level: planning of the learning trajectory – a self-directed learner is able to decide what needs to be learned next and how his learning is best accomplished. • diagnoses his learning needs, formulates learning goals, finds suitable resources for learning and monitors his learning activities. • able, ready and willing to prepare, execute, and complete learning independently (Jossberger et al, 2010). • students have more freedom to generate and pursue their own goals, and undertake critical evaluation of the materials they select • learner initiates the learning task. 	<ul style="list-style-type: none"> • somewhat younger. • originates from educational psychology and cognitive psychology mostly studied in the school environment (Loyens et al, 2008). • it should not exclude the possibility of designing a personal learning environment. • the learner defines the learning task, it may also be a teacher (Loyens et al, 2008). • stated to be the micro-level concept. • the task can be set by the teacher (Robertson, 2011).

Chart 1. Similarities and differences of Self-directed learning and Self-regulated learning.

Autonomous Learning

In order to stress on students' responsibility for their own learning, it is important to carry out a theoretical review of an additional central concept associated to self-regulated learning. Manzano (2015) claims that "the notion of learner autonomy aims at providing pupils with the knowledge and skills needed for permanent education and self-directed learning". **Autonomy** in learning emphasizes student's conscious and active self-involvement in their learning

process. Holec (1981) summarizes **learning autonomy** as "the ability to take charge of one's own learning". Experiencing autonomy, then, implies the exercise or development of skills resulting in intended attitudes and ways of thinking to take control of the learning process.

In agreement to Holec's idea and in addition to a psychological perspective, Little (2000a, 1991 in Benson, 2006) states that "autonomy in language learning depends on the development and exercise of a capacity

for detachment, critical reflection, decision making and independent action (Little, 1991); autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes". Due to the purpose of this study, which is to review learners' proceedings in taking responsibility of their cognitive and metacognitive processes in developing the language, this definition will be the guideline to assess and interpret the findings of the research.

Assessing and implementing autonomy within the research context, as in most other contexts, implies a series of teaching and learning adjustments. According to Benson (2006), fostering autonomy through teaching and in learning, implies "the deconstruction of conventional language learning classrooms and courses in many parts of the world". However, currently it is an issue with a great deal of interest in research which is bringing light about how to proceed in student-centered learning environments. However, making adjustments in the teaching and learning methodologies is not necessarily a "pushing the reset button" act. Teachers as well as learners have experienced the need and benefits of learning environments; hence, as Holmes and Ramos put it, it is a matter of helping and receiving assistance in becoming aware of and identifying the strategies that they already use or could potentially use' (Holmes & Ramos, 1991, cited in James & Garrett, 1991: 198).

In order to assess and assist learners in their performance from an autonomous perspective, scholars have developed models of levels of autonomy (Littlewood, 1996, Macaro, 1997, Scharle & Szabo, 2000, Benson, 2001, etc.). Hence, Dang (2012) and Benson (2006) stress on three models based on areas of learning control listed below:

- Littlewood (1996) identified three stages:
 - » Autonomy as a communicator which involves the ability to communicate successfully in particular situations by creatively employing the language

and properly adopting strategies; the contexts of language acquisition.

- » Autonomy as a learner embraces the ability to use suitable strategies to participate in learning activities inside and outside the class; the learning approach.
- » Autonomy as a person develops the ability to communicate personal thoughts and personalize the learning environment; a personal development.
- Macaro (1997, 2008) focuses more on learners' behaviors and critical thinking skills through three aspects:
 - » Autonomy of language competence which refers to the communicative ability after mastering second language rules at a certain level.
 - » Autonomy of language learning competence by reproducing the language gained skills transferring them to similar situations.
 - » Autonomy of choice and action developing learning options (objectives and learning strategies) and performing higher-order thinking skills in the target language (argumentative essays and justifications for a particular matter).
- Benson (2001) focuses on control over language learning and teaching processes:
 - » Learning management which focus on learning behaviors.
 - » Cognitive processing associated with the psychology of learning.
 - » Content of learning related to the learning situation.

Benson's model, as well as those of other researchers, suggests a growth of confidence as learners experience self-directing their work; thus, scaffolding learners' degree of independence moving about throughout the stages. For instance, the three dimensions in Benson's model impact one another as students notice accomplishments through their learning activities. That is, as learners experience success in one particular dimension, they feel encouraged to try out additional strategies or to further extend on their objectives.

As stated by Magno e Silva (2008), successful learners have evidenced a significant use of a variety of learning strategies beyond the classroom. Assisting students in general to take such initiative in continuing their learning process inside and outside the classroom has shown to result in a much more involved learning experience, which as a consequence develops a greater sense of responsibility and a broader repertoire of strategies in under-average learners. Thus, the importance of taking into account reactive autonomy -through which learners take action based on guidance provided by a mentor-; where in contrast, proactive autonomy is when action is taken by the learners to direct and organize their resources to meet their expectations (Nguyen, 2014; Littlewood in Benson, 2001; Littlewood, 1996). It is, hence, a major issue for this study to encourage experience and improvement in learning autonomy by making teaching adjustments and, naturally, learning regulations (Benson, 2006).

Since students' attitudes towards learning their impact and relation to learning outcomes, and the conditions under which in-class and after-class learning takes place will be assessed, Benson's (2006) autonomous learning model will be central to this research; therefore, research on students and research findings will also be partly supported on Benson's model.

Learning strategies

According to Griffiths (2013), research in this area seeks to determine the relationship between the use of learning strategies and successfully learning a foreign language. Therefore, a number of different definitions have been suggested, some of which will be reviewed along with some groups or classifications of learning strategies.

An early definition offered by Rubin (1975) describes learning strategies as "the techniques or devices which a learner may use to acquire knowledge"; she refers strategies mainly to processes alternatively carried out

by students seeking to reach learning goals. Griffiths and Cansiz (2015) report that Rubin's concept was widely debated by a number of theorists throughout the following years (e.g., Stern, 1975; Hosenfeld, 1976; Naiman, Frohlich, Stern, & Todesco, 1978; Cohen & Aphek, 1980; Bialystok, 1981) up until the early 2000s when the term self-regulation appeared offering a new perspective for strategies (Dörnyei and Skehan, 2003; Tseng, Dörnyei, and Schmitt, 2006; Gao, 2007). However, Rubin (1975) also reports, and as evidenced by existing literature, both approaches to learning and teaching have continued receiving attention in research (Skehan, 2003; Tseng, Dörnyei, and Schmitt, 2006; Gao, 2007; Griffiths, 2013; Cohen, 2011; Cohen & Macaro, 2007; Gao, 2010; Griffiths, 2008, 2013; Oxford, 2011; Oxford and Griffiths, 2014) and academic global movements up until the present.

Oxford (1990) describes learning strategies as "steps taken by students to enhance their own learning"; from this perspective, strategies intend students growing in procedures and outcomes of learning. According to Oxford, strategies are particularly relevant to language learning in that students develop awareness of the language goals and take action in reaching language competence; as learners experience success and accomplish better language proficiency, they also make improvements in their self-confidence. Due to, essentially, this last claim, this definition will be integrated to the theoretical basis of the research.

In addition to the above general concept, scholars have also stressed on defining language learning strategies. Among the most recent findings, Ghani (2003) states that they are "specific actions, behaviors, steps, or techniques that students frequently use to improve their progress in L2 developing skills; these can facilitate the internalization, storage, retrieval, or use of new language". Griffiths and Cansiz (2015) define language learning strategies as "actions chosen (either deliberately or automatically) for the purpose of learning or regulating the learning

of language". They view strategies from a constructivist basis in that learners take action to build on new knowledge; however, whether these actions are recently acquired, developed, or learned, they remain a learner's choice (from which strategies take significance to learner's language development). Thus, the latter definition will be considered to interpret the context and findings of this research.

To better understand strategies, researchers have conceived a number of categories along the years. Among a number of classifications suggested by scholars (Rubin, 1987; O'Malley and Chamot, 1990), Oxford's (1990) considers and extends to six subgroups; each subgroup briefly described and sets of specific strategies listed as following:

1. Direct Strategies
 - a. Memory strategies: to intake information to the memory and retrieving it as necessary (i.e. creating mental links, applying images and sounds, reviewing well, and employing action).
 - b. Cognitive strategies: to analyze, classify, and associate new information with existing schemata (i.e. practicing, receiving and sending messages strategies, analyzing and reasoning, and creating structure for input and output).
 - c. Compensation strategies: to manage to succeed over language limitations (i.e. guessing intelligently and overcoming limitations in speaking and writing).
2. Indirect Strategies
 - a. Metacognitive strategies: to regulate one's learning; to organize, focus, and evaluate one's own learning (i.e. centering your learning, arranging and planning your learning, and evaluating your learning).
 - b. Affective strategies: to handle emotions or attitudes (i.e. confidence, lowering your anxiety, encouraging yourself, and taking your emotional temperature).
 - c. Social strategies: to cooperate with others in learning the language (i.e. asking questions, cooperating with

others, and emphasizing with others).

Such an extensive taxonomy, and perhaps the most comprehensive one (Jones, 1998; Codina, 1998; Ellis, 1994 in Uribe, 2010), also offers a thorough scope of what learners do or should do in developing a foreign language. Hence, Oxford's typology of language learning strategies will be considered in assessing learners' performance throughout this study.

Study habits: Learner time management

According to Credé & Kuncel (2008), study habits, also called study skills, refer to knowledge acquired by the learner about study strategies and methods. They also address successful time management and resource correlation to reach academic task goals. In addition, study habits describe learner involvement in decision making on how to proceed about studying. Current literature evidences that study habits have but recently drawn the attention of researchers. However, a number of definitions have appeared to enlighten on the concept. From the earliest reported definitions, Azikiwe (1998) describes them as ways and manners students plan their private readings outside lecture hours in order to master a particular subject or topic. More recently, Mendezabal (2013) states that a "study habit is the pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning". Mendezabal understands that a habit is acquirable, deliberately selected, competence and goal-oriented, as well as instrumental. Due to the extent of scope of the definition, this research will rely on this construct in understanding and describing students' going about learning. Even though it is within the purpose of this research study to learn (from) both positive and negative learning habits, the following brief list of good study habits that lead to better academic achievement will serve to anticipate on expected learner performance (Atsiaya siahi and Maiyo, 2015):

1. Attending classes regularly
2. Taking down notes during teaching
3. Concentrating on study

4. Studying with aim of getting meaning not cramming
5. Preparing a time table
6. Following a time table
7. Having proper rest periods
8. Facing the problems regarding home environment and planning
9. Facing the challenges posed by school environment
10. Keeping daily survey of work done

As it is clear to learning and language learning researchers and teachers, there are many factors influencing the development of a language. However, delimiting the scope through which this research intends to understand why and how students go through their learning process is essential to attend to students' and teachers' decision making to allow for successful learning experiences. Herein lies the interest to carry out this research; learning from the students' personal reasons to learn the language, learning from the impact of motivating them, and from

how they are or may learn to become more and better self-reliant; as well as understanding and having them understand outcomes from their learning habits are some of the goals set by this research in view of reaching conclusions which may lead to assist learners and teachers in achieving better results.

Conclusions

Self-regulated learning, self-directed learning, learning strategies, learning styles, and learning habits are currently relevant topics that need a deep analysis and attention since they are related to a student-centered approach. Nowadays language teachers are looking for the most appropriate ways to develop the students' capacities and to provide them with the tools so they become more independent and efficient learners that enjoy describing, comparing, analyzing and discovering knowledge as well as developing skills and abilities and positive attitudes and moral values.

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El Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano”

CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** o la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada** a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2018 – 2019, presentando el examen de admisión que se realizará los días sábados hasta el 25 de agosto de 2018, conforme a los siguientes:

REQUISITOS

Los interesados en participar deben realizar todos los trámites y procedimientos institucionales, además de cumplir con los requisitos descritos en el cronograma y el instructivo correspondiente a esta Convocatoria, los cuales son:

- » Leer y aceptar los términos y condiciones de la convocatoria y su instructivo.
- » Realizar el registro en las fechas establecidas en esta Convocatoria.
- » Comunicarse a la institución para realizar una cita para el examen de admisión.
- » Pagar el derecho de examen de selección.
- » Presentar el examen de selección y una evaluación de valores y actitudes en el lugar, día y hora señalados, mediante previa cita.
- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del Comité Evaluador de la institución.
- » En caso de ser seleccionado a la **Licenciatura en Letras Inglesas**, contar con Certificado de Bachillerato con un promedio mínimo de ocho (8.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados en la institución.
- » En caso de ser seleccionado a la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada**, contar con Título de Licenciatura, Cédula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).



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