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Foreword

Language teaching and linguistics research has expanded to study contexts inside and beyond the physical settings in the classroom with the use of technologies. The implementation of new digital tools has proven to be useful not only in the diversification of interactive teaching activities but also in communication between professors and learners. Then, the integration of new instruments mediated by technologies also constitutes elements included in language learning.

On the other hand, learners' autonomy needs to be developed during the entire language learning process. As students learn the target language and develop communication skills, they become more independent of their professors. The progress that learners make as their target language proficiency increases makes them have more trust in themselves. In this regard, the guidance and support from professors continues to be important, especially at the beginner levels, due to the students' motivation depending on tutoring and accompaniment.

CIEX Journ@l continues its commitment to publishing research outcomes free of charge. Its main purpose is to reinforce academic dialogue and innovation in language teaching and linguistics in Mexico and other countries among scholars, specialists, professionals, and undergraduate students interested in and involved in this area of education. In addition, the values section includes an essay on academic experiences by professors and students.

In this 23rd issue, CIEX Journ@l publishes the following research articles: The use of ICT apps and resources to improve English grammar in A2+ students; Phatic production and interlocutor status: A mixed-methods study of pragmatic appropriateness in EFL academic WhatsApp interaction; Autonomy, interaction and feedback as motivation drivers in English language learning; and also presents an essay entitled "Responsibility: An important community value in indigenous languages academic education ".

This scientific journal appreciates each of the authors of the published articles in this issue, whose works contribute to research advances and practice in language teaching, and also expresses its gratitude to the board of referees, who evaluated each article proposal through a rigorous, scientific and academic process to guarantee they met the call criteria, originality and innovation.

Besides, it is necessary to highlight that the content of all the articles and essays only symbolizes the authors' analysis, deliberations, and/or insights so that the content does not necessarily denote the viewpoints or examinations of the chief editor or the team of editors of CIEX Journal.

Norma Francisca Murga Tapia , Ph.D.
Hugo Enrique Mayo Castrejón, M.A.

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The Use of ICT Apps and Resources to Improve English Grammar in A2+ Students

El uso de las aplicaciones y recursos de las TIC para mejorar gramática del inglés en estudiantes A2+

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ABSTRACT

Information and Communication Technologies (ICT) have increasingly shaped contemporary language learning practices, offering learners a variety of digital tools to support the development of linguistic skills. Within this broader context, the present study investigates how undergraduate ELT students at a public university in Veracruz integrate ICT applications and resources into their grammar practice routines. Focusing on learners enrolled in an A2+ course, the research determines how these students employ ICT tools to enhance their grammatical competence. The study adopts a mixed-method design, although the findings presented here derive exclusively from the qualitative component. Data were collected through semi structured interviews conducted with selected participants to gain deeper insights into their experiences regarding ICT mediated grammar learning. Results suggest that students perceive these tools as effective instruments for improving grammar understanding, with apps and digital platforms helping students visualize and internalize grammar rules through immediate feedback, interactivity, and multimedia explanations.

KEY WORDS

Language teaching, English grammar, ICT, self-learning, Artificial intelligence

RESUMEN

Las Tecnologías de la Información y la Comunicación (TIC) han transformado progresivamente las prácticas contemporáneas de aprendizaje de lenguas, proporcionando a los estudiantes diversas herramientas digitales para desarrollar habilidades lingüísticas. En este contexto, el presente estudio analiza cómo estudiantes universitarios de la Licenciatura en Lengua Inglesa en una universidad pública en Veracruz incorporan aplicaciones y recursos TIC en sus rutinas de estudio para practicar gramática. La investigación se centra en alumnos inscritos en un curso de nivel A2+ y examina cómo emplean estas herramientas para fortalecer su competencia gramatical. El estudio adopta un diseño mixto; sin embargo, los hallazgos presentados

corresponden exclusivamente al componente cualitativo. Los datos se recopilaron mediante entrevistas semiestructuradas aplicadas a participantes seleccionados. Los resultados indican que los estudiantes consideran las TIC como instrumentos eficaces para comprender, visualizar e interiorizar reglas gramaticales mediante la retroalimentación inmediata, la interactividad y las explicaciones multimedia durante sus procesos de aprendizaje.

PALABRAS CLAVE:

Enseñanza de lenguas, gramática del inglés, TIC, aprendizaje autónomo, inteligencia artificial

INTRODUCTION

In the current era of Information and Communication Technology (ICT), learning processes are increasingly mediated by digital tools (Dhamayanti, 2021). As digitalization continues to reshape educational environments, it is essential to examine how student engagement might be affected (Bergdahl et al, 2020). According to Hafıfah and Sulistyo (2020), education in the 21st century demands that teachers and learners be digitally literate or Tech-Savvy, able to use ICT applications and procedures as teaching and learning tools. They further argue that ICT fosters more dynamic and efficient learning activities, thereby enhancing achievement in English.

In the context of English as a Foreign Language (EFL), ICT can provide English language learners with opportunities for interaction with native speakers through ICT tools such as e-mail, social networking, and video-based communication like Skype (Hafa & Moubtassime, 2021). Furthermore, ICT-based instruction has been identified as an effective approach to achieving language learning standards (Al Arif et al., 2023). Previous studies suggest that tools such as presentation software, email, CD-ROM-based programs, and online resources significantly contribute to the development of learners' linguistic and communicative competence, such as the one by Hafa and Moubtassime (2021), who claim that these ICT tools enable students to use the language to create, explore, and discover while producing content and learning performances.

The present study seeks to investigate how undergraduate ELT students use ICT applications and resources to improve their grammatical competence. Although the incorporation of technology and ICT resources is a constant tool in English language curricula, the use of these resources outside the classroom to practice and improve English grammar proficiency is still a matter of study. It is precisely the use of ICT as a tool to learn grammar that is the main objective of this paper.

The research problem lies in the lack of systematic evidence regarding how and to what extent ICT language learning applications and resources contribute to students' progress in English proficiency, in this case, among students who use these tools outside the classroom as a way of reinforcement and personal interest. This study was conducted at an English Language BA program at a Mexican public university. This paper aims to explore students' progress and the time they spend using ICT applications and resources in a study routine to improve their grammar. The findings of this study may inform other learners seeking to incorporate ICT resources into their independent learning practices.

This study is guided by the following research question:

- How do A2+ students at the English BA at the School of Languages use the ICT applications and resources to improve their grammar?

The main objective of this study is:

- To analyze how A2+ students use ICT applications and digital resources to improve their grammar

Literature Review

The literature review addresses the theoretical and empirical foundations underlying the use of ICT applications and resources for English grammar learning beyond the classroom. It first considers Connectivism and E-learning, which explain how digital networks and technological environments support knowledge construction. It then examines ICT and autonomous language learning, focusing on how students use digital tools to regulate their learning. Finally, the review addresses ICT and English grammar development, highlighting mobile learning and gamified applications as resources that can support engagement, autonomy, and grammatical performance.

The Connectivism Learning Theory and E-Learning

The present study is grounded in Connectivism, a learning theory that emphasizes the role of digital networks and technological environments in knowledge acquisition. As digital technologies increasingly influence learning processes, ICT integration has become essential for developing language skills (Al Arif et al., 2023). According to Dziubaniuk et al. (2023), Connectivism conceptualizes learning as a process facilitated by connections among individuals, information sources, and digital technologies, emphasizing the importance of accessing, evaluating and integrating information from interconnected networks to construct knowledge.

The previous theory leads to E-learning, which has had a great impact on various fields, so that complex work can be easily completed in a short time (Astrini et al., 2024). According to Dhamayanti (2021), in the field of English language learning, e-learning can be used through learning media that can benefit learning activities and increase students' enthusiasm. She argues that the use of technology in the teaching of English in school brings a lot of benefits to increase the students' participation and motivation, especially during the e-learning classes.

In summary, Connectivism provides a valuable theoretical framework for understanding how learners engage with digital technologies to construct knowledge through interconnected networks and technological resources. The principles of autonomy, accessibility, and continuous interaction supported by ICT applications and resource environments align with contemporary approaches to language learning, where students increasingly rely on digital applications and online resources to enhance their linguistic competence, in this case, grammatical competence.

ICT and Autonomous Language Learning

Autonomous learning refers to a learner's ability to effectively manage and regulate their own learning process, which is considered essential for learning to occur (Tyas, 2022). Regarding the English language, Brega and Kruglyakova (2022) claim that the concept of "self-learning" is an additional activity for students to improve their English language proficiency, rather than completing homework received during classroom training.

Yu (2022) claims that technology offers learners innumerable opportunities for autonomous learning through online resources, a variety of educational software programs, mobile devices, and social networking services. Students are encouraged to take the initiative in incorporating

technology into their learning and to choose learning activities of their interest, thus extending their learning opportunities outside the classroom (Yu, 2022).

A study conducted by Daeli and Santosa (2025) highlights YouTube's capacity to provide authentic language exposure, foster learner motivation, and cater to varying proficiency levels and interests through strategies such as note-taking, pausing, and the use of subtitles that enhance engagement and comprehension, while interactive features like comments promote active language practice. Regarding an emerging resource, Reyes Galindo et al. (2025) explain that the integration of Artificial Intelligence (AI) into language learning has gained attention for its ability to provide personalized instruction, improve assessment, and facilitate interaction. In addition, Thanks to chatbots like ChatGPT or Gemini, EFL learners are able to practice the language not only inside but also outside the classroom, increasing their language exposure (Huang et al., 2022).

Overall, literature underscores the significant role of autonomous learning in fostering language development through the effective use of technology, which is the main component of this study. ICT tools provide learners with opportunities to engage in self-directed learning, personalize their learning experiences, and extend language practice beyond the classroom environment. These technological affordances not only promote learner autonomy but also facilitate continuous exposure to the target language, which is essential for language acquisition. In this context, investigating students' use of ICT applications for grammar improvement is particularly relevant, as grammar constitutes a fundamental component of language proficiency that can be strengthened through regular, independent practice.

ICT and English Grammar Development

In contemporary educational contexts, the proliferation of wireless networking technologies has facilitated the extensive integration of mobile devices within EFL pedagogy, particularly in the domain of grammatical instruction (Wang et al., 2021). Given these affordances, EFL practitioners have increasingly integrated mobile technologies into their pedagogical frameworks, facilitating autonomous language acquisition beyond the formal classroom, with a particular emphasis on grammar and vocabulary development (Wang et al., 2021). According to Wang *et al*. (2021), a mobile application called "Grammar Clinic" helps EFL students at the tertiary level to improve the grammar accuracy of their writing, identifying and correcting sentence-level grammatical errors.

Purgina, Mozgovoy, and Blake (2020) claim that in the twenty-first century, the gamification of language acquisition has ascended as a significant pedagogical trend within global higher education, propelled by the ubiquity of smartphone technology and the integration of m-learning, enabling application developers to capitalize on the wide accessibility of their products alongside an increasing learner receptivity toward ludic elements within instructional design. Waluyo *et al*. (2023) assert that gamified grammar instruction improves students' experiences, motivation, enjoyment, and engagement while reducing anxiety, as well as better learning outcomes compared to traditional methods. They also state that the incorporation of gamification leads to more dynamic and engaging grammar lessons, contrasting with traditional methods that often rely on static textbooks and monotonous drills.

Overall, the integration of mobile learning and gamified applications has demonstrated considerable potential for enhancing grammar instruction in EFL contexts by promoting learner autonomy, engagement, and improved grammatical performance. The present study benefits

from examining how students at a public university utilize ICT applications and resources to improve their English grammar.

Methodology

In order to explore how A2+ students use ICT English language learning applications and resources to improve their grammar, a mixed-research case study was designed. The first stage involved a Likert questionnaire administered to 75 undergraduate ELT students. The purpose of this questionnaire was to know students' perceptions regarding ICT applications and resources' effectiveness, usage, and practicality. After that, the most skillful students were selected for stage two. The data collection instrument for the qualitative phase (phase two), that is, the interview protocol for the semi-structured interview, was designed to address key aspects of ICT use in language learning, including study routines, time investment, perceived effectiveness, and the use of artificial intelligence tools, with 9 of the 75 undergraduate ELT students. The aim was to obtain comprehensive insights into students' experiences and perceptions regarding their use of ICT applications and resources. The results presented in this paper are qualitative data only.

The context of the study is a BA in English Language and English Language Teaching offered by a public university in south-east Mexico. The study explored the undergraduate students' perceptions regarding ICT English language learning applications and resources for improving grammar, as well as how they apply them to their English language learning. The 9 participants selected after the administration of the Likert questionnaire were students who use technology and applications to practice grammar outside their classroom as helpers in pre-intermediate courses at the School of Languages. The students' level is an A2+ according to the CEFR. To ensure confidentiality, the participants were assigned pseudonyms.

Data analysis was conducted using thematic analysis to identify recurring patterns and meanings within the collected data. Initially, the responses were organized to gain a comprehensive understanding of participants' perspectives. Subsequently, the data were segmented into smaller, meaningful units, allowing specific ideas to be isolated for closer examination. These chunks were then assigned initial codes that represented relevant concepts emerging from the data. Then, similar codes were compared and grouped into broader categories according to shared characteristics and patterns. From these categories, overarching themes were developed to capture the central ideas reflected throughout the dataset. Finally, the selected themes were systematically analyzed and described to provide an in-depth understanding of the findings.

Results

The present results provide robust qualitative evidence about the use of ICT applications and resources among EFL students to improve their English grammar. Students reported that ICT apps and resources enhanced their motivation, enabled them to monitor their progress, and to integrate grammar practice into their study routines. These findings are highly consistent with current research in mobile-assisted language learning (MALL), computer-assisted language learning (CALL), and AI-supported language learning.

ICT English language learning apps and resources as a motivation to continue learning

Grammar progress using ICT apps and resources was one of the main aspects mentioned by the participants:

> One app provides or shows me my score, and… After two months, I obtain… I don't know how to explain… My progress. (May)
>
> I think when I have a test, like my final exams or something like that, I can see it on my score and my results. And when I'm also studying for that exam, I can see if I'm learning about the grammar topic. (June)
>
> I'm making progress, but I don't know how to use some words that I'm learning. I can see the progress when my activities get easier for me to do. (April)

As a result of the nature of ICT apps and resources' elements and characteristics, some students identify their grammar progress through rewards and achievements provided by the apps. Similarly, another way to identify grammar progress by students is through their exam and test results at the B.A. This finding aligns with Self-Determination Theory (Deci & Ryan, 2000), which posits that learners are more intrinsically motivated when educational environments satisfy their needs for competence, autonomy, and relatedness.

Recent studies strongly support this interpretation. Zhang and Hasim (2023), in their systematic review of Gamification in EFL instruction, concluded that game-based elements such as points, badges, leaderboards, and progress tracking consistently enhance motivation and learner engagement. Similarly, Zeng and Fisher (2024) found that students' intrinsic motivation while using Duolingo, together with satisfaction of autonomy and competence needs, could transfer to their broader intrinsic motivation for learning English.

Finally, the progress of grammar through ICT apps and resources reflects the transformation of education in the new digital era. While technology alone cannot replace good teaching or a genuine interest in learning, it has undeniably made grammar more approachable, customizable, and effective for learners of all backgrounds. The key lies in using ICT apps and resources, balancing automation with reflection, and convenience with comprehension.

Immediate Feedback and Grammar Development

> That both give me results immediately, I just do the exercise and the online page, the testEnglish shows the correct answers and explanation about the grammar. For boxy, the app gives me two opportunities to respond well, and if I answer… I respond the wrong way, it gives me an explanation. (May)
>
> I think the websites are very quick. I mean, you can check your answers very quickly with just one click. You can search more information on platforms like YouTube to understand more the topic. (June)

As the scripts show, students believe the ICT apps and resources have characteristics that are useful and helpful for them. In different answers, students agree that these characteristics make them improve their grammar, as the apps and resources provide the correct answers through immediate feedback that instantly highlights errors and suggests corrections that facilitate this cognitive process. This finding corroborates a substantial body of literature demonstrating that immediate corrective feedback enhances noticing, which is essential for second language acquisition.

In a recent systematic review, Al-Jarf (2026) reported that mobile applications and AI-driven

language tools significantly improved learners' grammar accuracy because they provided individualized, real-time feedback and opportunities for repeated practice. Thus, the findings of the current study reinforce the growing consensus that feedback-rich digital environments are particularly effective for grammar learning, where precision and repeated correction are critical.

ICT and the Development of Learner Autonomy

The following scripts display some students' opinions about the time they spend using ICT to improve their grammar.

> I think it depends because sometimes I just have a doubt. I just said, like, I don't know, five minutes or ten minutes to search for a word. And in the case of YouTube, it depends on... on the... on the video because sometimes they can last, like, I don't know, man. Ten minutes, fifteen minutes, or three minutes. (March)

> I usually practice in the afternoons, when I need more explanation about the topic. (July)

Some students agree that the correct use of apps and resources can facilitate grammar understanding. While others say that it is thanks to the apps and resources' practicality, it is easy to incorporate them as a tool to reinforce previous information. Participants described independently selecting resources, determining how much time to dedicate to practice, and consulting digital tools whenever they encountered grammatical difficulties.

Recent empirical work has repeatedly linked technology use with increased learner autonomy. For example, Wang *et al*. (2021) report that AI-enhanced language learning environments significantly improved students' self-regulation and willingness to learn beyond formal instruction. Likewise, Al-Jarf (2026) concludes that mobile applications encourage learners to assume greater control over the content, pace, and goals of their language study.

This shows that ICT apps and resources can suit students' needs, which could be why they choose these resources to practice grammar by themselves. These apps and resources may offer different activities and materials that may be interesting and useful for different learning styles among students. Another factor could be the students' schedules. This may be taken into consideration when practicing outside the classroom, as not all the students have the same amount of time for further practice, so the time they spend on these apps may be meaningful.

The Use of ICT in a Study Routine

The next category presents the students' answers on how they incorporate the use of ICT language learning apps and resources into their study routine.

> I practice grammar online in the afternoons, after school... Usually, from 6 to 8 pm. (May)

> When I don't know a lot about a difficult topic of grammar when I'm studying some topics in school, and I see that they're difficult. (June)

> I usually practice in the afternoons, when I need more explanation about the topic. (July)

Participants reported incorporating ICT applications and resources into their daily routines, often after class or while studying difficult topics. This could indicate that in the classroom, there is not enough practice, or that students require more exercises to identify grammatical structures and how to use them. As a result, some students feel the need to reinforce grammatical topics as they

are being taught.

Through digital platforms, websites, apps, and resources, grammar has become more accessible, interactive, and personalized, shifting from traditional rote memorization to more dynamic and student-centered learning. With apps, websites like TestEnglish, Perfect English Grammar, apps and AI tools like Grammarly, students may not be restricted to classroom hours or physical textbooks because students can practice grammar anytime, anywhere. This pattern resonates with ecological perspectives on language learning, which view learning as the result of interactions among learners, tools, and contexts (van Lier, 2004). Recent studies suggest that such habitual engagement is associated with stronger learning outcomes because it supports continuity between formal and informal learning environments (Godwin-Jones, 2022).

The findings also underscore the complementary relationship between classroom instruction and digital learning. Students appeared to use ICT to reinforce content introduced by their teachers, indicating that technology was most effective when aligned with curricular goals. This supports blended learning models, in which digital resources extend and personalize classroom instruction rather than replacing it. This may be an important reason to incorporate ICT apps and resources into the curriculum, so teachers and students can take advantage of them. This could be possible as technology is integrated into their teaching context.

Limitations

Several important limitations need to be acknowledged. First, the study concentrates on a single institution and a small group of A2+ English students. As a result, the findings might not apply to learners at different proficiency levels, educational settings, or cultural backgrounds. Additionally, the study measures perceptions at only one point in time and does not evaluate long-term retention or ongoing grammar improvement. Future research could incorporate pre- and post-tests to more objectively assess progress over time.

Applications

These findings suggest several courses of action for English grammar understanding and practice. Based on the findings and conclusions of this study, some recommendations are proposed for teachers, students, and academic institutions. These recommendations aim to enhance the effectiveness of ICT English language learning apps and resources in grammar instruction and to foster their appropriate and strategic integration into English language education.

First, teachers can incorporate ICT-based grammar activities into lessons to supplement traditional teaching. Simultaneously, they can offer orientation sessions or short workshops on how to use ICT apps effectively for grammar learning. As for students, they could adopt ICT apps and resources as daily study aids. They can make consistent use of apps and digital resources for self-study, aiming for short but regular practice sessions to strengthen grammatical understanding.

Conclusions

In conclusion, the study revealed that most students rely on ICT not only for class-related study but also for self-directed learning. Then, in terms of practicality and efficiency, students reported that ICT apps and resources are easy to use and efficient for grammar practice, with different exercises and features that allow them to identify errors and to understand grammar rules

instantly through further explanations.

Regarding motivation, confidence, and engagement, many students indicated that, as a result of gamified environments, reward systems, and progress tracking features, ICT tools encourage continuous learning. In addition, the enjoyable and flexible nature of these tools allows students to practice grammar without the stress of formal classroom settings, helping them develop motivation and a more positive attitude toward grammar learning, as they can make use of these tools anywhere and anytime, adapting study sessions to their personal schedules and learning styles. This accessibility promotes independent learning and supports the development of autonomy, a key competency in modern education.

Ultimately, the data of this research support the idea that ICT language learning apps and resources are supplementary tools that could also be formally integrated into the English Language B.A. curriculum. Structured incorporation could ensure that all students, regardless of resources or technological familiarity, have access to effective, varied, and up-to-date grammar learning experiences. These findings also add to a growing body of literature on self-learning. Findings suggest that ICT apps promote autonomy and self-directed learning. Students can practice grammar at their own pace, access feedback instantly, and integrate learning into their daily routines. This aligns with contemporary student-centered and constructivist learning theories, where learners actively construct knowledge rather than passively receive it.

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Autonomía, Interacción y Retroalimentación como Impulsores de la Motivación en el Aprendizaje del Inglés

Autonomy, Interaction, and Feedback as Motivators in English Language Learning

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RESUMEN

Esta investigación cualitativa, con diseño de estudio de caso, analizó la relación entre autonomía, interacción, retroalimentación y motivación en el aprendizaje del inglés en una licenciatura universitaria. Participaron 40 estudiantes de tres grupos correspondientes a los niveles A1, B1 y B2. Los datos se recopilaron mediante observaciones de clase, entrevistas semiestructuradas y análisis de materiales didácticos. El análisis siguió procedimientos de codificación abierta, axial y selectiva propuestos por Corbin y Strauss (2008). Los hallazgos indican que la motivación se fortalece cuando convergen interacciones significativas, retroalimentación orientada a la mejora y oportunidades graduales de autonomía en un ambiente de confianza. El contraste descriptivo mostró mayor necesidad de guía y validación docente en A1, mientras que en B1 y B2 se observaron manifestaciones de mayor independencia. Se concluye que la motivación es un proceso socialmente construido y que el acompañamiento docente favorece la confianza, la participación y la autonomía estudiantil.

PALABRAS CLAVE

Motivación del aprendiz; autonomía del estudiante; interacción docente–estudiante; retroalimentación; inglés como lengua extranjera (EFL)

ABSTRACT

This qualitative case study examined the relationship between autonomy, interaction, feedback, and motivation in English learning within a university language teaching program. Forty students from three groups at A1, B1, and B2 proficiency levels participated. Data were collected through classroom observations, semi-structured interviews, and analysis of instructional materials. The analysis followed the open, axial, and selective coding procedures proposed by Corbin and Strauss (2008). The findings indicate that motivation is strengthened when meaningful interaction, improvement-oriented feedback, and gradual opportunities for autonomy converge in a trusting classroom environment. A descriptive comparison showed a greater need for teacher guidance and validation in A1, whereas B1 and B2 displayed indications of greater independence. These differences are interpreted as descriptive findings rather than effects caused exclusively

by language proficiency. The study concludes that motivation is socially constructed and that teacher support fosters trust, participation, and student autonomy.

KEY WORDS

Learner motivation; learner autonomy; teacher–student interaction; feedback practices; English as a Foreign Language (EFL)

1. Introducción

Esta investigación explora cómo la autonomía, la interacción y la retroalimentación se relacionan con la motivación de los estudiantes universitarios en el aprendizaje del idioma inglés de la Licenciatura en Enseñanza de Lenguas. Este interés surge por los desafíos particulares que enfrentan los estudiantes universitarios en el aula, los cuales pueden generar desmotivación. Si bien investigaciones previas han señalado estos problemas, aún existe una carencia de estudios integrales locales que aborden específicamente cómo estos factores se relacionan con la motivación en contextos de aula diversos. Por ello, resulta necesario comprender cómo los docentes pueden crear un ambiente de aula que brinde apoyo y anime a los estudiantes a continuar aprendiendo y mejorando. Al examinar estos factores, esta investigación busca ofrecer conocimientos que permitan a los docentes brindar un mejor acompañamiento a los estudiantes en su proceso de aprendizaje de una lengua extranjera.

El enfoque central de este estudio es comprender cómo la autonomía, la interacción y la retroalimentación se relacionan con la motivación de los estudiantes universitarios que aprenden inglés como lengua extranjera. Este tema resulta especialmente significativo en el ámbito de la enseñanza de idiomas, pues, como sugiere Dörnyei (2001), comprender los elementos motivacionales es crucial para mejorar tanto la efectividad de la enseñanza como la experiencia general de aprendizaje.

A partir de lo anterior, este estudio buscó responder la siguiente pregunta: ¿de qué manera se relacionan la autonomía, la interacción y la retroalimentación con la motivación de estudiantes universitarios en el aprendizaje del inglés en la Licenciatura en Enseñanza de Lenguas? De ella se derivan dos preguntas específicas: ¿cómo se manifiestan estos tres factores en el aula de los niveles A1, B1 y B2?, y ¿qué diferencias descriptivas en la motivación y en la autonomía se identifican entre los grupos de distintos niveles de competencia lingüística? En consecuencia, el objetivo general fue comprender cómo la autonomía, la interacción y la retroalimentación se relacionan con la motivación de los estudiantes; y los objetivos específicos, describir las manifestaciones observables de estos factores en cada nivel y contrastar descriptivamente las percepciones y comportamientos identificados en los tres grupos.

1.1 Revisión de literatura

Este apartado presenta estudios y aportes teóricos que permiten comprender cómo la autonomía, la interacción y la retroalimentación se relacionan con la motivación de estudiantes que aprenden inglés como lengua extranjera en distintos contextos. La literatura sobre autonomía sostiene que esta no equivale simplemente a estudiar sin ayuda, sino a desarrollar capacidad para tomar decisiones, establecer metas, seleccionar estrategias y asumir responsabilidad sobre el propio aprendizaje (Little, 1991; Benson, 2011). Desde esta perspectiva, el apoyo docente continúa siendo relevante, especialmente cuando el estudiante todavía requiere orientación para ejercer esa autonomía de manera efectiva.

En relación con la motivación, la Teoría de la Autodeterminación plantea que los contextos educativos que favorecen la autonomía, la competencia y la relación con otros pueden apoyar formas más autodeterminadas de motivación (Deci & Ryan, 1985). En el ámbito específico del aprendizaje de lenguas, Dörnyei (2001) y Dörnyei y Ushioda (2011) destacan que la motivación es dinámica y sensible a las experiencias que se producen en el aula, por lo que las prácticas docentes y las relaciones interpersonales forman parte del contexto motivacional del estudiante.

La evidencia empírica también ha examinado el papel del apoyo a la autonomía. Alrabai (2021), mediante una intervención experimental con estudiantes universitarios de EFL, encontró cambios positivos en distintas dimensiones de la autonomía cuando los docentes implementaron prácticas de enseñanza orientadas a ampliar la elección, la participación en la toma de decisiones y el control del estudiante sobre su aprendizaje. El estudio también reportó una relación positiva entre el apoyo a la autonomía y la motivación intrínseca, lo que aporta evidencia para analizar conjuntamente ambos constructos.

La interacción constituye otro componente relevante. Long (1996) explica que la interacción y la negociación de significado ofrecen oportunidades para procesar y desarrollar la lengua meta. Asimismo, Baralt y Gilabert (2011) muestran que las características de las tareas y de la interacción inciden en la producción oral en una segunda lengua. Aunque estos trabajos se centran en procesos de adquisición y desempeño lingüístico, permiten fundamentar la importancia de crear oportunidades de participación e intercambio comunicativo dentro del aula.

Respecto de la retroalimentación, Hattie y Timperley (2007) señalan que su valor depende de la información que ofrece al estudiante sobre su desempeño y sobre las acciones necesarias para avanzar. Nicol y Macfarlane-Dick (2006) vinculan la retroalimentación formativa con procesos de autorregulación, mientras que Ellis (2009) analiza específicamente la retroalimentación correctiva en el aprendizaje de segundas lenguas. En conjunto, estos aportes permiten considerar la retroalimentación no solo como corrección del error, sino como una práctica pedagógica que puede orientar la mejora y la participación del estudiante.

En estudios sobre escritura en L2, Tang y Liu (2018) encontraron que los comentarios afectivos breves añadidos a la retroalimentación correctiva podían relacionarse con la respuesta del aprendiz y su motivación. Este tipo de evidencia resulta pertinente para el presente estudio porque muestra que la forma en que se comunica la corrección puede tener una dimensión afectiva además de lingüística, aspecto especialmente relevante cuando los estudiantes interpretan la retroalimentación como apoyo o como exposición del error.

De manera complementaria, la literatura sobre ansiedad en lengua extranjera ha mostrado la importancia de las estrategias docentes que reducen la amenaza asociada con la participación y el error. Alrabai (2015) documentó el efecto de estrategias docentes orientadas a reducir la ansiedad de los aprendices. Este antecedente resulta relevante para interpretar situaciones en las que la confianza, la corrección y el clima de aula aparecen vinculados con la disposición de los estudiantes a participar.

A partir de estos antecedentes, autonomía, interacción y retroalimentación pueden entenderse como dimensiones relacionadas, pero conceptualmente distintas, que forman parte de las condiciones pedagógicas en las que se desarrolla la motivación. La literatura revisada no permite asumir que una de ellas produzca por sí sola un determinado nivel de motivación; más bien, sustenta la necesidad de analizar cómo son experimentadas y articuladas por los estudiantes dentro de un contexto concreto de aprendizaje.

En este sentido, el presente estudio aporta evidencia situada de un programa universitario de formación en lenguas en México y examina estas relaciones en estudiantes con niveles A1, B1 y B2. El interés no consiste en establecer relaciones causales generalizables ni en atribuir las diferencias exclusivamente al nivel de competencia lingüística, sino en comprender cómo se manifiestan estas condiciones en el aula, cómo son percibidas por los participantes y qué patrones diferenciales se observan entre los tres grupos.

Como se puede apreciar en los estudios previamente presentados, los objetivos de la presente investigación son similares, los resultados han sido satisfactorios, pero no muestran investigaciones realizadas en México o en el ámbito local que atañe este estudio.

1.2 Marco teórico conceptual

El presente estudio se ancla en cuatro constructos teóricos centrales que orientan tanto el diseño de la investigación como la interpretación de los datos: motivación, autonomía, interacción y retroalimentación. A continuación, se define cada uno desde la literatura fundacional y se establece la articulación entre ellos en el contexto del aprendizaje del inglés como lengua extranjera (EFL).

Motivación. Para efectos de este estudio, la motivación se comprende desde la Teoría de la Autodeterminación (TAD) propuesta por Deci y Ryan (1985), quienes distinguen entre motivación intrínseca cuando el aprendiz participa por interés genuino y satisfacción personal, y motivación extrínseca cuando la acción es impulsada por recompensas externas o presiones sociales. En el contexto del aprendizaje de lenguas, Dörnyei (2001) amplió esta perspectiva al proponer el modelo motivacional del salón de clases, el cual enfatiza que la motivación no es un rasgo fijo del estudiante sino un estado dinámico que el docente puede influir a través de estrategias pedagógicas deliberadas.

Autonomía del estudiante. La autonomía del aprendiz es entendida como la capacidad del estudiante para hacerse cargo de su propio proceso de aprendizaje (Little, 1991). Benson (2011) profundiza esta definición al señalar que la autonomía implica no solo la gestión del aprendizaje fuera del aula, sino también la toma activa de decisiones dentro de ella: elegir estrategias, establecer metas, autoevaluarse y regular el propio progreso. En el aprendizaje de lenguas, la autonomía no opera como un atributo binario, sino como un continuo que el docente puede apoyar gradualmente a través del andamiaje pedagógico, adaptado al nivel de competencia lingüística del estudiante. En este sentido, la autonomía puede favorecer procesos de autorregulación y una participación más activa del estudiante en su aprendizaje, aspectos vinculados con la motivación sostenida.

Interacción. En el ámbito de la enseñanza de lenguas, la interacción es concebida desde la hipótesis de la interacción (Long, 1996), que postula que la negociación de significado que ocurre durante el intercambio comunicativo facilita la adquisición de la lengua meta. En el aula, la interacción se manifiesta en dos dimensiones: la interacción docente–estudiante, que incluye el feedback, las preguntas de promoción del pensamiento y el andamiaje lingüístico; y la interacción entre pares, que genera oportunidades comunicativas auténticas, reduce la ansiedad y fortalece el sentido de pertenencia (Dörnyei & Ushioda, 2011). Ambas dimensiones tienen efectos documentados sobre la motivación estudiantil, en la medida en que validan la voz del aprendiz y crean condiciones de confianza para el riesgo lingüístico.

Retroalimentación. La retroalimentación pedagógica es entendida como cualquier información

que el docente proporciona al estudiante sobre su desempeño, con el propósito de reducir la brecha entre el estado actual y el estado deseado del aprendizaje (Hattie & Timperley, 2007). Estos autores identifican cuatro niveles de retroalimentación: sobre la tarea, sobre el proceso, sobre la autorregulación y sobre la persona, siendo los dos niveles intermedios los de mayor impacto sobre el aprendizaje. En contextos EFL, la retroalimentación correctiva, tanto oral como escrita, cumple una función no solo cognitiva sino también afectiva: cuando es descriptiva, orientada a la mejora y no punitiva, fortalece la confianza del aprendiz y, por tanto, su motivación para continuar (Nicol & Macfarlane-Dick, 2006; Ellis, 2009). Por el contrario, la retroalimentación excesivamente correctiva o pública puede generar ansiedad lingüística y desmotivación, especialmente en grupos de nivel inicial.

La articulación entre estos cuatro constructos constituye el eje teórico del presente estudio: la motivación es el fenómeno para comprender; la autonomía, la interacción y la retroalimentación son las condiciones pedagógicas que, según la literatura, potencian o inhiben su desarrollo en el aula de lenguas. Esta tríada conceptual orienta tanto la recolección de datos como el proceso de codificación y análisis que se describe en el apartado metodológico.

2. Metodología

La elección de un enfoque cualitativo se fundamenta en la necesidad de comprender en profundidad cómo la autonomía, la interacción y la retroalimentación se relacionan con la motivación de estudiantes universitarios en el aprendizaje del inglés. Como señala Flick (2007), la investigación cualitativa permite explorar fenómenos educativos desde la perspectiva de los actores involucrados, atendiendo a los significados, experiencias y prácticas que emergen en contextos naturales. Dado que la motivación, la participación y las percepciones estudiantiles son fenómenos complejos que no pueden reducirse a variables cuantificables, el enfoque cualitativo ofrece un marco idóneo para captar la riqueza interpretativa de las experiencias de los estudiantes. Además, permite analizar cómo estos factores interactúan entre sí, lo cual resulta esencial para comprender las dinámicas motivacionales en el aula de lenguas.

La adopción del diseño de estudio de caso responde a la necesidad de examinar estas dinámicas dentro de un contexto educativo específico: la Licenciatura en Enseñanza de Lenguas. El estudio de caso, según Hancock y Algozzine (2006), posibilita la exploración profunda de fenómenos complejos, permitiendo una comprensión holística de las condiciones particulares en las que estos se desarrollan. Debido a que cada grupo de estudiantes posee características particulares, como su nivel de competencia lingüística, trayectoria académica y dinámicas de aula, este diseño permitió observar con detalle cómo la autonomía, la interacción docente-estudiante y la retroalimentación se relacionan con su motivación.

En este caso, el estudio se desarrolló con tres grupos de estudiantes universitarios de la Licenciatura en Enseñanza de Lenguas, pertenecientes a diversos niveles de dominio del inglés: A1, B1 y B2, lo que permitió observar cómo la autonomía, la interacción y la retroalimentación se manifiestan y se relacionan con la motivación en distintos grados de competencia lingüística. En total, participaron 40 estudiantes distribuidos en tres grupos: A1 con 12 estudiantes, B1 con 19 estudiantes y B2 con 9 estudiantes. Cada grupo fue atendido por su docente titular, tres profesores con perfiles distintos en cuanto a años de experiencia y estilos pedagógicos, lo que enriqueció la diversidad de prácticas observadas. Para las entrevistas semiestructuradas se seleccionaron 10 estudiantes distribuidos entre los tres grupos de la siguiente manera: del nivel A1 fueron tres, del nivel B1 fueron cuatro y del nivel B2 fueron tres. Esta distribución permitió recuperar experiencias y percepciones de estudiantes con diferentes niveles de competencia lingüística, además de

seguir con los criterios de diversidad en participación, motivación percibida y nivel de inglés.

La investigación se desarrolló en la Licenciatura en Enseñanza de Lenguas de una institución universitaria pública, cuyo modelo educativo promueve el aprendizaje significativo, la reflexión pedagógica y el desarrollo de competencias docentes en lenguas extranjeras. Este programa académico busca formar profesionistas capaces de desempeñarse en diversos ámbitos educativos y lingüísticos, por lo que la motivación estudiantil y las estrategias para fortalecer la autonomía resultan elementos claves en el proceso formativo. Las clases observadas formaron parte de la trayectoria curricular regular de la licenciatura y se impartieron bajo modalidades presenciales. Las clases analizadas se orientaron al desarrollo de competencias comunicativas en inglés e incluyen actividades variadas como trabajo colaborativo, exposiciones, proyectos, ejercicios orales y prácticas de retroalimentación docente.

El entorno académico favorece el uso del inglés como lengua meta dentro del aula y busca desarrollar la competencia lingüística en diferentes niveles (A1–B2). Las prácticas pedagógicas dependen del estilo de cada docente, lo cual permitió observar múltiples formas de interacción y retroalimentación, así como las respuestas motivacionales de los estudiantes según su nivel.

2.1 Recolección de información

Instrumentos de recolección de datos

En coherencia con el enfoque cualitativo y el diseño de estudio de caso, se emplearon tres instrumentos principales: observación de clases, entrevistas semiestructuradas y análisis de materiales y actividades de clase. Estos instrumentos permitieron captar tanto las prácticas observables (interacción, retroalimentación, dinámicas de aula) como las percepciones subjetivas del estudiantado respecto a su motivación, autonomía e interacción en el aprendizaje del inglés.

2.1.1 Observación de clases

La observación de clases fue el instrumento central para documentar cómo se manifestaban en la práctica la autonomía, la interacción y la retroalimentación en los tres grupos de estudiantes (niveles A1, B1 y B2). La observación en contextos naturales es un recurso clave en la investigación cualitativa, ya que permite al investigador acercarse a los procesos sociales en el lugar donde ocurren (Flick, 2007), sin manipular variables ni intervenir de forma experimental.

Siguiendo a Merriam y Tisdell (2016), la observación se concibió como una estrategia que permite registrar tanto lo que los participantes dicen como lo que hacen: quién habla, cómo se organiza la clase, qué tipo de interacciones predominan (docente–estudiante, estudiante–estudiante), cómo se ofrece la retroalimentación, cómo responden los estudiantes, qué evidencias de motivación (o desmotivación) emergen en el aula. Stake (1995) señala que, en el estudio de caso, la observación ayuda a captar la "particularidad" del contexto, lo cual resulta fundamental para comprender las dinámicas de cada grupo. Las observaciones se registraron mediante notas de campo descriptivas y analíticas. Las notas descriptivas recogen información real (actividades realizadas, secuencia de la clase, tipo de interacciones, momentos de feedback), mientras que las notas analíticas incluían interpretaciones sobre la motivación, la autonomía y la interacción, en consonancia con lo sugerido por Bogdan y Biklen (2007). Este material constituyó una fuente esencial para identificar patrones y categorías emergentes.

2.1.2 Entrevistas semiestructuradas a estudiantes

El segundo instrumento consistió en entrevistas semiestructuradas a estudiantes seleccionados de los tres grupos. La entrevista semiestructurada se eligió porque permite combinar preguntas previamente diseñadas con la flexibilidad de profundizar en temas emergentes a partir de las respuestas del entrevistado (Creswell & Poth, 2018; Kvale & Brinkmann, 2009).

Dado que la motivación, la percepción de la autonomía y la valoración de la retroalimentación son fenómenos subjetivos, la entrevista resultó apropiada para explorar cómo los estudiantes interpretan sus experiencias de aprendizaje y cómo se sienten en relación con el ambiente de aula.

Las guías de entrevista incluyeron ejes temáticos como:

- percepción de su propio nivel de inglés y sus metas de aprendizaje,
- experiencias de autonomía (toma de decisiones, uso de recursos adicionales, gestión del estudio),
- experiencias de interacción con el docente y con compañeros,
- percepción de la retroalimentación (tipo, frecuencia, utilidad, impacto emocional),
- factores que favorecen o dificultan su motivación para seguir aprendiendo inglés.

2.1.3 Análisis de materiales y actividades de clase

El tercer instrumento fue el análisis de materiales y actividades de clase, lo que incluyó: tareas, hojas de trabajo, proyectos, ejercicios escritos, instrucciones de actividades, así como evidencias de retroalimentación escrita brindada por el profesorado. Yin (2014) y Stake (1995) enfatizan que, en el estudio de caso, la triangulación de fuentes es clave para fortalecer la validez del estudio; por ello, se incorporaron estos documentos como una fuente adicional que complementara la observación y las entrevistas.

El análisis de materiales permitió identificar:

- qué tipo de actividades promueven mayor o menor autonomía (por ejemplo, proyectos abiertos y ejercicios mecánicos),
- qué oportunidades de interacción se ofrecían (trabajo en parejas, discusiones en grupo, presentaciones orales, etc.),
- cómo se expresaba la retroalimentación (comentarios escritos, rúbricas, correcciones, sugerencias de mejora).

Siguiendo a Merriam y Tisdell (2016), los documentos se consideraron “fuentes silenciosas de datos” que aportan información sobre las intenciones didácticas del docente y el tipo de acompañamiento ofrecido a los alumnos, aunque éstos no siempre lo verbalicen explícitamente en las entrevistas.

2.1.4 Procedimiento de la investigación

Una vez definido el diseño, se gestionaron los permisos institucionales necesarios para ingresar a las aulas y realizar la investigación. Se contactó a los docentes responsables de los tres grupos seleccionados, se les explicó el propósito del estudio y se acordaron las fechas y condiciones para la observación de clases y la aplicación de entrevistas.

La selección de participantes se realizó mediante un muestreo intencional (Patton, 2015),

eligiendo tres grupos de la Licenciatura en Enseñanza de Lenguas con niveles de inglés A1, B1 y B2, con el propósito de contar con diversidad de niveles de competencia. En total participaron 40 estudiantes universitarios, quienes fueron informados sobre los objetivos del estudio, la confidencionalidad de los datos y su derecho a retirarse en cualquier momento. Los estudiantes que aceptaron participar firmaron un consentimiento informado, en apego a los criterios éticos de la investigación cualitativa (Creswell & Poth, 2018).

a) Diseño y validación de instrumentos,

En esta fase se elaboraron las guías de observación y las guías de entrevista semiestructurada, tomando como base la literatura sobre motivación en el aprendizaje de lenguas, autonomía del estudiante, interacción y retroalimentación. Las guías de observación incluyeron categorías como: organización de la clase, tipos de actividades, rol del docente, participación de los estudiantes, formas de interacción, tipo de feedback y evidencias de motivación o desmotivación.

Las guías de entrevista contemplaron preguntas abiertas alrededor de cuatro ejes:

- motivación para aprender inglés,
- experiencias de autonomía,
- interacción en el aula,
- percepción de la retroalimentación docente.

Para fortalecer la validez de contenido, estos instrumentos fueron revisados por expertos en enseñanza de lenguas y en investigación cualitativa, quienes realizaron sugerencias en cuanto a claridad de las preguntas, pertinencia de los temas y adecuación al nivel de los estudiantes. Con base en estas sugerencias se realizaron ajustes a la redacción y orden de algunos reactivos. De igual manera, se realizó una aplicación piloto en un grupo pequeño no incluido en el estudio principal, lo que permitió ajustar el lenguaje de las preguntas de entrevista para asegurar que fueran comprensibles y pertinentes para los estudiantes.

b) recolección de datos: La recolección de datos se llevó a cabo durante un periodo acordado con los docentes, con el objetivo de observar varias sesiones de clase por grupo y captar diferentes momentos de interacción y retroalimentación.

Observaciones de clase
Se realizaron múltiples sesiones de observación en cada uno de los tres grupos. Durante las observaciones, la investigadora adoptó un rol de observadora no participante, situándose en el aula sin intervenir en las actividades. En cada sesión se completaron notas de campo donde se registraron:

- la estructura de la clase,
- las actividades realizadas,
- las interacciones relevantes (docente–estudiante, estudiante–estudiante),
- las formas de retroalimentación,
- reacciones visibles de los estudiantes (participación, atención, expresiones de interés o desánimo).

Algunos extractos de las notas de campo se muestran a continuación:
Tema: Present Perfect Semestre: 4º
Extracto del registro:

- La docente inició con objetivos claros escritos en el pizarrón.
- Actividad inicial: conversación en parejas sobre experiencias personales.

- De la estimada asistencia durante la observación, se expresa que la mayor parte del grupo participó activamente.
- Dos estudiantes permanecieron en silencio y revisaban el celular.
- La docente utilizó reformulación para corregir errores sin interrumpir la fluidez.
- Se observó entusiasmo durante la actividad comunicativa, risas y comentarios espontáneos.

a) Entrevistas semiestructuradas

Posteriormente, se seleccionaron estudiantes de cada grupo (considerando diversidad de participación, niveles de motivación percibida y nivel de inglés) para realizar entrevistas semiestructuradas. Cada entrevista se realizó de manera individual, tuvo una duración aproximada de 20 a 40 minutos, y se llevó a cabo en un espacio tranquilo dentro de la institución. Con autorización previa, las entrevistas fueron grabadas en audio para asegurar la fidelidad de la información y luego se transcribieron de manera literal, siguiendo las recomendaciones de Kvale y Brinkmann (2009). En el apartado siguiente se comparten extractos de la entrevista que fue dividida por segmentos de información:

Preguntas

Motivación para aprender inglés	
¿Qué te motivó inicialmente a estudiar inglés? ¿Qué situaciones en clase aumentan tu interés por aprender? ¿Qué situaciones lo disminuyen? Experiencias de autonomía ¿Te sientes capaz de aprender inglés por tu cuenta? ¿Qué actividades te permiten ser más autónomo(a)? ¿Qué dificultades enfrentan cuando trabajas sin apoyo del docente?	
Interacción en el aula	**Retroalimentación docente**
¿Cómo describirías la interacción en tus clases? ¿Prefieres trabajar individualmente o en equipo? ¿Por qué? ¿Te sientes escuchado(a) en clase?	¿Cómo percibes la forma en que el docente corrige tus errores? ¿La retroalimentación te motiva o te desanima? ¿Qué tipo de comentarios te ayudan más a mejorar?

Respuestas

Motivación	**Autonomía**
"Al principio estudié inglés porque es obligatorio, pero ahora me gusta porque siento que puedo comunicarme mejor. Me motiva cuando hacemos actividades donde hablamos de cosas reales, no solo ejercicios del libro." Códigos: ● motivación instrumental inicial ● transición a motivación integrativa ● preferencia por actividades auténticas	"Sí puedo estudiar sola, pero a veces no sé si lo estoy haciendo bien. Cuando el profesor nos da estrategias o páginas para practicar, me siento más segura." Códigos: ● autonomía condicionada ● necesidad de validación docente ● seguridad mediante guía estructurada

Interacción	Retroalimentación
"Me gusta trabajar en equipo porque me siento menos nerviosa. Cuando participo sola frente al grupo me pongo muy ansiosa." Códigos: ● ansiedad comunicativa ● preferencia por trabajo colaborativo ● interacción como soporte emocional	"Cuando el maestro corrige en público me siento un poco incómoda, pero cuando explica el error y dice que es parte del aprendizaje, me anima." Códigos: ● vulnerabilidad ante corrección pública ● feedback explicativo motivador ● clima emocional del aula

b) Análisis de materiales y actividades de clase
Paralelamente, se recopilaron materiales de clase y evidencias de trabajos de los estudiantes (según autorización de docentes y alumnos): copias de tareas, proyectos, guías de trabajo, actividades en clase, así como ejemplos de retroalimentación escrita. Estos documentos fueron organizados por grupo y tipo de actividad para su revisión y análisis posterior. La combinación de estas tres fuentes (observación, entrevistas y documentos) permitió construir una triangulación de datos (Denzin, 1978; Yin, 2014), lo que contribuye a aumentar la credibilidad y profundidad de la interpretación de resultados. En el apartado siguiente se muestra como se realizó la recopilación y cómo trabajaron los estudiantes.

1. Tipos de actividades ● Individuales ● En parejas ● En equipo ● Comunicativas	2. Formas de interacción ● Docente–estudiante ● Estudiante–estudiante ● Trabajo colaborativo
3. Tipo de retroalimentación ● Correctiva explícita ● Reformulación ● Retroalimentación motivadora ● Evaluativa	4. Evidencias de motivación o desmotivación ● Lenguaje corporal ● Participación espontánea ● Distracciones ● Comentarios verbales

c) organización inicial para el análisis. Una vez terminada la recolección, se procedió a la organización sistemática de los datos. Las notas de campo se digitalizaron y se almacenaron en archivos con identificación por grupo, fecha y sesión. Las entrevistas en audio se transcribieron de manera textual. Los documentos y materiales de clase se clasificaron por tipo de actividad, grupo y nivel. Aunque el análisis detallado se desarrolla en otro apartado, esta fase inicial permitió preparar el corpus de datos para su posterior codificación y categorización, en línea con los procedimientos de análisis cualitativo-propuestos por Corbin y Strauss (2008) y Flick (2007): lectura repetida, identificación de unidades de significado, codificación inicial y agrupación en categorías relacionadas con autonomía, interacción, retroalimentación y motivación.

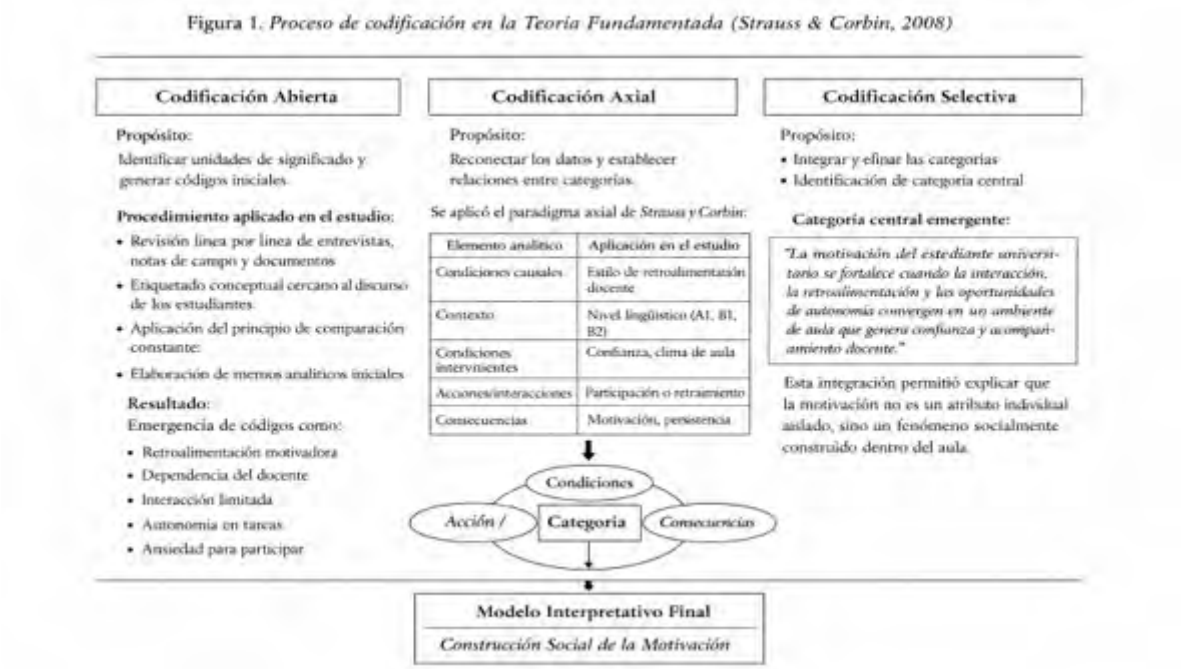
Análisis de la información según Corbin y Strauss

El análisis de los datos se realizó mediante procedimientos de codificación propuestos por Corbin y Strauss (2008), particularmente la codificación abierta, axial y selectiva. Estos procedimientos se emplearon como estrategia analítica dentro del diseño cualitativo de estudio de caso para comprender procesos, interacciones y significados en profundidad. El análisis partió de los constructos que orientaron la recolección de datos motivación, autonomía, interacción y

retroalimentación y permitió, al mismo tiempo, identificar códigos, relaciones y categorías que surgieron durante el examen sistemático de las observaciones, entrevistas y documentos.

El proceso analítico se desarrolló en tres fases principales: codificación abierta, codificación axial y codificación selectiva, acompañadas de una comparación constante entre segmentos de datos y la redacción de memos analíticos. Estas fases se desarrollaron como un proceso cíclico y flexible, en el que el análisis avanzaba y retrocedía según se identificaban nuevas conexiones, de acuerdo con los procedimientos propuestos por Corbin y Strauss. En la figura siguiente se ilustra este proceso:

Figura 1. *Proceso de codificación en la Teoría Fundamentada (Strauss & Corbin, 2008)*



3. Resultados

Los resultados evidencian que la motivación estudiantil en el aprendizaje del inglés no puede comprenderse como una variable aislada, sino como un fenómeno relacional y contextual que emerge de la interacción dinámica entre condiciones pedagógicas y vínculos sociales. Desde la lógica de la Teoría Fundamentada, los datos no solo describen comportamientos motivacionales, sino que permiten reconstruir un proceso explicativo en el que la motivación se configura progresivamente dentro del aula.

En la fase de codificación axial se identificó que la autonomía funcionó como una condición interviniente relevante en el fortalecimiento de la confianza y el compromiso académico. Cuando los estudiantes participaron en tareas creativas, se observaron procesos de toma de decisiones, autorregulación y responsabilidad compartida. El análisis permitió asociar estas experiencias con una mayor participación, persistencia en la tarea y disposición a asumir riesgos lingüísticos. La autonomía, por tanto, se vinculó con el desarrollo de una mayor seguridad para participar y gestionar el propio aprendizaje.

Asimismo, la interacción entre pares emergió como una condición contextual relevante para el sostenimiento de la motivación. En las actividades colaborativas se observó un efecto de validación social asociado con una menor ansiedad lingüística y un mayor sentido de pertenencia. Desde la comparación constante de los datos, se identificó que los estudiantes que experimentaban un clima de apoyo grupal mostraban mayor apertura a participar y menor

temor al error. Este hallazgo sugiere que la motivación se construye socialmente a través de interacciones afectivas que legitiman la voz del estudiante dentro del aula.

De esta manera, la relación entre autonomía, interacción colaborativa y retroalimentación docente configura un sistema relacional en el que la motivación se vincula con múltiples condiciones interdependientes. No se trata únicamente de metas claras o actividades innovadoras, sino de la articulación coherente entre estructura pedagógica, acompañamiento docente y dinámicas de confianza grupal. La categoría central emergente: la motivación se fortalece cuando interacción, retroalimentación y autonomía convergen en un ambiente de confianza y acompañamiento docente sintetiza este sistema relacional y constituye la aportación empírica central del estudio.

Diferencias según el nivel de competencia lingüística

El contraste descriptivo entre los tres grupos permitió identificar patrones diferenciados, aunque estos no deben interpretarse como efectos causados exclusivamente por el nivel de competencia lingüística, debido a que cada grupo fue atendido por un docente distinto y se desarrolló en condiciones particulares de aula. En A1, las entrevistas mostraron una autonomía más dependiente de la guía docente; una participante expresó: "Sí puedo estudiar sola, pero a veces no sé si lo estoy haciendo bien. Cuando el profesor nos da estrategias o páginas para practicar, me siento más segura". En este mismo grupo, la corrección pública fue descrita como incómoda cuando se limitaba a señalar el error, mientras que la explicación y normalización del error fueron percibidas como motivadoras. En A1 y B1, los datos de entrevistas y observación mostraron que el trabajo colaborativo funcionaba como soporte para participar con menor presión. En B1 y B2, el análisis registró una mayor disposición a gestionar actividades y tomar decisiones con menor dependencia inmediata del docente. Por tanto, la diferencia identificada no consiste en afirmar que el nivel lingüístico determine la motivación o la autonomía, sino en señalar que, dentro de los grupos estudiados, la necesidad de andamiaje fue más visible en A1 y disminuyó en los grupos de mayor dominio. Este patrón responde a la segunda pregunta específica del estudio, pero debe interpretarse considerando simultáneamente las diferencias de contexto y de práctica docente entre los tres grupos.

4. Discusión

Los hallazgos del presente estudio muestran, en primer lugar, que la retroalimentación orientada a la mejora puede relacionarse con una experiencia motivacional más favorable. Los estudiantes del grupo A1 describieron sentirse desanimados cuando la corrección era pública y carecía de explicación, pero señalaron una respuesta más positiva cuando el docente contextualizaba el error como parte natural del aprendizaje. Este hallazgo es congruente con la función formativa de la retroalimentación descrita por Nicol y Macfarlane-Dick (2006) y con la distinción de Hattie y Timperley (2007) entre formas de feedback centradas en la tarea, el proceso y la autorregulación. Asimismo, coincide con la evidencia de Tang y Liu (2018) sobre la relevancia de la dimensión afectiva de la retroalimentación en contextos de L2.

En cuanto a la interacción entre pares, los resultados indican que los estudiantes de niveles A1 y B1 valoraron las actividades en equipo porque reducían la presión asociada con participar individualmente y generaban un espacio de mayor confianza para hablar. Este resultado puede interpretarse desde la importancia de la interacción en el aprendizaje de lenguas (Long, 1996) y desde la necesidad de relación propuesta por la Teoría de la Autodeterminación (Deci & Ryan, 1985). No obstante, los datos del presente estudio permiten añadir una dimensión contextual: para estos participantes, la interacción colaborativa fue experimentada también como soporte

emocional frente a la ansiedad comunicativa.

El contraste entre los grupos aporta un matiz relevante al análisis de la autonomía. La literatura ha señalado que esta supone capacidad de decisión y responsabilidad sobre el propio aprendizaje (Little, 1991; Benson, 2011), mientras que Alrabai (2021) mostró que las prácticas docentes de apoyo a la autonomía pueden favorecer comportamientos autónomos y motivación intrínseca. En el presente estudio, A1 concentró las expresiones más claras de necesidad de validación y guía docente, mientras que en B1 y B2 se registraron manifestaciones de mayor independencia. Esta comparación permite describir una tendencia entre los grupos observados, pero no establecer que la competencia lingüística sea su única causa, puesto que también variaron los docentes y las dinámicas de aula. En consecuencia, los resultados sugieren que el andamiaje debe ajustarse a las necesidades observadas en cada grupo y reducirse gradualmente cuando los estudiantes muestran mayor capacidad para tomar decisiones y gestionar su aprendizaje.

Es necesario reconocer algunas limitaciones del estudio. En primer lugar, el tamaño de la muestra 40 estudiantes de una sola institución pública restringe la transferibilidad de los hallazgos a otros contextos universitarios. En segundo lugar, la observación no participante, si bien apropiada para minimizar la interferencia de la investigadora, pudo haber limitado el acceso a dinámicas más íntimas del aula. En tercer lugar, al ser los códigos y categorías producto de la interpretación de una sola investigadora, existe la posibilidad de sesgos analíticos, mitigados en parte mediante la triangulación de fuentes y la contrastación con literatura especializada. Futuras investigaciones podrían ampliar la muestra a instituciones de distintos contextos socioeconómicos o explorar estas dinámicas en entornos híbridos o en línea para contrastarlas con los hallazgos aquí documentados.

CONCLUSIONES

Esta investigación permitió comprender que la motivación en el aprendizaje de lenguas es un fenómeno procesual y socialmente mediado. La motivación se fortalece cuando interacción, retroalimentación y autonomía convergen en un ambiente que genera confianza y acompañamiento. El análisis mostró, además, que la autonomía no se manifestó de forma homogénea en los tres grupos: A1 presentó una necesidad más visible de guía y validación docente, mientras que B1 y B2 mostraron mayores manifestaciones de independencia. Este contraste es descriptivo y no permite atribuir las diferencias exclusivamente al nivel lingüístico, pues también intervinieron condiciones particulares de aula y estilos docentes. Del mismo modo, la interacción colaborativa actuó como soporte emocional que redujo la ansiedad percibida y favoreció la participación.

En términos teóricos, los hallazgos permiten interpretar la motivación como un proceso situado y relacional. Esta no reside únicamente en el estudiante, sino que se configura en la relación entre prácticas pedagógicas, vínculos interpersonales y estructuras de apoyo presentes en el aula. Así, el aula se configura como un espacio de interacción donde la confianza, el reconocimiento y la autonomía gradual modelan la experiencia motivacional.

Finalmente, estos hallazgos acentúan la necesidad de que la práctica docente no se limite a la transmisión de contenidos lingüísticos, sino que incorpore intencionalmente estrategias de interacción significativa, retroalimentación formativa y diseño de tareas que promuevan agencia progresiva. Solo en esta articulación pedagógica intencionada, la motivación deja de ser un ideal abstracto y se convierte en un proceso observable y sostenible en el aula universitaria de lenguas.

La contribución específica de este estudio reside en ofrecer evidencia empírica localizada sobre las dinámicas motivacionales en un programa universitario de lenguas en México, contexto subrepresentado en la literatura especializada en EFL, documentando cómo la motivación se construye socialmente en aulas presenciales con estudiantes de nivel A1 a B2. A diferencia de los estudios internacionales revisados, que provienen principalmente de contextos asiáticos, europeos o latinoamericanos ajenos al escenario mexicano, este trabajo aporta datos situados que pueden orientar decisiones pedagógicas concretas para docentes y coordinadores de programas de enseñanza de lenguas en instituciones públicas de México.

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Phatic Production and Interlocutor Status: A mixed-methods study of pragmatic appropriateness in EFL academic WhatsApp interaction

Producción Fática y Estatus del interlocutor. Un estudio de métodos mixtos sobre la adecuación pragmática en la interacción académica por WhatsApp en inglés como lengua extranjera

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ABSTRACT

Conducted at the Facultad de Lenguas, Benemérita Universidad Autónoma de Puebla, this study examines whether the pragmatic appropriateness of EFL learners' phatic production in academic WhatsApp interactions differs by interlocutor status, and what this implies for instruction. Using a mixed-methods, cross-sectional design, the study analyzed 50 EFL learners' responses to a Discourse Completion Task by means of Wilcoxon signed-rank tests and qualitative interpretative analysis. Appropriateness was significantly higher toward professors than peers in openings and closings, but not in maintenance, revealing that learners' sociopragmatic sensitivity is concentrated in the ritualized acts of opening and closing interactions, while they struggle to moderate peer register in digital academic interaction.

KEY WORDS

Phatic production, pragmatic appropriateness, sociopragmatic competence, interlocutor status, academic WhatsApp interaction

RESUMEN

El presente estudio fue realizado en la Facultad de Lenguas de la Benemérita Universidad Autónoma de Puebla y examina si la adecuación pragmática de la producción fática de estudiantes de inglés como lengua extranjera (ILE) en interacciones académicas por WhatsApp difiere según el estatus del interlocutor, y qué implica esto para la enseñanza. Mediante un diseño transversal de métodos mixtos, el estudio analizó las respuestas de 50 estudiantes de ILE de una Tarea de Completamiento Discursivo (Discourse Completion Task, DCT) por medio de pruebas de rangos con signo de Wilcoxon y análisis cualitativo interpretativo. La adecuación fue significativamente mayor hacia los profesores que hacia los pares en las aperturas y los cierres,

pero no en el mantenimiento, lo que revela que la sensibilidad sociopragmática de los estudiantes se concentra en los actos ritualizados de apertura y cierre de las interacciones, mientras que tienen dificultades para moderar el registro entre pares en la interacción académica digital.

PALABRAS CLAVE

Producción fática, adecuación pragmática, competencia sociopragmática, estatus del interlocutor, interacción académica por WhatsApp

INTRODUCTION

In recent years, digital messaging has become a useful resource for foreign language learners, expanding learning outside the classroom to integrate knowledge into digital spaces learners already use to communicate. WhatsApp, among the most widely used instant-messaging applications, portrays this evolution: now it serves not only as a communication channel, but as a space for continuous interaction between students and professors where regular messaging is currently the norm (Tragant et al., 2022; Andújar & Salaberri-Ramiro, 2021). Consequently, this interaction acquires particular significance in the English as a Foreign Language (EFL) context, where learners must constantly modulate their register to the person they are addressing. In addition, much of the social work that sustains such exchanges is phatic: talk whose primary purpose is to establish, maintain and close contact rather than convey information (House & Kádár, 2023). This phatic communication does not consist of a single form; rather, it is organized into the ritualized acts of opening and closing an interaction and the ongoing maintenance of contact across its course (Laver, 1975; House & Kádár, 2022), and in digital messaging it is often accomplished through formulaic expressions and emojis (Aull, 2019; Toma, 2025).

Considering this, phatic production appropriateness is a matter of pragmatic competence, and specifically of sociopragmatic sensitivity since learners must judge what suits a given interlocutor and modulate their register accordingly. Nevertheless, these needs differ significantly by interlocutor status. Addressing a professor calls for an academic register attentive to the power asymmetry of the relationship (Economidou-Kogetsidis, 2023), whereas interaction with peers draws on a more informal register; research on messaging has shown that status-differential and solidary relationships indeed call for distinct phatic strategies (Aull, 2019; Toma, 2025). Yet pragmatics instruction in EFL tends to emphasize formal accuracy and high-status framing, although the social, contact-maintaining dimensions of interaction receive comparatively little attention (Economidou-Kogetsidis, 2023). How EFL learners manage this modulation in their own phatic production, and whether their appropriateness varies across the phases of an interaction and the status of their interlocutor, remains underexplored. While existing research heavily documents how learners execute isolated speech acts directed at institutional authorities, such as formal email requests (Ren & Liu, 2021), it remains unclear how they navigate the continuous phase-by-phase progression of a single digital interaction. As emphasized by Taguchi (2022), traditional L2 pragmatics has predominantly relied on isolated speech acts, leaving a gap regarding how learners manage sequential discourse. Furthermore, González-Lloret (2022) notes that synchronous and asynchronous instant messaging tools require dynamic moves that cannot be captured by analyzing individual turns. Consequently, we still do not know how learners systematically modulate their phatic choices across interactional phases (opening, maintenance and closing) when shifting between status conditions.

Accordingly, adopting a cross-sectional, comparative and interpretative design, this study examines:

1. Whether appropriateness differs according to interlocutor status across three interaction phases: opening, maintenance, and closing.
2. What the resulting patterns imply for pragmatic instruction.

Literature review

Phatic communion

The notion of phatic language originates with Malinowski (1923), who coined the term phatic communion for utterances whose purpose is not to transmit information but to create and sustain social bonds between interlocutors; that is to say, its value lies in the contact they establish, not in their propositional content. Jakobson (1960) later incorporated this insight into his model of language functions as the phatic function, defining it by its orientation toward the channel of communication, both the verbal and nonverbal means through which speakers confirm that contact has been opened, is being maintained, and can be closed. Together, these descriptions frame phatic language as relationally motivated and as inherently bound to the management of contact across an interaction.

Later, Laver (1975) gave this management an explicit structure. Examining the marginal phases of conversation, he showed that the tokens exchanged when opening and closing an encounter perform delicate interactional work rather than being meaningless or interchangeable. Laver further classified phatic tokens as neutral, self-oriented, or other-oriented with their selection being sensitive to the relationship between interlocutors. Thus, solidarity and status differential relationships favor different token types, an important point for the present research, since it locates interlocutor status at the heart of phatic production from the framework's foundation. More recently, House and Kádár (2022) have approached phatic interaction through the lens of speech acts, treating phatic moves as describable, conventionalized actions rather than as contentless categories.

This structure gains new relevance in digitally mediated communication. Miller (2008) describes an online phatic culture in which sustaining connection often takes priority over substantive content, and instant messaging is in this respect a markedly phatic medium. Because the prosodic and gestural resources that carry phatic meaning in speech are unavailable in text, phatic production is instead accomplished through formulaic expressions, punctuation, and emojis. For instance, studies of WhatsApp show that emoji function as phatic tokens whose distribution varies with the status of the relationship (Aull, 2019; Toma, 2025).

Phatic production and appropriateness

Producing phatic communion appropriately is not a matter of grammatical accuracy but of pragmatic competence, the ability to use language in ways that suit the social context. Within interlanguage pragmatics, this competence is conventionally divided into a pragmalinguistic dimension, the linguistic resources available for performing communicative acts, and a sociopragmatic dimension, the social judgments that govern when and toward whom those resources are appropriate (Leech, 1983; Thomas, 1983; Wang et al., 2024). Pragmatic appropriateness relates primarily to the latter as it concerns whether a learner's production fits the relationship, the setting, and the act being performed, rather than whether it is well structured.

A consistent finding across this literature is that pragmatic appropriateness develops slowly and unevenly, and that even advanced learners may command the relevant forms while misjudging

their social fit. In the academic register specifically, Economidou-Kogetsidis (2023) found that when advanced EFL learners evaluated student emails, they focused mainly on formality and structure, but ignored the relational signals that professors themselves consider important. This matters for phatic production, because phatic acts work to manage the relationship and maintain contact, and formality alone cannot accomplish that.

Research addressing phatic production in a second language directly remains scarce, and what exists has concentrated on email. Ren and Liu (2021), examining Chinese students' English gratitude emails to professors, showed that learners' phatic production is shaped by first-language preferences and that its sociopragmatic development is particularly difficult to achieve in foreign-language settings, where exposure to target-language norms is limited. Such findings establish phatic production as a genuine difficulty for EFL learners, yet they leave open how appropriately they manage it in asynchronous, informal digital media, and how that management shifts with interlocutor status.

To capture this dynamic, pragmatic appropriateness is operationally defined in the present study as a multidimensional construct since it encompasses both the sociopragmatic awareness needed to read contextual status hierarchies and the pragmalinguistic resources required to linguistically execute those choices.

Interlocutor status and register modulation

Interlocutor status is among the social variables most consistently shown to govern pragmatic choice. In the politeness tradition, the relative power between speaker and hearer, together with social distance and the imposition of the act, shapes how a message is appropriately framed (Brown & Gilman, 1972; Brown & Levinson, 1987). Addressing a higher-status interlocutor such as a professor ordinarily calls for greater indirectness, mitigation, and formality than addressing a peer, and competent users modulate their register as they move between such relationships.

For second-language learners, this modulation is demanding. Examining requests produced by Cypriot Greek learners of English across conditions defined by power and social distance, Karpava (2025) found that learners' sensitivity to these variables was real but uneven, with appropriate strategies surfacing in some configurations and not in others. The academic setting sharpens the difficulty, since learners must produce an institutionally appropriate register toward faculty while drawing on a markedly different one with classmates; as noted above, the formal, high-status end of this range appears more readily acquired than the relational flexibility the full range demands (Economidou-Kogetsidis, 2023).

These tendencies bear directly on phatic production, which Laver (1975) already showed to be status-sensitive. If learners manage formality more comfortably than relational nuance, their phatic production may prove appropriate toward professors yet fail with peers. Whether this asymmetry holds in digitally mediated interaction, where status is negotiated through a narrower set of resources, is the concern of the following section.

WhatsApp in academic EFL interaction

WhatsApp has become a common out-of-class channel in foreign language education, and a growing body of research documents its use for English learning, reporting that it extends participation beyond the classroom and is valued by learners as an accessible, low-pressure channel (Andújar & Salaberri-Ramiro, 2021; Mackay et al., 2021; Tragant et al., 2022). This work,

however, has concentrated largely on engagement, motivation, and learning outcomes rather than on what learners do pragmatically within the interaction channel. The gap is notable because the platform's features such as informality, quasi-synchronicity, and reliance on emoji and formulaic expressions place phatic production at the center of the interaction, yet how appropriately EFL learners manage that production toward different interlocutors has rarely been examined. The present study treats academic WhatsApp exchanges not as a learning aid but as a site of pragmatic performance.

Pragmatics instruction and the present gap

Despite broad evidence that pragmatic competence underpins communicative success, pragmatics instruction remains comparatively minimal in EFL classrooms, which continue to prioritize grammar and vocabulary (González-Lloret, 2022). Where it is addressed, instruction tends to center on formal accuracy and high-status framing, reinforcing the tendency to equate appropriateness with formality (Economidou-Kogetsidis, 2023), while the social and maintenance dimensions of interaction and the modulation of register toward less formal interlocutors receive far less attention.

Taken together, the literature establishes phatic communion as structured and status-sensitive, identifies phatic production as a recognized difficulty for EFL learners, and confirms WhatsApp as a primary academic site for it, while showing that instruction underserves precisely its relational dimension. What seems to remain unexamined is whether the pragmatic appropriateness of EFL learners' phatic production differs by interlocutor status across the opening, maintenance, and closing phases of academic WhatsApp interaction, the question this study addresses.

Research methodology

This research adopts an explanatory sequential mixed-methods design. Within this approach, the quantitative component establishes whether and where the pragmatic appropriateness of learners' phatic production differs by interlocutor status, while the qualitative component explains how those differences appear in the learners' actual production. The two components are complementary rather than parallel because the qualitative analysis elaborates the quantitative result, concentrating on the phatic functions in which significant differences emerge and examining how learners realize them. Consequently, the quantitative phase is based on a non-experimental, cross-sectional and comparative approach. It is non-experimental because the study elicited and observed learners' production without administering any instructional treatment or manipulating conditions; cross-sectional because the data were collected at a single point in time; comparative because its core analysis is a within-subjects comparison of two interlocutor conditions, student-professor (S-Professor) and student-peer (S-Peer), produced by the same participants. Finally, the qualitative component reconstructs the features underlying the differences observed.

The data analyzed here derive from the author's unpublished doctoral thesis. Importantly, the original data collection instrument, sampling procedures, and evaluation rubric were originally designed to capture interlocutor status variations, making them fully suitable for addressing the current inquiry. The original tasks prompted participants to interact with both an S-Professor and an S-Peer across 24 situations, and the evaluation rubric used to score these responses was developed during the doctoral thesis research. No modifications were made to the sample, data collection instruments, or scoring criteria for the present study; rather, this article introduces a new analytical plan. While the thesis examined the broader relationship between recognition

and production, this study compares pragmatic appropriateness scores across the interlocutor status variable.

The data consist of learners' written responses to a digital Discourse Completion Task (DCT), administered via Google Forms. The instrument comprised 24 scenarios situated entirely in an academic context. These scenarios were specifically designed to elicit phatic production across three phases: openings, maintenance, and closings. The situations simulated everyday university tasks, such as requesting assignment deadline extensions, inquiring about grades, notifying professors of absences, and coordinating collaborative group work. Though the contexts were varied to reflect authentic academic communication, the core operational variable remained the interlocutor status, requiring participants to imagine themselves interacting with either a professor or a peer under parallel conditions (see Table 1).

Table 1

Example of a DCT Scenario Layout and Sample Participant Response

Phatic function	Interlocutor status	Situation	Response
opening	S-Professor	1. It is Tuesday morning. You need to ask for a deadline extension from a professor you have never messaged before; however, the class was given the teacher's number for urgent matters. The relationship is strictly formal. Your message:	"Good morning teacher, sorry to bother you. I consider that I will not have enough time to end the assignment, it is possible to get a deadline extension? I wait for your answer, thank you." (P19)
opening	S-Peer	4. You missed yesterday's class. You message a classmate whom you have never spoken to face-to-face to ask for the notes, as you know this person is very responsible and always takes them. Your message:	"Hey dude, can I have yesterdays notes? Kinda missed class yesterday due to an issue, and it would help me out." (P18)

Note. P19 = Participant 19, P18 = Participant 18. The participants' responses are reproduced exactly as typed in the digital collection form.

For the quantitative analysis, the pragmatic productions were scored using a holistic Pragmatic Production Rubric, which summarizes each response on an ordinal scale. Each production was rated from 0 to 3 (see Table 2) with one score integrating pragmalinguistic and sociopragmatic appropriateness (Leech, 1983; Thomas, 1983), according to the models of communicative competence (Bachman, 1990) and recent research on L2 pragmatics (Taguchi, 2019). A holistic approach was adopted since both components are realized simultaneously in a single production, and the interlocutor reacts to the message as a whole. The criteria were adapted to the hybrid genre of academic WhatsApp (Pérez-Sabater, 2019; Tagg & Hu, 2017) and to politeness norms in asymmetrical (S-Professor) and symmetrical (S-Peer) relationships (Locher & Watts, 2005; Garcés-Conejos Blitvich, 2013).

Table 2

Rubric for Closing Sequences in Digital Pragmatic Production

3rd Dimension: Closings

Score	Level	Evaluation criteria	Sample
3	**Pragmatically appropriate**	**Pragmalinguistic appropriateness:** complete idiomatic closing sequence: expression of gratitude + confirmation of next step or an appropriate farewell; no abbreviations in a formal (S-Professor) context. **Sociopragmatic appropriateness:** register calibrated to the channel and the relationship; acknowledgement of the interlocutor's previous message when relevant; a closing that appropriately signals the end of the interaction.	*"Thank you for your understanding, Professor. I will make sure to check the platform for the homework and upload the activity before Friday. Best regards." (P20, S-Professor)* *"Thank you so much! I'll go now. Talk to you later!" (P16, S-Peer)*
2	**Partially appropriate**	**Pragmalinguistic appropriateness:** expression of gratitude is present, though in a slightly informal register for a S-Professor context; functional closing, but without the expected confirmation of next steps; incomplete closing sequence (missing name or farewell). **Sociopragmatic appropriateness:** recognizable intention to close; slight mismatch in acknowledging the interlocutor's status in S-Professor; minimal pragmatic transfer.	*"Thanks a lot." (P33, S-Professor)* *"Ok, thank you" (P35, S-Peer)*
1	**Minimum appropriate**	**Pragmalinguistic appropriateness:** use of abbreviations in a formal context; excessively colloquial expression in S-Professor; moderate pragmatic transfer from Spanish; partially recognizable intention to close. **Sociopragmatic appropriateness**: performance fails in core aspects of appropriateness for the context; register inappropriate for the relationship and the channel	*"Sure, teacher, thx!" (P15, S-Professor)* *"Okas bye!!!" (P49, S-Peer)*
0	**Inappropriate / No answer**	**Pragmalinguistic appropriateness:** complete absence of a closing signal; exclusive use of emojis or single-word tokens in a formal S-Professor context; blank response. **Sociopragmatic appropriateness:** response is pragmatically inappropriate in its entirety; message does not signal any intention to close the interaction.	*"✅" (P21, S-Professor)* *"bye." (P17, S-Peer)*

Note. S-Professor=Student-Professor, S-Peer=Student-Peer, P49=Participant 49, P35=Participant 35, P33=Participant 33, P21=Participant 21, P20=Participant 20, P17=Participant 17, P16=Participant 16, P15=Participant 15.

The DCT and the Pragmatic Production Rubric were submitted to expert review. Three experts took part: university professors and researchers with doctoral training in applied linguistics and pragmatics and experience in EFL teaching. They evaluated the clarity and authenticity of the scenarios, the correspondence of each scenario to its target phatic function and interlocutor status, as well as the clarity and discriminability of the score criteria. Following their evaluation, the syntax and semantics of some scenarios were refined, as well as the suitability of the scenarios and the descriptors of the scoring criteria.

The study was conducted in Puebla, Mexico, at the Facultad de Lenguas of the Benemérita Universidad Autónoma de Puebla, within the Licenciatura en la Enseñanza del Inglés. The communicative context under investigation is academic WhatsApp interaction (BA in English Language Teaching), specifically learners' exchanges with two types of interlocutors: their professors and their peers. Fifty participants were recruited through non-probabilistic convenience sampling. This strategy and sample size are appropriate for an exploratory comparative study of this kind; the implications for generalizability are addressed in the limitations section. The participants were 50 students in the fifth of eight semesters and their English proficiency ranged from A1 to C2. All participants provided informed consent, and their data were anonymized and coded P1–P50 to protect their confidentiality. Language proficiency is reported here strictly as a descriptive characteristic of the group and was not included as an inferential variable in the analysis. This decision aligns with the study's main objective, which focuses explicitly on evaluating structural variations driven by interlocutor status rather than tracking proficiency development. Nevertheless, it is acknowledged that this proficiency heterogeneity introduces considerable pragmalinguistic variability in the data obtained. Lower proficiency learners may possess the sociopragmatic awareness to differentiate status but lack the grammatical resources to realize it appropriately; meanwhile, higher proficiency learners command a wider repertoire of mitigation strategies. Consequently, this proficiency spread may expand the variance within the observed scores and represents a limitation in the generalization of the results that is further addressed in the limitations section.

The study followed an explanatory sequential logic, in which the quantitative component identified where the pragmatic appropriateness of learners' phatic production differed by interlocutor status, and the qualitative component interpreted how those differences were realized in the responses themselves (Creswell & Plano Clark, 2018).

For the quantitative component, each response was scored from 0 to 3 and grouped into subscores by phatic function (opening, maintenance, closing) and interlocutor condition (student-professor, student-peer). A Shapiro-Wilk test indicated that the score distributions deviated from normality, thus justifying a nonparametric approach. Three Wilcoxon signed-rank tests were therefore conducted, comparing student-professor and student-peer subscores within each function, with a Holm correction applied across the three comparisons and effect sizes calculated as $r = z/\sqrt{N}$, where N is the number of paired observations, that is, the 50 participants, each contributing one pair of scores (S-Professor and S-Peer). Given the nonparametric design, medians and interquartile ranges are reported as well. All quantitative analyses were carried out in IBM SPSS Statistics, Version 21.

Building on these results, the qualitative component focused on the functions in which appropriateness differed significantly by interlocutor status (openings and closings). That is, rather than quantifying the frequency of features, the analysis was interpretive and illustrative:

representative responses from student-professor and student-peer were selected and examined to characterize how learners modulated their phatic production across the two interlocutors. The codebook categories (greetings, address and titles, mitigation, anticipatory apology, status acknowledgment, gratitude, farewells, emoji, informal spelling, and L1 transfer) served as an analytic lens for this interpretation.

To ensure reliability, the coding scheme was defined a priori in a detailed codebook with definitions, inclusion and exclusion rules, and examples, while keeping a clear audit trail of analytical decisions (Lincoln & Guba, 1985, as cited in Nowell et al., 2017). Because this study required interpretative and exploratory analysis, a human researcher conducted the evaluation. Software was employed strictly for data preparation and initial surface feature recognition, followed by an in-depth researcher review (O'Connor & Joffe, 2020).

In addition, because the rubric criteria refer explicitly to the interlocutor status, the rater could not be blind to the condition in which each response was produced. This is acknowledged as a limitation: the scores, and therefore the reported differences, may reflect rater judgments or an expectancy effect favoring the professor condition and should be interpreted with this in mind.

Main findings

This section presents the findings in two complementary approaches. The first establishes statistically where the pragmatic appropriateness of learners' phatic production differs by interlocutor status, comparing student-professor and student-peer scores within each phatic function. The second turns from whether and where such differences occur to how learners realize them, examining their own production in the functions where the comparison proved significant. Taken together, the two parts trace a single pattern: a sociopragmatic sensitivity unevenly distributed across the phases of an interaction and the status of the interlocutor.

Quantitative findings

To address the quantitative phase of this explanatory sequential mixed-methods research, a Wilcoxon signed rank test was conducted. The purpose was to compare appropriateness variation according to the interlocutor status. Descriptive statistics and the Wilcoxon signed-rank results are summarized in Table 3.

Table 3

Descriptive Statistics and Wilcoxon Signed-Rank Comparison of Appropriateness by Interlocutor Status

Phatic function	Student-professor Mdn (IQR)	Student-peer	z	p	r
Opening	9 (8-10)	8 (7-8)	-5.14	< .001	.73
Maintenance	8 (7-8)	8 (8-8)	-1.23	.220	.17
Closing	8 (8-10.75)	8 (7-8)	-4.75	< .001	.67

Note. N = 50. Scores are summed appropriateness ratings per function and condition (range 0–12). Mdn = median; IQR = interquartile range. p values are two-tailed with Holm correction across the three comparisons. Effect size r = z/√N, where N = 50 is the number of paired observations.

Wilcoxon signed-rank tests showed that appropriateness ratings were significantly higher

toward professors than toward peers in both opening and closing moves. In openings, scores were higher in the S-Professor interaction (Mdn = 9, IQR = 8-10) than in the S-Peer interaction (Mdn = 8, IQR = 7-8), $z = -5.14$, $p < .001$, $r = .73$. In closings, although the medians were identical across both interactions (Mdn = 8), the S-Professor interaction (IQR = 8-10.75) showed a higher overall distribution than the S-Peer condition (IQR = 7-8). Furthermore, the within-participant comparison clearly favored the professor interaction with 30 of 50 participants scored higher toward professors and only 2 toward peers, $z = -4.75$, $p < .001$, $r = .67$. Maintenance moves, by contrast, showed no significant difference between interactions (S-Professor Mdn = 8, IQR = 7-8; S-Peer Mdn = 8, IQR = 8-8), $z = -1.23$, $p = .220$, $r = .17$.

Qualitative findings

The quantitative results showed that appropriateness was higher toward professors than peers in openings and closings, but not in maintenance. The following interpretation examines how this pattern took shape in the learners' own production, focusing only on those two functions (representative excerpts are presented in Table 4).

Toward professors, learners consistently produced elaborated, conventionalized phatic openings that combined a formal greeting, a status-marking address term, self-identification, and a mitigated request, frequently in the register of a formal email. P32 opened, "Good morning, Professor. This is Tania. Due to an urgent matter, would it be possible…" and P8 wrote, "Hello, Mr Smith: I hope this email finds you well…." Anticipatory apologies and deference recurred ("I apologize for messaging you here," P49; "I'm so sorry for interrupting your day," P35), along with well-wishes ("I hope you are having a good day," P41). These examples closely align with the formal academic register typically emphasized in the EFL classroom instruction, which may account for the high appropriateness observed toward professor interaction (Zhang et al., 2026).

Toward peers, the same learners markedly modulated their register.. Peer openings favored informal greetings with expressive lengthening (e.g., "Helloooo… pleaseeeee," P17; "Ethaaannnn!," P7), emoji, terms of solidarity and endearment ("bro," P13; "babe," P7; "baby," P8), and non-standard spelling ("thx," "plz,"). In most cases, this shift was successful, showing that learners draw a clear status-based distinction.

The lower appropriateness of the peer condition arose not from an absence of modulation but from its inconsistency. Some learners failed to modulate their pragmatic register, carrying a flat or abrupt register into peer exchanges that deviated from expected target norms for informal interaction and without the relational framing that sustains peer rapport (e.g., "UPLOAD YOUR PART or you r out" P31; "Hurry up 🙄" P50). According to the coding criteria detailed in the methodology, these tokens were classified as pragmatically non-target-like due to a lack of mitigating markers. Thus, where the professor register is conventionalized and, according to the literature, commonly emphasized in instruction, the peer register appeared improvised and variable, consistent with the finding that the formal, high-status end of the range is produced more reliably.

Closings showed the same asymmetry. Toward professors, learners closed with gratitude and a conventional farewell ("Thank you very much for the clarification, Professor. … See you in class on Monday," P20; "Thank you so much, teacher… have a nice day," P34). Toward peers, closings were briefer and more informal, often reduced to an abbreviation or an emoji ("Cu," P31; "Bye see yaaa ☝," P49; "Later bro!," P19). While usually appropriate, some peer closings were so minimal that they omitted the relational closure a peer exchange invites.

Table 4

Representative Excerpts of Phatic Production by Function and Interlocutor Status

Function	Interlocutor	Representative excerpt	Features
Opening	Professor	"Good morning, Professor. My name is Ethan from your seminary class. I am writing to respectfully request…" (P1)	Formal greeting; address/ title; self-identification; mitigation
Opening	Professor	"Hello, Mr Smith: I hope this email finds you well…" (P8)	Title; well-wishing; email register
Opening	Peer	"Hiii… Pleaseee" (P2); "Heyyyy kwennn!" (P8)	Informal greeting; expressive lengthening; slang
Opening	Peer	"Hi there, I need to ask you something" (P9)	Under-modulation; abrupt; minimal rapport
Closing	Professor	"Thank you very much, Professor. … See you in class on Monday." (P1)	Gratitude; conventional farewell
Closing	Professor	"Thank you, Teacher. Have a wonderful weekend!" (P2)	Gratitude; well-wishing farewell
Closing	Peer	"See u later!" (P2); "Later then 🤷‍♂️" (P5)	Abbreviation; emoji; minimal closing
Closing	Peer	"Bye bye baby" (P8)	Term of endearment; informal register

Note. Excerpts are reproduced verbatim and identified by participant code (P1–P50). Emoji appeared predominantly in the peer condition; traces of L1 Spanish transfer (e.g., "familiar troubles," P14; "see you on class," P3) surfaced across conditions.

Two patterns cut across both functions. First, emoji operated as a status-sensitive phatic token, clustering in the peer condition and appearing only occasionally toward professors (P7, P16), consistent with Aull (2019) and Toma (2025). Second, traces of L1 Spanish transfer surfaced in both conditions, for instance, "familiar troubles" (P14; cf. *problemas familiares*), "could you say me?" (P15; cf. *¿me podrías decir?*), "see you on class" (P3; cf. *te veo en clase*), "you're recognizing your errors" (P23; cf. *tú estás reconociendo tus errores*) and "thanks profe!" (P38), indicating that pragmalinguistic resources remained limited.

Taken together, the analysis suggests that learners' sociopragmatic sensitivity is found in the ritualized and explicit moves of opening and closing toward higher-status interlocutors, while their phatic production toward peers, though clearly differentiated, is less consistently appropriate, pointing to a register characterized by higher pragmatic variability and L1 influence.

Conclusions

This study set out to determine whether the pragmatic appropriateness of EFL learners' phatic production in academic WhatsApp interaction differs by interlocutor status, and what such a pattern implies for instruction. The results indicate that it does, but unevenly: appropriateness was significantly higher toward professors than toward peers in the opening and closing of interactions, while no significant difference emerged in maintenance. Learners' sociopragmatic sensitivity, in other words, is concentrated in the ritualized boundary moves that frame an exchange, while showing less differentiation by interlocutor in ongoing maintenance of contact.

The qualitative analysis clarified how this asymmetry arises. Toward professors, learners produced elaborated, conventionalized phatic moves (formal greetings, status-marking address terms, mitigation, gratitude, and conventional farewells) that closely mirror the academic register featured in instruction. Toward peers, they modulated their register markedly, drawing on informal greetings, emoji, and solidarity markers; yet this peer-directed production was less consistently appropriate, at times under-modulated and at times improvised. The picture that emerges is not one of learners who cannot modulate to their interlocutor, but of learners whose phatic production toward peers was less consistently appropriate than toward professors. Because the design is cross-sectional, this pattern describes performance at a single point in time and should not be read as evidence of developmental change

Main limitations of the study

Several limitations bound these conclusions. The data come from a non-probabilistic convenience sample of 50 students in a single teaching-degree program at one institution, so the findings are exploratory and not statistically generalizable beyond this context. Because production was elicited through a Discourse Completion Task, the responses represent what learners judge appropriate to write in simulated scenarios rather than their spontaneous behavior in authentic WhatsApp exchanges, which constrains ecological validity. The design is cross-sectional, so it captures a single moment and supports no developmental or causal claims; proficiency, which ranged widely across the sample, was treated as a descriptive characteristic rather than analyzed as a variable. Finally, the qualitative analysis was conducted by a single researcher working from an expert-validated codebook with a documented audit trail; while appropriate for an exploratory, interpretive study, the absence of an independent second coder means its findings should be read as interpretive rather than definitive. The same caution applies to the 0-3 scores used in the quantitative analysis: they were assigned by a single rater who could not be blind to interlocutor status, and no inter-rater reliability was estimated, so rater effects on the observed differences cannot be ruled out. The expert review of the instruments described above addressed content validity but not scoring reliability.

Main implications and impact of the research

The findings carry a clear pedagogical implication. If learners reliably produce the formal register expected toward authority but struggle to manage relational, peer-appropriate phatic production, then these findings suggest that EFL instruction could incorporate explicit attention to the relational dimension of interaction: how to open, sustain, and close exchanges appropriately across different interlocutors, including peers, and how digital resources such as emoji and informal markers operate as phatic tokens. Treating digitally mediated academic interaction, and WhatsApp in particular, as a legitimate site for pragmatic instruction would help close the gap between the register learners are taught and the range they need.

The study also contributes to research on second-language pragmatics. It extends work on phatic communion, until now concentrated on email, into asynchronous instant messaging, and it demonstrates the analytic value of distinguishing the opening, maintenance, and closing phases when examining appropriateness. By documenting status-sensitive phatic production in a Mexican higher-education EFL context, it adds evidence from a setting underrepresented in the literature. Future research could build on these results with naturalistic WhatsApp data, larger and more varied samples, developmental designs that track change over time, and independent second-coder validation and formal inter-rater reliability estimates for the 0-3 scores, along with closer attention to the maintenance phase that this study found least differentiated.

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Students' Perceptions Regarding the Development of Autonomous Learning Abilities by Working with Self-study Guides

La percepción de los estudiantes acerca del desarrollo de habilidades del aprendizaje autónomo al trabajar con guías de estudio

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ABSTRACT

This quantitative descriptive study explored university EFL students' perceptions of responsibility and their abilities associated with autonomous learning after working with self-study guides for one academic year. Twenty-six Mexican university students completed the first two sections of Chan et al.'s (2002) questionnaire on autonomous language learning. Descriptive analysis showed that participants perceived themselves as having considerable responsibility for several aspects of their learning, while greater responsibility for other aspects was attributed to the teacher. Participants also perceived themselves as more capable of performing some autonomous learning activities than others. Although descriptive differences between female and male participants were observed, no consistent gender-based pattern emerged. The findings suggest that self-study guides may provide opportunities for students to exercise responsibility and practice abilities associated with autonomous learning, although these perceptions vary according to the particular aspect of learning considered.

KEY WORDS

Self-study guides, autonomous learning, English as a foreign language, university students, autonomous learning skills.

RESUMEN

Este estudio cuantitativo descriptivo exploró las percepciones de estudiantes universitarios de inglés como lengua extranjera sobre su responsabilidad y sus habilidades asociadas con el aprendizaje autónomo después de trabajar con guías de autoestudio durante un año académico. Veintiséis estudiantes universitarios mexicanos respondieron las dos primeras secciones del

cuestionario sobre aprendizaje autónomo de Chan, Spratt y Humphreys (2002). El análisis descriptivo mostró que los participantes se percibieron con una responsabilidad considerable en varios aspectos de su aprendizaje, mientras que se atribuyó al docente una mayor responsabilidad en otros aspectos. Los participantes también se percibieron más capaces de realizar algunas actividades de aprendizaje autónomo que otras. Aunque se observaron diferencias descriptivas entre mujeres y hombres, no se identificó un patrón consistente relacionado con el género. Los hallazgos sugieren que las guías de autoestudio pueden brindar oportunidades para que los estudiantes ejerzan responsabilidad y practiquen habilidades asociadas con el aprendizaje autónomo, aunque estas percepciones varían según el aspecto particular del aprendizaje considerado.

PALABRAS CLAVE

guías de auto-estudio, aprendizaje autónomo, inglés como lengua extranjera, estudiantes universitarios, habilidades del aprendizaje autónomo.

Introduction

Developing autonomous learning skills can help university students take greater responsibility for their learning and continue learning beyond their formal education. Crabbe (1999) contends that when students learn autonomously, they learn from the successful and unsuccessful experiences they have, which can help them to develop better learning strategies and become better learners in the future. Thanasoulas (2000) affirms that the implementation of autonomous learning at school can foster the development of the ability to deal with the rapid changes in life. This can assist students in overcoming the challenges brought about by these changes more easily. Educational institutions can play an important role in creating learning experiences that foster independent learning, the development of autonomous learning skills, and students' responsibility for their own learning (Dofs & Hobbs, 2011). One way to provide students with opportunities to exercise greater responsibility for their learning is through the use of self-study guides.

Self-study guides have been used for a long time, and their outcomes have been studied for several decades (Conderman & Hedin, 2017). Study guides can help students learn different types of content and become more analytical and independent learners (Gore, 2004). The results of a study conducted by Dofs and Hobbs (2011) indicated that students considered the guides helpful in developing aspects associated with autonomous learning, such as metacognitive awareness and the acquisition of new learning strategies. Teachers participating in the study also considered that the guides assisted students in becoming more independent and successful learners.

Previous research suggests that self-study guides can provide opportunities for students to assume greater responsibility and exercise skills associated with autonomous learning. However, further research is needed to understand which aspects of their learning students perceive themselves as responsible for and how they perceive their ability to perform activities associated with autonomous learning after working with these materials. Examining these perceptions is relevant because students may not perceive themselves as equally responsible or capable across all aspects of autonomous learning. Therefore, this study aimed to explore university EFL students' perceptions of their responsibility and abilities associated with autonomous learning after working with self-study guides for one academic year. Using a quantitative descriptive design, the study also explored possible differences between female and male participants' perceptions of responsibility and their self-reported abilities associated with autonomous learning.

Literature Review

Self-study guides definition

Self-study guides are instructional aids that help students construct their own knowledge (Hollingsead et al., 2004). They can also help students focus their attention on important content and support their learning of course material (Conderman & Bresnahan, 2010). They can involve and engage students in their learning process (Anderson & Pearson, 1984; Blake & Young, 1995; Ciborowski, 1995), as well as facilitate learning due to their flexibility (Salyer et al., 2002). These guides can be either printed or digital and allow students to use learning materials in the way they find most convenient, which may help them understand the content and complete the activities included to achieve learning (Garcia Aretio, 2014; Garcia Hernandez & de la Cruz Blanco, 2014; Hollingsead et al., 2004). The principal objective of study guides is to facilitate learning. This is done by including relevant information, organized learning activities and materials, and guidance for students' learning (Khabaz-Mafinejad et al., 2014). Furthermore, Harden et al. (1999) indicate that study guides play the role of a tutor that supervises and guides the work students do.

Autonomous Learning

Autonomous learning has been defined in different ways. Holec (1981) affirmed that, in this approach to learning, students can control their own learning. Other researchers have written definitions considering their contexts, learners, and situations (Littlewood, 1996); nevertheless, these are not very different from the one given by Holec. There is agreement that a certain level of independence is given to students, that they are responsible for some or many aspects of their learning, and that they should be able to make decisions regarding their learning and its process (Benson, 2011; Boggu & Sundarsingh, 2019; Reinders & White, 2011). Therefore, regardless of how autonomous learning is defined, it has been agreed that in this type of learning students are able to make choices and are given some responsibility and independence regarding their learning. Because autonomous learning is a process, students may gradually develop greater responsibility and independence as they become more autonomous in their learning.
It is relevant to point out that students do not usually become autonomous automatically or quickly; they may need assistance to do so (Alonazi, 2017). Holec (1981) contended that teachers are responsible for helping students reach this goal. Little (2007) suggests helping students learn how to learn so that they can develop the skills and knowledge needed to become more autonomous learners. The goal is to guide students to be good guessers, to become aware of their learning styles and effective learning strategies, to be active in their learning, to not be afraid to use the target language to communicate, to be open to feedback, and to be able to establish learning goals and perform the actions needed to reach them (Orawiwatnakul & Wichadee, 2017; Thanasoulas, 2000).

Why do self-study guides help to foster autonomous learning?

Self-study guides can contribute to the development of skills needed to become autonomous learners. The findings of a study conducted by Khabaz-Mafinejad et al. (2014) showed that self-study guides assisted participants in managing their learning process. Furthermore, it was also found that students agreed that study guides helped them develop autonomous learning skills and recommended the use of these learning materials. The results of an investigation by Dofs and Hobbs (2011) regarding the effects of self-study guides used for language learning showed that these materials aided the planning of learning, the development of language

skills, awareness raising, and making students more responsible for their learning. These study guides were used at a self-access center, where they helped learners reach the goals they had established for themselves, plan their learning endeavors, and develop reflective skills. Some participants mentioned that they gained awareness regarding how to study on their own and how to establish learning goals. According to Harden et al. (1999), these materials are designed to help students organize and manage their learning. Therefore, students may have opportunities to make decisions about certain aspects of their learning, such as when and how to complete learning activities. This provides them with some control over their learning, which, according to Holec (1981), is one of the main tenets of autonomous learning.

Research suggests that self-study guides foster independent learning. Khabaz-Mafinejad et al. (2014) contend that the independent learning skills of medical students improved after learning with study guides. The findings from a study conducted by Isabeles Flores et al. (2023) also suggested that participants became more independent in their learning because they had opportunities to exercise control over their learning and the materials employed to do so. The freedom they were given while using study guides contributed to this perception. Garcia Aretio (2014) states that self-study guides can support independent learning by giving students greater freedom over aspects of their learning. These findings suggest that greater independence in learning may provide students with opportunities to make their own decisions, an important ability associated with autonomous learning. These materials give students the opportunity to learn by themselves; nevertheless, when this happens, they are guided by the study guides and, if needed, receive assistance from a teacher (Garcia Hernandez & de la Cruz Blanco, 2014). In other words, study guides can provide scaffolding that helps students work towards their learning goals with varying degrees of teacher assistance, potentially contributing to the development of learner autonomy.

Research suggests that self-study guides can contribute to the development of some skills needed in autonomous learning, such as awareness raising, planning, and reflection (Dofs & Hobbs, 2011); however, further research is needed to explore other skills that may be developed through working with study guides. In addition, previous research suggests that study guides can help students become more responsible for their learning (Cass Zubiria et al., 2022; Dofs & Hobbs, 2014); nevertheless, further research is needed to explore which aspects of learning students perceive themselves as responsible for when working with these guides. This is what the present study intended to investigate.

Objectives and research questions

The purpose of this study was to examine university students' perceptions of responsibility for their EFL learning and their self-reported abilities to perform learning activities associated with autonomous learning after working with self-study guides for one academic year. The study also explored whether these perceptions differed between male and female participants.

The research questions that guided this investigation were:

- **RQ1.** After working with self-study guides for one academic year, how do students perceive their own responsibility for different aspects of their EFL learning?
- **RQ2.** After working with self-study guides for one academic year, how do students perceive their teacher's responsibility for different aspects of their EFL learning?
- **RQ3.** After working with self-study guides for one academic year, how do students perceive their ability to perform learning activities associated with autonomous language learning?

RQ4. What differences, if any, are observed between male and female participants' perceptions of responsibility and their self-reported abilities associated with autonomous language learning?

Research Methodology

This study employed a quantitative research approach and a descriptive research design to examine students' perceptions of responsibility for their EFL learning and their self-reported abilities related to autonomous learning after working with self-study guides for one academic year. Quantitative data were collected through selected sections of a questionnaire (Chan et al., 2002) and analyzed using descriptive statistics to identify patterns in participants' responses.

Research Context and Participants

The study was conducted at the School of Foreign Languages at the University of Colima, a public university in the state of Colima, Mexico. The BA in Language Teaching requires students to attain a C1 level of English and a B2 level of French by graduation.

The participants were 26 university students enrolled in B2 English courses in the BA in Language Teaching. They were sophomore, junior, and senior students between 19 and 22 years of age. Of the 26 participants, 22 (84.6%) were female and 4 (15.4%) were male. None selected the "Do not want to say" response option. Convenience sampling was used because participants were enrolled in B2 English classes taught by two members of the research team. The two teacher-researchers implemented the self-study guides as part of the students' regular English coursework.

Self-Study Guides and Implementation

The materials used in the study were formative-independent self-study guides (Olson et al., 2008). These guides were designed to organize learning content and required learners to work independently on tasks using the resources and scaffolding provided to facilitate their work (Wood, 2005).

During the academic year, students completed 12 self-study guides designed by the teachers of the B2 English courses, six during each semester. Students were generally given between two and three weeks to complete each guide. The guides included vocabulary, grammar, reading, and writing tasks and provided students with opportunities to work independently on different aspects of their English learning. Students could organize when and how they worked on the guides within the time established for their completion. Although students were expected to complete the tasks independently this did not mean that they had to work in isolation; they could use the resources and scaffolding provided in the guides to support their work. Some exercises included answer keys that allowed students to check and evaluate their own work. Upon completion, each guide was submitted to the teacher, who checked and graded the student's work.

Instrument

Data were collected using selected sections of the questionnaire developed by Chan et al. (2002) to investigate tertiary students' views of autonomous language learning. For this study, Sections 1 and 2 of the original questionnaire were used because they focused on students' perceptions of responsibility and their perceived abilities related to autonomous learning. The resulting instrument consisted of 24 items organized into two sections.

The first section, Responsibilities, consisted of 13 items examining participants' perceptions of responsibility for different aspects of their English learning. For each item, students separately rated both their own responsibility and their teacher's responsibility using a five-point Likert-type scale ranging from Not at all to Completely. The items addressed aspects such as ensuring progress, identifying weaknesses, determining learning objectives, selecting learning activities and materials, and evaluating learning (Chan et al., 2002).

The second section, Abilities, consisted of 11 items examining participants' perceived ability to make decisions and perform activities associated with autonomous language learning. These included choosing learning activities, objectives, and materials; evaluating their learning; identifying weaknesses; deciding what to learn next; and determining the amount of time to spend on learning activities. Participants rated their perceived ability on a five-point Likert-type scale ranging from Very poor to Very good (Chan et al., 2002).

The questionnaire also collected demographic information regarding participants' year of study and gender.

Data Collection Procedure

Data were collected on the last day of classes, after students had worked with the self-study guides throughout the academic year. Although completion of the self-study guides formed part of the students' regular coursework, participation in the research was voluntary. The paper-based questionnaire was administered during class by a B2 English teacher who was not a member of the research team. Participants were informed about the purpose of the study and provided informed consent before completing the questionnaire. Participants were also assured that any personal information provided would be treated confidentially. Although students could voluntarily provide their telephone numbers if they were interested in participating in further research, this contact information was excluded from the dataset used for the present study. They were also informed that their decision to participate and their responses would not affect their English course grades. The questionnaire took approximately 30 minutes to complete.

Data Analysis

Questionnaire responses were analyzed using descriptive statistics to identify patterns in participants' perceptions of responsibility and their self-reported abilities associated with autonomous language learning. Descriptive statistics are appropriate for organizing, summarizing, and presenting quantitative data in a way that facilitates the identification of patterns within a dataset (Alabi & Bukola, 2023; Ghanad, 2023). Frequencies were calculated for the response categories of each questionnaire item. Responses from male and female participants were also compared descriptively to identify differences in their perceptions of responsibility and their self-reported abilities associated with autonomous language learning.

Main Findings

The results from the questionnaire are presented in three sections. The first two present the findings regarding responsibility and participants' perceived abilities. These sections present students' perceptions of responsibility for different aspects of their English learning and their self-reported abilities associated with autonomous learning after working with self-study guides for one academic year. The third section presents the findings from comparing the responses from women and men who participated in this study regarding these two aspects.

Responsibility

Table 1 presents participants' perceptions regarding their own responsibility and that of their teacher for different aspects of learning English.

Table 1

Students' Perceptions of Responsibility for Different Aspects of English Learning, by Gender

Whose responsibility is to...	Scale	General (26 participants)		Women (22 participants)		Men (4 participants)	
		Yours	Teacher	Yours	Teacher	Yours	Teacher
1. make sure you make progress during lessons?	Not at all						
	A little						
	Somewhat	1	4	1	4		
	Mainly	9	9	9	5		4
	Completely	16	12	12	12	4	
	Total Responses	**26**	**25**	**22**	**21**	**4**	**4**
2. make sure you make progress outside class?	Not at all		3		3		
	A little		5		3		2
	Somewhat	2	8	2	8		
	Mainly	5	2	5	2		
	Completely	19	6	15	5	4	1
	Total Responses	**26**	**24**	**22**	**21**	**4**	**3**
3. stimulate your interest in learning English?	Not at all						
	A little		2		2		
	Somewhat	4		4			
	Mainly	12	8	9	7	3	1
	Completely	10	14	9	11	1	3
	Total Responses	**26**	**24**	**22**	**20**	**4**	**4**
4. identify your weakness in English?	Not at all						
	A little		1		1		
	Somewhat	2	2	2	2		
	Mainly	11	8	9	5	2	3
	Completely	13	14	11	13	2	1
	Total Responses	**26**	**25**	**22**	**21**	**4**	**4**
5. make you work harder?	Not at all	1	1	1	1		
	A little						
	Somewhat	3	4	2	2	1	2
	Mainly	10	11	8	9	2	2
	Completely	12	9	11	9	1	
	Total Responses	**26**	**25**	**22**	**21**	**4**	**4**
6. decide the objectives of your English course?	Not at all	3		3			
	A little	7		5		2	
	Somewhat	4	2	4	2		
	Mainly	6	5	4	4	2	1
	Completely	4	19	4	16		3
	Total Responses	**24**	**26**	**20**	**22**	**4**	**4**

7. decide what you should learn next in your English lessons?	Not at all	7		7			
	A little	1		1			
	Somewhat	5		3		2	
	Mainly	8	5	6	5	2	
	Completely	2	21	2	17		4
	Total Responses	**23**	**26**	**19**	**22**	**4**	**4**
8. choose what activities to use to learn English in your English lessons?	Not at all	4		4			
	A little	4		4			
	Somewhat	7		4		3	
	Mainly	5	4	4	3	1	1
	Completely	3	21	3	18		3
	Total Responses	**23**	**25**	**19**	**21**	**4**	**4**
9. decide how long to spend on each activity?	Not at all	4		4			
	A little	5		5			
	Somewhat	3		2		1	
	Mainly	7	8	4	5	3	3
	Completely	6	18	6	17		1
	Total Responses	**25**	**26**	**21**	**22**	**4**	**4**
10. choose what materials to use to learn English in your English lessons?	Not at all	3	1	3			1
	A little	5	2	5			2
	Somewhat	9	2	6	2	3	
	Mainly	3	4	2	3	1	1
	Completely	3	17	3	17		
	Total Responses	**23**	**26**	**19**	**22**	**4**	**4**
11. evaluate learning?	Not at all	3		3			
	A little	4		3		1	
	Somewhat	7		7			
	Mainly	6	4	4	3	2	1
	Completely	4	21	3	18	1	3
	Total Responses	**24**	**25**	**20**	**21**	**4**	**4**
12. evaluate your course?	Not at all	5		5			
	A little	4		4			
	Somewhat	8		6		2	
	Mainly	3	2	2	2	1	
	Completely	4	24	3	20	1	4
	Total Responses	**24**	**26**	**20**	**22**	**4**	**4**
13. decide what you learn outside class?	Not at all		6		6		
	A little	1	3		2	1	1
	Somewhat	3	7	2	6	1	1
	Mainly	5	4	5	2		2
	Completely	17	4	15	4	2	
	Total Responses	**26**	**24**	**22**	**20**	**4**	**4**

Note. Values represent the number of participants selecting each response category. The total sample comprised 26 students (22 women and 4 men). Response totals may vary because of unanswered items.

Participants were asked who they thought was responsible for making sure they made progress during lessons and outside class. Regarding progress during lessons, 16 participants considered themselves completely responsible, nine mainly responsible, and one somewhat responsible. Regarding the teacher's responsibility, 12 participants considered the teacher completely responsible, nine mainly responsible, and four somewhat responsible. One participant did not answer the item concerning the teacher's responsibility.

In relation to making sure they made progress outside class, 19 participants considered themselves completely responsible, five mainly responsible, and two somewhat responsible. Regarding the teacher's responsibility, six participants considered the teacher completely responsible, two mainly responsible, eight somewhat responsible, five a little responsible, and three not at all responsible. Two participants did not answer the item concerning the teacher's responsibility.

Regarding who participants considered was responsible for stimulating their interest in learning English, 10 participants considered themselves completely responsible, 12 mainly responsible, and four somewhat responsible. Regarding the teacher's responsibility, 14 participants considered the teacher completely responsible, eight mainly responsible, and two a little responsible. Two participants did not answer the item concerning the teacher's responsibility.

When asked to state who they believed was responsible for identifying their weaknesses in English, 13 participants considered it completely their responsibility, 11 mainly their responsibility, and two somewhat their responsibility. Regarding the teacher's responsibility, 14 participants considered the teacher completely responsible, eight mainly responsible, two somewhat responsible, and one a little responsible. One participant did not answer the item concerning the teacher's responsibility.

Participants were also required to give their opinions regarding who was responsible for making them work harder. Twelve participants considered themselves completely responsible, 10 mainly responsible, three somewhat responsible, and one not at all responsible. Regarding the teacher's responsibility, nine participants considered the teacher completely responsible, 11 mainly responsible, four somewhat responsible, and one not at all responsible. One participant did not answer the item concerning the teacher's responsibility.

Participants were asked who they thought should decide the objectives of the English course. Four participants considered themselves completely responsible for making this decision, six mainly responsible, four somewhat responsible, seven a little responsible, and three not at all responsible. Two participants did not answer this item. Regarding the teacher's responsibility, 19 participants considered the teacher completely responsible, five mainly responsible, and two somewhat responsible.

Regarding who should decide what should be learned next in their English lessons, two participants considered themselves completely responsible, eight mainly responsible, five somewhat responsible, one a little responsible, and seven not at all responsible. Three participants did not answer this item. Regarding the teacher's responsibility, 19 participants considered the teacher completely responsible, five mainly responsible, and two somewhat responsible.

Participants were also asked who they considered should choose the activities used to learn English in their classes. Three participants considered themselves completely responsible, five mainly responsible, seven somewhat responsible, four a little responsible, and four not at all responsible. Three participants did not answer this item. Regarding the teacher's responsibility,

21 participants considered the teacher completely responsible and four mainly responsible. One participant did not answer the item concerning the teacher's responsibility.

With reference to how long students should spend on each activity, six participants considered themselves completely responsible for making this decision, seven mainly responsible, three somewhat responsible, five a little responsible, and four not at all responsible. One participant did not answer this item. Regarding the teacher's responsibility, 18 participants considered the teacher completely responsible and eight mainly responsible.

When asked who they thought was responsible for choosing the materials used to learn English in their lessons, three participants considered themselves completely responsible, three mainly responsible, nine somewhat responsible, five a little responsible, and three not at all responsible. Three participants did not answer this item. Regarding the teacher's responsibility, 17 participants considered the teacher completely responsible, four mainly responsible, two somewhat responsible, two a little responsible, and one not at all responsible.

Finally, participants gave their opinions regarding who was responsible for evaluating their learning and the English course. Regarding the former, four participants considered themselves completely responsible for evaluating their learning, six mainly responsible, seven somewhat responsible, four a little responsible, and three not at all responsible. Two participants did not answer this item. Regarding the teacher's responsibility, 21 participants considered the teacher completely responsible and four mainly responsible. One participant did not answer the item concerning the teacher's responsibility.

In relation to evaluating the English course, four participants considered themselves completely responsible, three mainly responsible, eight somewhat responsible, four a little responsible, and five not at all responsible. Two participants did not answer this item. Regarding the teacher's responsibility, 24 participants considered the teacher completely responsible and two mainly responsible.

In addition, participants' opinions were gathered in relation to who was responsible for deciding what to learn outside class. Seventeen participants considered themselves completely responsible, five mainly responsible, three somewhat responsible, and one a little responsible. Regarding the teacher's responsibility, four participants considered the teacher completely responsible, four mainly responsible, seven somewhat responsible, three a little responsible, and six not at all responsible. Two participants did not answer the item concerning the teacher's responsibility.

These results indicate that participants perceived themselves as having considerable responsibility for several aspects of their learning, particularly making sure they made progress during and outside lessons, stimulating their interest in learning English, identifying their weaknesses, making themselves work harder, and deciding what to learn outside class. On the other hand, participants attributed greater responsibility to the teacher for deciding the objectives of the English course, deciding what should be learned next, choosing learning activities and materials in class, deciding how long to spend on activities, and evaluating their learning and the English course. Overall, the findings indicate that participants' perceptions of responsibility varied according to the particular aspect of learning considered.

Abilities

The second section of the questionnaire inquired about participants' perceptions regarding their ability to perform different actions that are common in autonomous learning. Table 2 presents the results obtained in this section.

Table 2

Participants' Self-Reported Abilities Associated with Autonomous Learning

If you have the opportunity, how good do you think you would be at...	Participants	Very Poor	Poor	OK	Good	Very Good	Total
14. choosing learning activities in class?	General		2	10	8	6	**26**
	Female		2	9	6	5	**22**
	Male			1	2	1	**4**
15. choosing learning activities outside class?	General		1	3	15	7	**26**
	Female			3	13	6	**22**
	Male		1		2	1	**4**
16. choosing learning objectives in class?	General		4	9	7	5	**25**
	Female		4	8	5	4	**21**
	Male			1	2	1	**4**
17. choosing learning objectives outside class?	General		2	8	11	5	**26**
	Female		2	5	11	4	**22**
	Male			3		1	**4**
18. choosing learning materials in class?	General		5	4	10	6	**25**
	Female		5	3	7	6	**21**
	Male			1	3		**4**
19. choosing learning materials outside class?	General		2	5	12	6	**25**
	Female		2	4	10	5	**21**
	Male			1	2	1	**4**
20. evaluating your learning?	General		3	8	8	7	**26**
	Female		3	8	4	7	**22**
	Male				4		**4**
21. evaluating course?	General	2	2	12	4	6	**26**
	Female	2	1	10	3	6	**22**
	Male		1	2	1		**4**
22. identifying your weakness in English?	General		2	4	13	7	**26**
	Female		1	3	12	6	**22**
	Male		1	1	1	1	**4**
23. deciding what you should learn next in your English lessons?	General		2	11	10	3	**26**
	Female		2	9	8	3	**22**
	Male			2	2		**4**
24. deciding how long to spend on each activity?	General		2	11	9	4	**26**
	Female		2	9	7	4	**22**
	Male			2	2		**4**

Note. Values represent the number of participants selecting each response category. The number of responses may vary across items because some participants did not answer every question. *N = 26.*

When asked how good they considered themselves at choosing learning activities in class, six participants considered themselves very good, eight good, 10 okay, and two poor. None of the participants considered their ability very poor. Regarding choosing learning activities outside class, seven participants considered themselves very good, 15 good, three okay, and one poor.

Regarding their ability to choose learning objectives in class, five participants considered themselves very good, seven good, nine okay, and four poor. None rated their ability as very poor. One participant did not answer this item. In relation to choosing learning objectives outside class, five participants considered themselves very good, 11 good, eight okay, and two poor. None rated their ability as very poor.

Regarding their ability to choose learning materials in class, six participants considered themselves very good, 10 good, four okay, and five poor. None rated their ability as very poor. One participant did not answer this item. In relation to choosing learning materials outside class, six participants considered themselves very good, 12 good, five okay, and two poor. None rated their ability as very poor. One participant did not answer this item.

Regarding their ability to evaluate their own learning, seven participants considered themselves very good, eight good, eight okay, and three poor. None rated their ability as very poor. In relation to evaluating the English course, six participants considered themselves very good, four good, 12 okay, two poor, and two very poor.

Regarding their ability to identify their weaknesses in English, seven participants considered themselves very good, 13 good, four okay, and two poor. None rated their ability as very poor.

Regarding their ability to decide what they should learn next in their English lessons, three participants considered themselves very good, 10 good, 11 okay, and two poor. None rated their ability as very poor.

Regarding their ability to decide how long to spend on each learning activity, four participants considered themselves very good, nine good, 11 okay, and two poor. None rated their ability as very poor.

Findings show that participants generally perceived themselves positively in several of the abilities associated with autonomous learning. The strongest perceptions were found in choosing learning activities outside class and identifying their weaknesses in English. More than half of the participants also perceived themselves as good or very good at choosing learning materials both in and outside class and choosing learning objectives outside class. Their perceptions were less positive regarding choosing learning objectives in class, deciding what they should learn next, deciding how long to spend on learning activities, and evaluating the English course. Evaluating the English course received the fewest good or very good ratings. Overall, the results suggest that participants' perceptions of their abilities varied according to the particular aspect of autonomous learning considered.

Comparison of results across genders

The responses of the 22 female and four male participants were compared descriptively to explore possible differences in their perceptions of responsibility and their self-reported abilities associated with autonomous learning. Regarding responsibility, although some differences were observed between the two groups across individual items, these patterns should be interpreted

cautiously because of the unequal group sizes, particularly the small number of male participants. However, both female and male participants also attributed considerable responsibility to the teacher for several aspects of learning. Overall, no consistent pattern indicating clear gender-based differences in perceptions of responsibility was observed.

Regarding their self-reported abilities associated with autonomous learning, female and male participants generally reported positive perceptions across several of the activities examined, although some descriptive differences were observed. Female participants reported particularly positive perceptions regarding choosing learning activities outside class and identifying their weaknesses in English. Among male participants, choosing learning materials in class received three good ratings, while the responses to the remaining items varied. Overall, no consistent pattern indicating that one group perceived itself as more capable than the other was observed. Given the unequal group sizes, particularly the small number of male participants, these differences should be interpreted cautiously and are presented only as descriptive patterns.

Discussion

The results indicate that after learning with self-study guides for one year, participants perceived themselves as having considerable responsibility for several aspects of their learning, including making sure they made progress during and outside lessons, stimulating their interest in learning English, identifying their weaknesses, making themselves work harder, and deciding what to learn outside class. On the other hand, participants attributed greater responsibility to the teacher for deciding the objectives of the English course, deciding what should be learned next, choosing learning activities and materials in class, deciding how long to spend on activities, and evaluating their learning and the English course. These findings suggest that participants did not perceive themselves as equally responsible for all aspects of their learning. Becoming responsible for one's own learning is a major tenet of autonomous learning (Boggu & Sundarsingh, 2019). The findings therefore suggest that participants perceived themselves as assuming responsibility for some aspects associated with autonomous learning, although the degree of responsibility varied according to the particular aspect considered.

It is important to point out that the researchers did not expect all participants to adapt to autonomous learning after working with self-study guides for one year. Implementing autonomous learning takes time (Alonazi, 2017), particularly when it entails changes in students' established learning habits. One possible explanation for the participants' tendency to attribute greater responsibility to the teacher for classroom decisions may be their previous experiences with more teacher-centered approaches to language learning. However, participants' previous learning experiences were not examined in this study; therefore, this interpretation should be considered cautiously.

Regarding how participants felt about performing activities common in autonomous learning, their perceptions varied according to the particular ability considered. They perceived themselves particularly positively in choosing learning activities outside class and identifying their weaknesses in English. They also generally perceived themselves positively regarding choosing learning materials both in and outside class and choosing learning objectives outside class. However, their perceptions were less positive regarding choosing learning objectives in class, deciding what they should learn next, deciding how long to spend on learning activities, and evaluating the English course. These findings are partially consistent with Isabeles Flores et al. (2023), whose participants perceived themselves as becoming more independent when working with self-study guides because they had greater opportunities to control aspects of their

learning. Similarly, Dofs and Hobbs (2011) found that self-study guides supported skills associated with autonomous learning, including planning, awareness raising, and reflection. The findings of the present study, however, suggest that participants did not perceive themselves as equally capable across all aspects associated with autonomous learning.

The findings regarding responsibility also show both similarities and differences with previous research. Cass Zubiria et al. (2022) and Dofs and Hobbs (2014) found that working with self-study guides helped students become more responsible for their learning, while Khabaz-Mafinejad et al. (2014) reported improvement in students' independent learning skills after using study guides. In the present study, participants also perceived themselves as responsible for several aspects of their learning; however, this responsibility was not perceived equally across all aspects. Participants perceived considerable personal responsibility for making progress during and outside lessons, stimulating their interest, identifying their weaknesses, making themselves work harder, and deciding what to learn outside class. In contrast, greater responsibility was attributed to the teacher for decisions concerning course objectives, what should be learned next, classroom activities and materials, time spent on activities, and evaluation. Thus, the present findings are consistent with previous research concerning self-study guides and learner responsibility, while also suggesting that students may perceive different degrees of responsibility depending on the particular decision involved.

Regarding gender, some descriptive differences were observed in participants' perceptions of responsibility and their self-reported abilities; however, no consistent pattern indicating clear gender-based differences emerged. These findings should be interpreted cautiously because of the unequal group sizes and particularly the small number of male participants. Further research with larger and more balanced samples would be necessary to examine whether gender is associated with students' perceptions of responsibility or their perceived abilities related to autonomous learning.

Limitations of the Study

One limitation of this study was that it focused only on participants' perceptions regarding responsibility and abilities related to autonomous learning. Therefore, the investigation did not examine whether students actually improved their English language proficiency or developed autonomous learning skills as a result of working with self-study guides. In addition, because data were collected only after participants had worked with the self-study guides, without a pre-intervention measure or comparison group, it was not possible to determine whether their perceptions or abilities changed as a result of using the guides. Data were also collected only through a questionnaire, which limited the possibility of obtaining more detailed information about students' experiences while learning with these materials. Another limitation was that students worked with the self-study guides for only one academic year, which may not have been enough time for them to become accustomed to taking greater responsibility for their learning. In addition, the unequal number of female and male participants, particularly the small number of male participants, limits the conclusions that can be drawn from the gender comparison. Finally, the study was conducted with a small sample of students in a specific educational context, which limits the extent to which the findings can be generalized to other educational settings.

Future research could address these limitations by examining students' perceptions and autonomous learning abilities before and after working with self-study guides and, when possible, including a comparison group. The use of interviews, learning journals, or classroom observations could also provide more detailed information about how students experience responsibility

and decision-making while working with these materials. Future studies could also examine the use of self-study guides with larger samples and in different educational contexts. Studies examining gender differences should include larger and more balanced groups of female and male participants.

Main Applications and Impact of the Research

The main findings of this study have implications for teaching and learning. Teachers who are interested in helping students become more autonomous in their learning can introduce self-study guides to give students some control over their learning. Because students can decide when and how they work on the guides within the time established for their completion, these materials provide opportunities to practice some behaviors associated with autonomous learning. Although this strategy cannot be expected to make students fully autonomous in their learning, it may provide opportunities for them to take greater responsibility for some aspects of their learning. This research contributes knowledge regarding students' perceptions of responsibility and their perceived abilities related to autonomous learning after working with self-study guides. These findings are relevant because they highlight the potential of self-study guides as a tool that teachers may use to provide opportunities for autonomous learning.

Conclusions

Based on the results obtained, it can be concluded that, after learning English as a foreign language with self-study guides for one academic year, participants did not perceive themselves as equally responsible for all aspects of their learning. They perceived themselves as having considerable responsibility for several aspects of their learning, while greater responsibility for other aspects was attributed to the teacher. Similarly, participants perceived themselves as more capable of performing some activities associated with autonomous learning than others. Their strongest self-perceptions included choosing learning activities outside class and identifying their weaknesses in English, while their perceptions were less positive regarding other abilities, particularly evaluating the English course, choosing learning objectives in class, deciding what they should learn next, and deciding how long to spend on learning activities.

These findings suggest that students' perceptions of responsibility and their perceived abilities associated with autonomous learning may vary according to the particular aspect of learning involved. These findings are consistent with the notion that implementing autonomous learning is a process that takes time (Alonazi, 2017). Regarding gender, some descriptive differences were observed in the perceptions of female and male participants regarding both responsibility and abilities; however, no consistent pattern indicating clear gender-based differences emerged. These findings should be interpreted cautiously given the small and unequal gender groups. Overall, the findings provide insight into how university EFL students perceive their responsibility and abilities related to autonomous learning after working with self-study guides and suggest that these materials may provide opportunities for students to exercise greater responsibility and practice abilities associated with autonomous learning.

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La Responsabilidad: un valor comunitario fundamental en la formación académica en lenguas indígenas

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RESUMEN

En el presente ensayo se analiza el valor de la responsabilidad en el ámbito de la formación académica universitaria. Es interesante estudiar los valores con los que se forma un estudiante de nivel licenciatura en conjunto con los que convive en su comunidad indígena. Esta contrastación nos ayudará a identificar, a lo largo del desarrollo académico, como se va transformando al alumno, dando como resultado, una formación íntegra para su futuro desempeño profesional, lo cual, si no se fortalece, el hoy estudiante corre el riesgo de tener un desempeño laboral cuestionable, porque, como resultado, dejará de realizar sus actividades en tiempo y forma, lo cual repercutirá en posibles pérdidas en su centro de trabajo. Para evitar estos escenarios, es necesario fortalecer los valores como la responsabilidad en los estudiantes y añadir sus conocimientos comunitarios con los valores de los que es partícipe en su cultura.

PALABRAS CLAVE:

Valor comunitario; responsabilidad; desempeño académico; cultura.

Introducción

En México, se han ampliado los derechos de los niños y estudiantes en todas las escuelas por mandato constitucional, que protege a los alumnos en su derecho a la educación laica, gratuita y libre de violencia. Con la reforma a estos derechos de las infancias en el ámbito educativo, se limita cualquier tipo de "corrección" y se evita que los niños puedan llegar a ser, en sentido extremo, golpeados o agredidos tanto en la familia como en el centro educativo por incumplimiento de actividades o tareas escolares; sin embargo, al no existir el desarrollo del valor de la responsabilidad, y al no aplicarse un grado de disciplina, deja que los alumnos puedan incurrir en irresponsabilidad en la realización de sus actividades educativas.

Y con estas directrices sobre la educación en deberes, también se va debilitando la responsabilidad, en cuanto a lograr que el niño se discipline y se integre en las actividades familiares y educativas, justificándose en las leyes que lo protegen, porque se ha llegado a responder a lo que coloquialmente se conoce como "al tu por tu", esto es, a contradecir cualquier medida de disciplina por parte de sus mayores, maestros y demás personas en autoridad que lo

quieran corregir en la comunidad. Así que es necesario hacer comprender al alumno la necesidad de incorporar valores como la responsabilidad en su formación académica y familiar para que en un futuro no se enfrente a sus consecuencias negativas en la sociedad de la que forma parte, ya que, muchas veces el profesionista no ejerce su carrera o trabaja en la comunidad, si no fuera de ella, y ahí se rigen con otras normas y valores, y en donde el contexto social y laboral no son tan tolerantes como en la comunidad.

Es así que, para empezar, la responsabilidad académica, valor formativo en el nivel de licenciatura, es la capacidad que tiene el estudiante para asumir el control de su propio proceso de aprendizaje, pasando de ser un receptor pasivo a un agente proactivo que interactúa con el conocimiento, lo que implica que debe analizar los aciertos y los errores propios, para ajustar estrategias, retroalimentar sus aprendizajes y redefinir sus habilidades profesionales, implementando los valores comunitarios de responsabilidad, puntualidad, compromiso y respeto.

Desarrollo

En el nivel universitario, la responsabilidad se refiere al desarrollo autónomo de los estudiantes en sus estudios y conocimientos, que profundicen en los temas, "los estudiantes que asumen este compromiso interactúan de manera activa con el aprendizaje, responden a la retroalimentación y refinan sus habilidades", así que, la responsabilidad se convierte en un valor fundamental en el estudiante porque fortalece su integridad académica. Por esa razón, "una cultura responsable valora los esfuerzos de las personas por aprender y crecer, en lugar de solo alcanzar buenas calificaciones", y se centra en la práctica de sus conocimientos adquiridos (Marks, 2025).

De esta manera, Marks (2025) enfatiza la importancia que el estudiante otorga a su formación académica, y se manifiesta al poner sus prioridades por encima de ser solo un numero en la matrícula de su institución educativa, lo cual muchas veces solo queda ahí, en una matrícula. De ahí que cuando los alumnos solo se preocupan por sacar buen promedio, y ser unos alumnos de laboratorio, dejan de ser alumnos que tienen visión en su carrera, buscando aplicar sus conocimientos en el campo que les competen. Así, el resultado es tener un profesional sin competencias que se conforma solo con cumplir un horario nada más.

Es necesario revertir ese fenómeno para bien de todos aquellos jóvenes que han dejado de lado su preparación académica por diversas dificultades u obstáculos, los cuales han impedido el término de su preparación académica. Sin embargo, con el solo hecho de poner en práctica su valor de la responsabilidad, los estudiantes no se quedan estancados, sino que sobresalen en lo que realizan, por ejemplo, en su empleo o en las actividades de su comunidad con su gente.

López Zavala (2013) también menciona que es indispensable que el estudiante asuma su rol de profesional socialmente responsable, ya que solo así podrá descubrir su principal objetivo o meta, lo cual, es el de ser un ejemplo en la aplicación de los valores que lo forman, incluso en la comunidad. El estudiante deberá aplicar valores como la ética y la responsabilidad con la convicción del buen desempeño de su profesión sin afectar a terceros y sin dejar de lado sus buenos valores, tanto en las organizaciones de las cuales será parte, el área de trabajo donde realizará sus actividades profesionales o en la comunidad en la que se desenvuelve, comprendiendo y poniendo en práctica los valores en su entorno, el reto que conlleva la aplicación como profesional en cualquier ámbito en que se desenvuelva.

De igual manera, la responsabilidad en una persona le abre los caminos en su vida, le ayuda a obtener el triunfo y le permite el progreso con los demás, ya que es una forma de comprometerse

y ser el constructor de su propia felicidad. También es un signo de madurez y muchas veces se necesita ser acompañado de la humildad para eliminar el egoísmo, ya que al ser un valor que repercute en la personalidad está vinculada al esfuerzo y a la dedicación cotidiana, y busca el progreso de su formación social en la educación comunitaria.

Debemos tener en cuenta que los jóvenes estudiantes no solo se forman académicamente, sino que, se realizan como personas que un día serán comuneros, jefes de manzana, jefes de tenencia o incluso presidentes de su municipio, y para que esto pueda suceder, deben estar bien formados tanto académicamente, psicológicamente, espiritualmente y en sus valores; ya que la responsabilidad interviene en todo los ámbitos, y desde edades tempranas son guiados, encaminados, y en la juventud se terminarán de formar, y lo demuestran en el momento de escoger su licenciatura, al ser jóvenes que entregan sus trabajos en tiempo y forma, llegan puntualmente a cualquier evento académico o social.

Lo contrario es la irresponsabilidad, un antivalor o conducta antiética (Medina-Perrazo y Leiva-Sanchez, 2023). En este caso, implica, por ejemplo, un alumno que muchas veces cuestiona a sus mayores como los maestros, a quienes desobedece, incumple en sus actividades académicas y está renuente en clase, o incluso solo está en el salón con una actitud de "solo por cumplir", lo cual es necesario corregir de forma temprana para no llegar a los extremos de una deserción del educando.

Así, en nuestras comunidades originarias, una persona que no tiene los valores es imposible que pueda ser escogido para participar en actividades como padrino de bautizo, de matrimonio, o ser algún carguero. De esta manera, es tan importante la responsabilidad, porque al ser parte de la comunidad se participa en las colectas para las fiestas, y todo tipo de celebraciones solo por el hecho de pertenecer a la comunidad. Pero, si la persona presenta antivalores, éstos son un obstáculo para su realización personal y educativa, al igual que es rechazado en la organización de la comunidad.

Al respecto, Karchmer K. (2022) sostiene que "Los signos de los tiempos 'no son placenteros'. Por todas partes y casi todas horas escuchamos esta frase, con que se pretende justificar un sinnúmero de actitudes, de alteraciones del orden; de decadencia de los valores morales; el desenfreno que no tiene barreras, la falta de respeto, de justicia, de Derecho, de jerarquía" (p. 1).

Como puede verse, Karchmer K. (2022) coincide con mostrar que en la actualidad se presentan todo tipo de excusas que posiblemente son el resultado de los antivalores, porque la mayoría no quiere aceptar que los valores son la base de las buenas acciones, de los buenos frutos, de los buenos resultados, en todos los ámbitos de la vida. Y es necesario actuar con responsabilidad, porque si no hacemos nada todos los resultados nos llevarán como sociedad a la decadencia social, ya que solo se buscará el bien personal a costa del perjuicio de los demás, sin observar que se está perdiendo por un bien temporal. Y es tarea de los educadores hacer consciente al estudiante para que pueda revertir esta situación y juntos buscar un mejoramiento colectivo que traiga consigo un bien común tanto educativo como en su comunidad de origen.

Conclusión

En conclusión, podemos retomar que un estudiante es una persona que requiere de acompañamiento en su formación tanto personal como social, para que en el futuro sea una persona respetable, y no desperdicie los sacrificios que hacen los padres para su formación, y todo lo que espera un padre al tener un hijo estudiante, lo cual se da por servido cuando éste se

gradúa con una profesión.

Así también, la comunidad de la que proviene se involucra en su formación para que un ciudadano sea una persona de bien, un buen comunero, padre, hijo, vecino, pareja, y en un futuro formador con los que se convivirá en la comunidad, participando en las fiestas de la comunidad, dando sus cooperaciones, respetando acuerdos en las asambleas y ser partícipe de las faenas que se soliciten; todo esto porque se actuó de manera consciente y a tiempo para corregir al alumno que se ha formado en un seno comunitario.

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Implementation of Effective Strategies to Develop Oral Expression in English as a Foreign Language in Undergraduate Students

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ABSTRACT

This educational intervention addresses difficulties in oral expression among undergraduate Physical Education students at the University of Colima who are evaluated through the B1 Preliminary (PET) speaking exam. Diagnostic data collected from students and teachers revealed that anxiety, limited communicative practice, and low confidence significantly hinder oral performance. In response, a six-week intervention grounded in Communicative Language Teaching and Sociocultural Theory was designed and implemented. The intervention integrates task-based speaking activities, peer interaction, and scaffolded support aligned with the academic context of students. The project aims to enhance fluency, confidence, and communicative competence in English within a public higher education setting.

KEYWORDS: Speaking, undergraduate studets, anxiety, English

SUMMARY:

This intervention project focuses on addressing the persistent difficulties in oral expression in English as a Foreign Language (EFL) among undergraduate students in the Physical Education and Sports program at the University of Colima, Mexico. Although students are evaluated each academic term using the B1 Preliminary (PET) speaking examination, institutional evidence shows that many students struggle to meet the expected standards, particularly in terms of fluency, confidence, pronunciation, and interaction competence. These challenges are linked to limited exposure to communicative English, high levels of speaking anxiety, large mixed-ability classes, and few opportunities for meaningful oral practice.

The project followed a qualitative intervention design beginning with a diagnostic phase. Data were collected through two questionnaires administered to students and English teachers, aiming to identify perceptions of the speaking exam, readiness f students, and factors affecting oral performance. Findings highlighted psychological barriers, linguistic limitations, and instructional constraints as key elements hindering speaking proficiency.

Based on this diagnosis, it was designed and implemented a six-week instructional intervention within regular English class hours. The intervention is theoretically grounded in Communicative Language Teaching (CLT) and Sociocultural Theory (SCT), with particular emphasis on the Zone of Proximal Development (ZPD). It integrates task-based speaking activities such as role plays, peer interviews, storytelling, and interactive games, all contextualized to the professional reality of Physical Education students. Activities follow a structured sequence of pre-task preparation, collaborative task performance, and post-task reflection and feedback.

The intervention seeks to foster a supportive learning environment that promotes active participation, peer collaboration, and scaffolded oral practice. By situating language use in authentic, discipline-related contexts, the project aims to enhance communicative competence in students, reduce speaking anxiety, and improve their performance in formal oral assessments within public higher education.

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LINGUA MINDS
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Braille Awareness for Language Teachers

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Valeria Balanzar owns a BA in Music - Voice. She studied in Lausanne, Switzerland (HEMU) and worked in the Phoniatrics and Speech therapy department in the CHUV. She is a certified paramedic from the ASS. Deeply engaged with diverse teaching techniques, Ms. Balanzar is a self-taught Braille literacy system teacher, and a Mexican Sign Language self-taught student as well. Being herself in the Autistic Spectrum Disorder, inclusion has always been a way of living and fighting for her, so everyone can have the same opportunities of understanding and empathy in life.

ABSTRACT

This workshop introduces participants to the fundamentals of Braille literacy system, focusing on tactile reading, basic symbols, and inclusive communication. Through hands-on activities, attendees will experience how Braille supports accessibility, empathy, and educational inclusion, promoting awareness and practical skills for inclusive learning environments.

KEYWORDS: Braille literacy, Braille system, inclusive education, visual impairment, accessibility.

SUMMARY:

This workshop introduces participants to the Braille literacy system, a tactile writing and reading method that enables people who are blind or visually impaired to access written information and communicate independently.

Participants will explore the basic concepts and theoretical principles of Braille, including its structure, the six-dot cell, and the combinations used to represent letters, numbers, punctuation marks, and other symbols. The workshop will also address the importance of Braille literacy in promoting inclusive education, accessibility, and equal opportunities for people with visual impairments.

Through practical activities, participants will have the opportunity to become familiar with Braille characters, practice identifying dot patterns, and develop introductory skills in reading and

writing using this system. These exercises will help connect theoretical knowledge with practical application.

The workshop will conclude with a question-and-answer session, providing participants with an opportunity to clarify concepts, share their experiences, and discuss the challenges and opportunities associated with Braille literacy.

By the end of the workshop, participants are expected to have a foundational understanding of the Braille system, its practical applications, and its essential role in fostering independence, communication, and social inclusion.

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Braille litteracy system.

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LINGUA MINDS
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MEN In Action: songs, games, AI and active pauses for inclusive language classrooms

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ABSTRACT

This hands-on workshop introduces the MEN framework (Mindfulness, Emotions, and Neurosciences) as a practical approach to designing joyful, inclusive, and humane language classrooms in the age of artificial intelligence (AI). Addressing teacher and student fatigue caused by heavy curricula and technological pressure, the session combines brief theoretical insights with experiential activities such as breathing techniques, chants, games, active pauses, and collaborative design tasks. Participants will explore how mindfulness, emotional awareness, and basic neuroscience principles can reduce anxiety, support neurodiversity, and enhance engagement. AI tools are presented as supportive assistants rather than replacements for teacher creativity. The workshop concludes with the creation of a small, ready-to-use MEN classroom toolkit.

KEYWORDS: Mindfulness, emotional awareness, neuroscience, inclusive education, artificial intelligence.

SUMMARY:

This hands-on workshop introduces the MEN framework (Mindfulness, Emotions, and Neurosciences) as a practical approach to creating joyful, inclusive, and humane language learning environments in the age of artificial intelligence (AI).

Recognizing the fatigue experienced by teachers and students due to demanding curricula and increasing technological pressures, the workshop combines theoretical insights with experiential activities designed to promote well-being, engagement, and meaningful learning. Participants will explore practical strategies, including breathing techniques, chants, educational games,

active pauses, and collaborative design tasks.

Through these activities, participants will discover how mindfulness, emotional awareness, and fundamental neuroscience principles can help reduce anxiety, accommodate neurodiversity, and foster positive classroom experiences. The session will also examine the role of AI tools as supportive resources that enhance teaching practices while preserving teachers' creativity, professional judgment, and human connection with students.

The workshop concludes with the collaborative creation of a practical MEN classroom toolkit featuring ready-to-use activities and strategies that participants can adapt to their own teaching contexts.

By the end of the workshop, participants will be equipped with practical resources to promote emotional well-being, inclusive participation, and student engagement, while integrating technology thoughtfully and maintaining a human-centered approach to language education.

CIEX JOURNAL

FOREIGN LANGUAGE CENTER "IGNACIO MANUEL ALTAMIRANO" CALLS TO PUBLISH IN ITS TWENTY FOURTH ISSUE OF THE CIEX JOURNAL "INNOVATION AND PROFESSIONAL DEVELOPMENT" (INTERNATIONAL AND REFEREED. NOW ALSO IN LATINDEX, SECIHTI AND GOOGLE SCHOLAR)

This call is addressed to: Professors – Researchers, graduate students from any Bachelor of Arts in English Letters and Masters in Language Teaching and Applied Linguistics programs, and any researchers and scholars who wish to publish research articles, research essays, or thesis results, all related to topics of the Journal: Language Teaching and Learning, Applied Linguistics, Values, and Culture.

The sections of the Journal are:

- Research Papers: Graduates' & teachers' voices – National and international research articles.
- Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- Personal Development and Growth: Moral Values and Culture Essays.

The guidelines for writing and presenting the proposals are described below:

1. **Title:** in English and in Spanish.

2. **Summary** (in English and Spanish, 150 words), containing the following aspects:
   a) **Introduction:** This section describes the context where the research was carried out, the reason why the research was carried out, and the importance of the study.
   b) **Purpose:** Here the writer states and explains the research objectives, intentions, questions, or hypothesis.
   c) **Research method:** In this part, the author mentions and justifies the research approach and method that were selected, briefly describes the subjects, the context, and the research procedures, as well as the instruments that were used for the data collection.
   d) **Results:** Here, the writer presents the main findings, the degree to which the research objectives were reached, and the answers to the research questions.
   e) **Conclusion:** This section presents the main conclusions, the importance of the findings, considering the contribution to the theory, the research area, or professional practice, and suggesting practical uses of the results, as well as possible applications for further research.

3. **Body of the article:**
   a) **Key words.** Five, in English and Spanish.
   b) **Introduction:** It presents the research topic area, and the research topic, mentioning if it is descriptive, explanatory, evaluative, correlational, interpretative, etc. Also, it emphasizes the research problem.
   c) **Literature review:** It presents the main terms, concepts, theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years after their publication, except from those classical research works.
   d) **Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
   e) **Describe the research method:** case study, phenomenology, action-research, classroom research, longitudinal research, transversal research, experimental research, cause-experimental research, etc.
      - Describe the **data type** (describe and justify the data base, universe, or sample, etc.)
      - Characterize the **subjects** (describe the participants in the research).
      - **Context** (describe the geographic and institutional context where the research was carried out).
      - **Instruments** (describe the research instruments used to collect information and data).
      - **Data analysis** (explain the way the data was systematized and analyzed).
   f) **Main findings.** Synthesize, present, interpret, and argue the most significant results found and the proposal, if the case of developing one.
   g) **Conclusions.** Describe the main conclusions generated from the answers to the research questions.
   h) **Main limitations of the study** (related to the geographical or institutional context, or knowledge area and the research process).

i) **Main implications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.

Topics for the articles:
Topics of the articles should be recent and relevant for the academic community and should address one of the following research lines.

1. Language learning and teaching theories
2. Language professional competencies
3. Language teaching approaches and methods
4. Alternative language learning and teaching theories
5. Curriculum design: design of language programs
6. Design, selection, and adaptation of language teaching materials and activities
7. Language learning evaluation
8. Language and culture
9. Human values in language teaching
10. Personal development and growth in language professionals
11. Research and professional development
12. Educational technology in languages

Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 18 to 55 pages, including references (from 3000 to 5000 words approximately).
- Containing at least 20 references in APA 7th edition.

Languages: The articles can be written in English or Spanish.

The editorial process includes a review by a strict pair of "blind" reviewers and using Plagius software to verify that ethical standards are respected and that there is no plagiarism in any of the documents. Then, authors are advised to verify the submissions including the call elements and format in advance.

The evaluation of submissions starts in the editorial process, which may end in declining submissions if they do not match the call and format requirements. When the editorial board accepts a submission, it continues to the double-blind peer review process as the final evaluation with the following results:

a) Accept Submission or Accept Submission with Modifications
b) Revisions Required or Resubmit for Review
c) Decline Submission

It is important to mention that if a blind reviewer declines the article or essay, it will not be accepted.
The proposals are uploaded to the platform in Word format without the authors' names.
The proposals need to be sent with an attached Word file containing a 100-word authors' biodata.
In addition, authors need to add the declaration of originality in Word format and signed.

Please upload the articles on the CIEX JOURNAL
WEBSITE: http://journal.ciex.edu.mx
Deadline to send the proposals: February 28th, 2027.
Editor: Hugo Enrique Mayo Castrejón, M.A. - ciex.journal@gmail.com

LICENCIATURA EN INGLÉS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS Y LINGÜÍSTICA APLICADA

CONVOCATORIA

El Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano”

CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** (Modalidades: Presencial y/o en línea) 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 2027-2028, presentando el examen de admisión que se realizará mediante previa cita hasta el 31 de agosto de 2027, 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 en 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 en 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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