



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**“Enhancing autonomous German language learning in University
students: The case of CELE students”**

**A thesis submitted to the Faculty of Languages for the degree
of**

LICENCIADA EN LA ENSEÑANZA DEL INGLÉS

By

Dalia Mejía Pérez

Thesis director

Dr. Celso Pérez Carranza



PUEBLA, PUE.

OTOÑO 2025



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas



“Enhancing Autonomous German Language Learning in University Students: The case of CELE students”

Tesis presentada para obtener el grado de:
Licenciatura en la Enseñanza del Inglés

Presenta:

Dalia Mejía Pérez

Director de Tesis:

Dr. Celso Pérez Carranza

Otoño 2025

Puebla, Puebla

BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA
FACULTAD DE LENGUAS

**“Enhancing autonomous German language learning in University
students: The case of CELE students”**

This thesis has been read by the members of the committee of

Dalia Mejía Pérez

And it is considered worthy of approval in partial fulfillment of the requirement for the
degree of

Licenciatura en la Enseñanza del Inglés

THESIS DIRECTOR



DR. CELSO PEREZ CARRANZA

COMMITTEE MEMBER



DRA. MARIA DEL CARMEN
CASTILLO SALAZAR

COMMITTEE MEMBER



MTRA. VERONICA LEZAMA DE
JESUS

PUEBLA, PUE.

Otoño 2025

TABLE OF CONTENTS

Front page	i
Table of contents	ii
List of graphs, tables and figures	iii
Acknowledgements	iv
Abstract	v

CHAPTER I: INTRODUCTION

1.1 Description of the problem	9
1.2 Rationale	10
1.3 Main research question	12
1.4 Subsidiary research questions	12
1.5 Purpose of the study	12
1.6 Delimitations	12
1.7 Organization of the thesis	13

CHAPTER II: LITERATURE REVIEW

2.0 Introduction	14
2.1 Self-learning and language learning	14
2.1.1 Motivation and language learning	16
2.1.2 Self-confidence and language learning	19
2.2 Strategies in language learning	19
2.2.1 Metacognitive language learning strategies	20
2.2.2 Self-regulation	23
2.2.3 Communication strategies	24
2.2.4 Social strategies	25
2.3 Learning styles and language learning	26
2.4 Language learning strategy models	28
2.4.1 Multiple intelligences and language learning	35
2.5 Language learning theories	37
2.5.1 Cognitive theory	37
2.5.2 Bruner's theory	38
2.6 The importance of German language learning	39
2.7 Challenges in German language learning for Spanish speakers	40
2.8 Learning German autonomously	42

CHAPTER III: METHODOLOGY

3.0 Introduction	43
3.1 Research instance	43
3.2 Research participants	43
3.3 Research context	44
3.4 Research instruments	44
3.4.1 Piloting	45
3.5 Research procedures	46
3.6 Conclusion	46

CHAPTER IV: ANALYSIS AND INTERPRETATION OF THE RESULTS

4.0 Introduction	48
4.1 Strategies that allow students to improve the skills in German language based on teachers' perception	48
4.2 Learning styles to improve skills in German language based on teachers' perception	50
4.3 The advantages of autonomous learning	51
4.4 The way German language teachers foster autonomous learning	52
4.5 Tasks that teachers use to promote autonomous German language learning	53
4.6 German language skills that are more benefited through autonomous learning	55
4.7 Class observation TCH1	55
4.8 Class observation TCH2	56
4.9 Class observation TCH3	58
4.10 Strategies that allow students to improve the skills in German language based on students' perception	59
4.11 Learning styles to improve skills in German language based on students' perception	60
4.12 The advantage of autonomous learning	61
4.13 The way German language students foster autonomous learning	62
4.14 Tasks that students use to promote autonomous German language learning	63
4.15 German language skills that are more benefited through autonomous learning	64
4.16 Chapter conclusion	65

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction	66
5.1 General conclusions	66

5.2 General suggestions	66
5.3 The implications of the study	67
5.4 Limitations of the study	68
5.5 Recommendations for further research	68
5.6 Chapter conclusion	68
References	69

APPENDIXES

Appendix 1. Interview for German teachers	71
Appendix 2. Interview for students	71
Appendix 3. Class observation	72

LIST OF TABLES

Table 4.1 Class observation TCH1	56
Table 4.2 Class observation TCH2	57
Table 4.3 Class observation TCH3	59

Acknowledgements

I want to thank all the people who have supported me during this process in my life starting to my parents, Adolfo Mejia and Victoria Perez who have been my biggest motivation and from whom I have received all the support to make this dream come true and to whom I want to dedicate these words of gratitude, love and respect. Since this achievement is not only mine but theirs as well.

I would also like to thank my sister Elizabeth and my brothers Victor and Ismael for all the support that they have given me during my degree. They have encouraged me to keep going because they have also been part of the fulfillment of this dream and because they celebrate my achievements as their own, each one of them has been my role model. At the same time, I thank my uncle and aunt who gave me great support and opened the doors of a new path to continue and improve as a person.

I also want to thank those friends who were part of this stage in my life, with whom I had academic experience and personal growth and for the experiences we were able to share together.

Finally, I would like to thank my thesis director Dr, Celso Perez Carranza for supporting me and guiding me through this learning and teaching process to carry out this project, as well as the committee members, Dra. Maria del Carmen Castillo Salazar and Mtra. Veronica Lezama de Jesus who took the time, dedication, valuable experience and observations that have contributed significantly to the improvement of this research project.

Abstract

The purpose of the present investigation is to stimulate autonomous learning in students and identify the strategies that teachers implement in class to improve the skills of German language. This is qualitative research, since the data will be obtained through the opinion and experience of the participants. The participants are three teachers and three students from German language of different levels that will allow obtaining the data for this investigation. The instruments that will be applied in this investigation are an interview and a class observation. The analysis of the data will be in sections analyzing the answers of the participants according to each item. The limitations of this investigation were the lack of experience of doing research, the time to apply the instruments and the small number of participants to obtain the information that will help to carry out this investigation.

CHAPTER I: INTRODUCTION

1.1 Description of the problem

Social and political events in the last two decades of this century has led to change students' and teachers' role in their learning process. Existing literature indicates that with the use of the new technologies more and more individuals are taking control of their own learning process. This approach has been widely used all over the world and it is known as self-direct learning which is closely related to autonomy. For Holec (1981) autonomy is defined as the person's ability to assume the responsibility of his/her own learning. This responsibility includes, for example, determining his/ her own objectives, evaluating his /her own learning outcomes.

Other researchers consider that self-learning is the learning method carried out by the student by himself/herself. Carrying out this process, allows the student to obtain knowledge, develop skills, as well as to know the limitations that the student has and about the attitudes by collecting the necessary information on their own being self-taught in terms of the activities to do to learn.

According to Guadarrama and Maldonado (2017), learning is a lifelong process, which allows us to develop and acquire knowledge that contributes to our adaptation and self-realization as people. The means and forms we use evolve with us and have to do with the goals or purposes we want to achieve. Thus, if we are aware of our self-learning, we will be active and responsible for our comprehensive and quality training as men and women.

As expressed above, this learning skill requires factors for it to be carried out successfully, such as responsibility, to be able to meet the objectives established in accordance with the student, permanent learning by establishing a learning routine in the student's daily life and independent study where the student must have discipline, organization and turn studying into a habit that is constantly applied to meet the objectives.

This skill allows the student to solve problems on their own without the need for a teacher guide, they begin to be more self-disciplined and obtain a positive personality regarding their own learning.

Self-learning is currently a very important method for learning a foreign language, since in this way it allows for better development and management of the language.

Self-learning is not a widely used method in schools, nor by students outside of it, however, since the beginning of the pandemic (COVID 19) where the educational field was one of the main

areas affected because it was interrupted the activities to which the student was accustomed, so the students were forced and in the need to find their own learning methods, since they found difficulties in understanding the topics taught by the teachers and that affected their learning and their academic development.

The students had to develop little autonomy when it came to classes taken completely virtually, since otherwise they would encounter more difficulties in learning and in constructing the student's knowledge. Therefore, it is relevant to consider that self-learning in students is very important for the development of a second language.

Taking into account the importance of self-learning in students when learning a foreign language, the problem arises because the students of a public school's semester plan in the Faculty of Languages do not obtain a level corresponding to the courses taught within the school where although courses are taught with a duration and approximation of 4 years, only a basic level of the second language is obtained, so it is important to take into account that self-dedication is required on the part of students to reach the level corresponding to the levels completed.

This will be qualitative approach based on applied research because this investigation seeks to promote autonomy in students to obtain a better level in a second language trough teachers' strategies, so these factors will be analyzed to obtain the required information, so the instruments and techniques to be used are interviews with the participants and observation inside of the classroom, using a question guide for the interview and a guide for the observation.

1.2 Rationale

Learning languages involves developing speaking, listening, writing and reading skills to master the language, so it is important to consider that to obtain an improvement or a desired level, the students need to be autonomous. However, before becoming autonomous the teacher must teach the students how to implement autonomy in their daily life to improve the level of a second language during the activities or the learning process of the students.

The problem is that there is an absence of self-learning abilities that students can implement outside of the classroom or even completing tasks on their own satisfactorily. Sometimes it is taken for granted that students already know how to be autonomous; however, not all the students can discover this method for learning by themselves and as teachers have an important role inside of the classroom, they can guide the students to use this method, because teachers can provide the

tools that can help students. They are the ones who can guide them during their learning and promote autonomy.

When students begin to be autonomous, they can follow their own pace and gain the ability to learn on their own, that is, when students learn a foreign language, they are the only ones who can make their decisions about their learning.

For those reasons it is important to mention that some teachers do not encourage self-learning in students. This situation causes students not to give importance to this method that can help their learning and improve their level.

There may be different factors that influence students not being able to use self-learning, since there may be limited time to practice outside of the classroom. Also, the motivation that learners may have or feel because it can also be a limitation that prevents the student from being autonomous. Teachers are another factor, especially when they do not encourage autonomy inside the classroom.

It is advisable to analyze how self-learning could be encouraged by students inside the classroom as outside of it, because the hours dedicated to studying in the classroom guided by the teacher can help students to learn vocabulary, grammar, structures. However, the hours dedicated to obtaining a good level and use of the language are not enough, so more independent time is required outside the classroom.

That is why it is important to carry out this research because it seeks to stimulate students' autonomy and to identify the strategies that teachers use with their students to improve their level and thus obtain the corresponding knowledge to the level at which they are. Sometimes students advance in level, but their knowledge do not correspond to the level at which they are. It is important to mention that to obtain a certification of the language learned, the development of speaking, writing, reading and listening skills is necessary since it is a requirement for the bachelor's degree.

The research seeks to identify how teachers stimulate autonomous learning in students from the CELE area. It also looks to identify which strategies use the teachers in classroom to improve the level of the students from German language.

Beginning to be autonomous, it could help students' learning, so it is expected that this research can benefit students in a positive way in their learning.

1.3 Main research question

Based on the described above, a general research question is formulated:

How to enhance autonomous German language learning in university students?

1.4 Subsidiary research questions

The research aims to answer the following secondary research questions:

- Which strategies allow students to improve the skills in German language?
- What are the advantages of autonomous learning?
- How language teachers foster autonomous learning in German classes?
- What are the tasks that teachers use to promote autonomous German language learning?
- Which German language skills are more benefited through autonomous learning?

1.5 Purpose of the study

The purpose of this research is to identify the strategies that promote autonomy in students who learn a foreign language in the Centro de Lenguas Extranjeras of the Faculty of languages, since generally students do not use their own strategies outside of the classroom to learn or practice a foreign language. Additionally, this study seeks to provide to German language students some strategies to help improve their level through autonomy.

Subsequently, the different strategies will be shared so that students can use them to improve the level of the German language according to their needs. Different strategies could be implemented according to the type of learning that they have and for the skills that must be developed when using a foreign language. Teachers can make use of these strategies and in this way, students can notice that there is an improvement in their level of the language, such as obtaining more vocabulary, improving their fluency when they speak, as well as gaining fluency in their writing and in the reading activities that are carried out during their classes.

1.6 Delimitations

This investigation focuses on the autonomous learning in students that seeks to improve the level of the students of German Language from university students considering only the factors mentioning in the present investigation. This investigation will be conducted in the Faculty of Languages to the teachers from CELE area. The participants are teachers and students of the

different levels of German language from CELE to provide different perspectives of teaching depending on the level of the students.

1.7 Organization of the thesis

The present investigation is organized into five chapters. As shown, the first chapter introduces a general outline of this research that is based on the autonomous learning in students in a specific language through the strategies and experiences of the teachers and students from that language.

The second chapter provides the theoretical framework that sustains this investigation through theories, investigations from other researchers related to this study. Then, the third chapter presents the methodology implemented, as well as the participants and instruments to collect the data. The fourth chapter analyzes and describes the results obtained through the information of the participants. Finally, the fifth chapter presents the conclusion of this investigation and the answers to the research questions, the limitations of this study and recommendations for further researchers.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

As it was mentioned in the introduction, this research is focused on the benefits of autonomous learning and the strategies that teachers use to improve the level of the students in German language classes. For this reason, this chapter contains definitions, and the most important studies related to the issue that is investigated.

2.1 Self-learning and language learning

When learning a foreign language, students begin to build their own knowledge, and they also may experience some changes especially when they begin to develop their skills and their strategies.

When students begin to learn, they develop linguistic skills but also, they gain social, and cognitive development. This is why in this chapter we will begin to talk about important factors that are related to self-learning.

According to Dale h. Schunk (2012), learning is a lasting change in behavior or the ability to behave in a certain way, which is the result of practice and other forms of experience. When students begin to learn, they learn skills and, they learn how to develop these skills according to their learning styles. This learning must last for a long period of time, otherwise it would not be considered learning. Students also adopt a change in their behavior. At first, these changes are not noticed. They are actually aware of these changes when they start to have advances. It is important to remark that they learn according to their experiences that they have when practicing or when they observe others, so the results of their learning will be demonstrated until the students apply them in a context in which it is required.

It is important to mention that in terms of students' learning, there are factors that benefit their own process, such as the time that the students dedicate to learn. Carroll (1963, 1965) mentions that the school learning model places great emphasis on the instructional variable of time dedicated to the learning. Students' success in learning depends on whether they devote the necessary amount of time to learning or not.

One of the factors that affects or benefits the students' learning process is the time that students are willing to dedicate to their learning. If students dedicate the corresponding time to learning a foreign language by paying attention on the reading, writing, or listening skills, a

positive change will be noticed in their learning. Many times, within a classroom the teacher presents materials and at the same time applies these materials for the students' learning; however, the practice when using or applying these materials is limited. Here, it comes the responsibility of the students to dedicate their own time outside the classroom at their own pace until the topic to be learned is clear. Some topics may be more difficult for the students. In these situations, students can carry out a more in-depth investigation of the topics to understand them. At the same time, as it was mentioned above, this can be a limiting factor, since even if students have enough time to learn, in some cases, this time is dedicated to something that is not productive for the students' learning. This, of course causes unsuccessful learning.

If the students want to obtain satisfactory learning, it is important to consider the goal that they want to reach when learning a foreign language, so for them, establishing goals is one of the most important steps for their learning.

Researchers consider that much human behavior is sustained over long periods of time in the absence of immediate external incentives. This perseverance depends on goal setting and self-assessments of progress. A goal reflects the purposes of the individual and refers to the quantity, quality, and rate of performance (Locke and Latham, 1990, 2002; Locke, Shaw, Saari, and Latham 19981; Schunk 1990).

From the above, we can assume that it is important that the student sets goals because it helps to know what learners are going to learn and how they will meet these goals. By establishing these goals, it will allow students to obtain higher grades, or to meet goals that were proposed at some point. This would be considered as a motivation for students to continue meeting these goals, at the same time when students are interested in certifying a language foreigner setting a goal of obtaining certification by doing everything possible to meet that goal will further increase the chances of obtaining the certification.

Locke and Latham (1990, 2002) mentioned that goals motivate people to make necessary efforts to meet the demands of the task and persevere in the behavior over time. If students establish clear goals about what they want to achieve and how much they want to accomplish, they will meet their objectives and at the same time they will feel motivated to continue carrying out their tasks, choose which strategies they can implement and identify to facilitate their learning. At the same time, setting goals causes effects on the students' behavior, such as being more disciplined, more constant in terms of learning, since this will allow them to reach or meet their objective.

If students set their own goals, they will be able to identify how capable they are in meeting an objective already established by them, this can help to improve their performance. Therefore, setting goals goes hand in hand with the students' self-efficacy to know how capable they are of fulfilling their own learning.

Bandura (1997) mentioned that self-efficacy refers to personal beliefs about one's own abilities to learn or execute actions at certain levels. Self-efficacy plays an important role in the students' autonomous learning, since this is based on what students believe they are capable of doing or achieving on their own. Many times, in the classroom, when students are asked to participate in answering a question from the teacher, students may doubt whether to respond or not, since they may doubt whether their answer will be correct or incorrect and this may be the result of a doubt about the students' knowledge capacity.

If students are self-efficacious in learning a foreign language, they will be able to learn on their own, so students will feel motivated to continue learning. If students feel low in self-efficacy, they could avoid doing activities that they find with a certain degree of difficulty for them, so this factor can affect the students' level of effort, perseverance, and learning. If students believe that they are not capable of learning autonomously, how not trying to achieve the objectives already proposed can affect their learning and, in this way, it can affect meeting the goal already proposed.

If students begin to learn a foreign language autonomously, they will begin to focus on their own way of learning, the students will also be able to monitor how much they are beginning to progress with their learning and whether they are effective enough to learn on their own, so that it benefits them.

Therefore, it is important to consider the important factors that influence students' learning autonomously, since autonomous learning also requires conducting a process that must be followed to learn.

2.1.1 Motivation and language learning

Motivation plays an important role in students learning, in self-learning and in their autonomy learning. It should be mentioned that exist two important types of motivation, such as intrinsic and extrinsic motivation, which lead students to autonomous learning.

Schunk (2008) considers that motivation is the process of instigating and maintaining goal-directed behavior. The fact that students feel motivated to learn will allow them to meet the goals that they set, since it will allow them to continue learning and improving at the same time much as they want. The students who feel motivated can pay attention to what they are learning, as well as to carry out activities in which they can practice what they have learned and that can relate what they already knew about what they learned previously with the new knowledge they are obtaining. At the same time, students will be willing to look for their own methods in which they feel that will facilitate their learning more, as well as students will look for means of information that can help them to understand topics and perform tasks that help them to improve even when they feel that are not easy to do, since feeling motivated will help them feel capable of being able to complete a task.

A factor that can provoke motivation in the student is to find or visualize a model that makes them feel better motivated to carry out activities like classmates, teachers or friends. Bandura (1982b, 1997) mentioned that observers who see models that are rewarded are more motivated to imitate the behavior of those models. Perceiving themselves to be like them increases these motivational effects, which depend on self-efficacy.

If students notice changes in their learning, they will begin to feel motivated to continue learning autonomously. This motivation can be found by receiving positive comments from teachers or classmates and even observing that their knowledge increased regarding topics that they did not understand. Also, when students observe other classmates who are successful in their learning, they feel motivated to improve their performance. If the students notice that their own effort is leading them to improve their learning, the students will begin to look for ways to improve more and more to reach the desired objective or goal set by them. Many times, students can find motivation by observing the performance of these models, whether in teachers, classmates or friends, which causes the student to feel motivated to learn more and demonstrate that students are also capable of improving.

Therefore, motivation for achievement is important for students learning. Elliot and Church (1997) mention that achievement motivation refers to striving to be competent in activities that require effort. For students to complete activities satisfactorily, it also requires effort and performance to carry out those activities, it can encourage the students to improve in terms of the

strategies that implement or use, it can help to improve their habit of performing and improving tasks, as well as in the students' skill.

Motivation is a factor that can be found at school and not only in the students' themselves or through family influences. Motivation at home has a great influence on the students' autonomous learning, since students obtain motivation through important models. For example, if students are carrying out activities and manage to complete these activities successfully and if they receive compliments or congratulations, it will cause that students continue advancing, otherwise if receiving negative comments, they can make that students do not want to keep trying and thus justify the little effort they can put in.

It should be mentioned that there are two important types of motivation that lead to autonomous learning that are intrinsic and extrinsic motivation. These types of motivation will help students to boost and improve their learning of a foreign language.

According to Reeve (1994) intrinsic motivation is based on internal factors such as self-determination, curiosity, challenge and effort, which emerge spontaneously due to internal tendencies and psychological needs that promote behavior without extrinsic rewards. Gomez (2021) mentioned that it is related to social psychology and the self-determination theory, which provides a framework for the study of motivation and suggests that people achieve self-determination when they satisfy their needs for competence, relatedness, and autonomy.

Students who have intrinsic motivation can learn by themselves without the necessity to receive a reward, so students may be able to learn a second language on their own to obtain their own satisfaction from their learning either in the classroom or outside of class. Students can enjoy their learning and at the same time autonomy can be developed in students, as well as have creativity to apply their own methods to learn a second language or to comply activities and tasks.

On the other hand, students who have extrinsic motivation expect to receive rewards or benefits for their effort such as getting good grades. This type of motivation can help students to achieve specific goals following certain patterns in the classroom that can be given by the teacher. So, it can be motivation guided by the teacher inside the classroom.

According to Ryan and Deci (2000) extrinsic motivation comes from the external environment and serves as a driving force to accomplish something. Alonso and Pino-Juste (2014) also mentioned that emotional intelligence is crucial in this regard as it teaches how to handle situations that hinder the need for learning.

Therefore, motivation plays an important role in student learning, so it is important to consider this factor that can help to improve students' learning.

2.1.2 Self-confidence and language learning

Self-confidence is another important factor for students to learn autonomously, since it allows them to know what their learning capabilities are and how capable they are of achieving their objectives without having too many confidence limitations.

Diaz & Lobo (2012) state that self-confidence is the sureness that human beings have in themselves, in their abilities, capacities and skills to make decisions and solve problems autonomously and creatively. It is a conviction or a positive belief of achieving what is proposed. It also represents the experience that humans have. Self-confidence within the students' autonomous learning can allow them to discover what their abilities are and even develop them, as well as it can favor the time that they dedicate to study since they can pay more attention if they trusts their language learning process, as well as reach to have the possibilities of completing a task to be carried out or activities to reach a goal, at the same time it reinforces the students' self-esteem so that in this way the students feel capable enough to be able to do what is established, it can help them to make better decisions that favor their learning and that when they have to carry out tasks or activities on their own they have enough confidence to do them.

2.2 Strategies in language learning

The strategies in the learning process help the students to use different ways or instruments to learn. They are also called techniques. These strategies are used to facilitate the learning of the students and obtain development of the different skills in second language learning. The goal of the strategies in the learning process is to promote autonomy in the students. Oxford (1990) affirms that strategies are conscious steps or behaviors employed to enhance the acquisition, storage, retention, recall and use of new information When students begin to use strategies autonomously to learn they will be able to be more efficient. Each strategy used by them is based on the students' individual learning style. The implemented strategies must be adapted according to the students' abilities and thus obtain satisfactory learning. Strategies allow learners to acquire knowledge, store information and at the same time make use of the information already obtained. This would allow students to obtain better academic performance.

Implementing strategies will allow students to carry out activities outside of the classroom easily without needing to have guidance. Also allow them to be independent in their learning and the way in which they carry out activities, thus guiding them to carry out their own learning. Therefore, some of the strategies that influence learning and that are based on different important factors will be presented.

2.2.1 Metacognitive language learning strategies

The students can manage their own learning using the methods that can be effective for them. Metacognition is a strategy that students can implement and can be useful for their own learning. Metacognition in students help to become aware of their own learning and how to make use of the information already obtained.

Calero (2009) states that metacognition is the person's ability to plan a strategy; produce the necessary information; be aware of our steps and strategies during problem solving; evaluate the productivity of one's own thinking. Learners know their style of learning and know better about what type of strategies they can use and how to implement them. That can help students to improve their learning, this will allow students to go beyond the information provided by the teacher.

Since the metacognition strategy allows students to develop and build their own knowledge, if students can develop the cognitive process, they will be able to make better use, regulate and control the resources through which they obtain information. At the same time, students will be aware of the development during the learning process such as the skills that they have developed and, in this way, self-evaluate their knowledge. It is worth mentioning that metacognition has factors that intervene in this strategy such as planning, monitoring, reviewing and evaluating. Therefore, it is important to mention that metacognition addresses reflection, self-knowledge, self-regulation, self-evaluation and student transfer.

There are different types of metacognitions that are based on different cognitive approaches, each of them allows the student to plan, organize and optimize thinking. The types of metacognitions are:

Memory metacognition: knowledge of memory's ability to relate and contrast already stored knowledge with new knowledge. This cognitive approach includes limitations and strategies to use, remain and retrieving information. Allow students to monitor, evaluate and regulate the

information that they acquire and at the same time decide which information provides a benefit to their learning.

Metacognition of attention: knowing the ability to focus attention on a specific task or situation. Being aware of the factors that make it difficult to maintain attention helps optimize this ability. The influencing factors are monitoring, evaluation and control of tasks. If students begin to focus on tasks and leave aside the distractions that may occur in their environment, they will take control of their learning. If students develop this, they will be able to manage the distractors and maintain concentration on their tasks. Which can help to improve students' learning and performance.

Metacognition of understanding: being aware of the ability to understand one or more concepts and use them. Understanding allows us to learn how to learn. That the student begins to be able to understand what they learn will allow them to learn new concepts, which they can use when it is required and will help them to solve problems in their learning in an effective way.

Thinking metacognition: the knowledge we have of our own thinking. This ability allows us to reflect on how and what we think. This factor, by influencing students' thoughts, emotions and beliefs, as well as the strategies they implement to process information, solve problems and make decisions, allows the student to understand the environment in which they develop and obtain critical thinking about their learning.

These allow students to know how to process information and help to regulate their learning. However, as mentioned above, the students are the only ones capable of knowing how to manage their own learning, it is noted that these strategies may not work for all students, since everyone learns differently.

But if these strategies favor the students' learning, one way to put these strategies into practice is that when the students are studying a topic that they do not understand and are looking for their own information to understand, they can perform self-assessment exercises on what they are learning and in that way measure their knowledge after having studied to identify if there are an improvement or when carrying out activities on a topic, they can do them differently. That can help students to identify which strategy helps students best in their understanding of the topic. Also question what they have learned and if they are really learning something. Having students reflect on their way of thinking will allow them to have control of their thinking and transform it, so that they can achieve more conscious and effective learning.

Educarchile (2017) proposes the following characteristics of metacognition:

Knowing the objectives that you aspire to achieve with mental effort. Mental effort plays a very important role in setting goals and at the same time being able to meet them, since the mind can provide better concentration in learning, as well as attention, improving understanding and retention of information and in problem solving, which greatly influences the development of learning in the student.

Choosing skills to achieve the stated objectives. When the student chooses the skills that they will use to learn it will allow them to meet the established objectives. The skills can be adapted according to the students' preferences and interests and considering that there are specific areas in which they can work. Therefore, making an appropriate choice of skills will make it easier for the student to achieve their objectives.

Self-observation of the knowledge preparation process to demonstrate whether the designated strategies are appropriate. It is meaningful for students to carry out constant self-observation of the strategies that they are implementing. This will allow students to identify if they are really learning and if the strategies are appropriate to meet their established objectives.

Evaluation of deductions to know what is achieved with the proposed objectives. The evaluation of deductions can be critical or reflective, performing it will allow students to improve the process to meet the objectives and at the same time identify if it is working.

Definition and discernment of required operations, course of action to follow, attention and effort. These factors help in making decisions and completing tasks, since this will allow students to identify specific tasks that will help them to meet their objective.

To use metacognition students have to be aware of what is being done for a better analysis of the situation. Therefore, these strategies can help in learning a second language since students can manage their own learning, as well as build their own knowledge. Students can evaluate their progress in what they have learned and, they must be able to identify their own methods for learning and how to process the information obtained. It is essential to consider the different cognitive approaches that adapt to the students.

2.2.2 Self-regulation

Self-regulation in the learning process of students is crucial because it allows students to set their activities to learn and organize all the factors that influence their environment to achieve their objectives.

Fernandez et al. (2011) mentioned that self-regulated learners are active learners who incorporate various self-regulatory processes (e.g., goal setting, self-observation, or self-evaluation), along with task-related strategies (e.g., time management or organizational strategies), and motivational beliefs (for example, self-efficacy, and intrinsic interest), to achieve established goals. In the case of self-regulation for the process of learning of students focus on different factors that play an important role for students' autonomy. It allows students to be able to regulate their own learning through activities that students by themselves will seek to solve, to understand and improve their learning processes in where students' motivation and autonomy also influence. Self-reflection in their learning and the implementation of strategies that students will include or use and that they consider will benefit their development; however, to use the self-regulation strategy, self-knowledge and control of emotions in contextual situations are essential (Zimmerman, 2008).

If students self-regulate their learning, they will be able to know what strategies to implement to reach the established objectives and whose purpose is to construct their own knowledge. The significant factors based on self-regulation are the organization of resources, how students will be able to organize the resources by which they will learn, the time that students will dedicate to their study and learning time. The study environment in which students develop must also be considered, since this could be a limitation if they may encounter distractions or that cause difficulties for them to learn.

If students take these important factors into account, it will facilitate students' learning, since it is carried out autonomously and is carried out with an objective, therefore it is intentional and if it is carried out satisfactorily it will be effective learning.

This is observed when the student faces daily study practices that show self-knowledge, awareness of their ways of learning and their emotions (Gargallo and Ferreras, 2001; González, 2001). If students take control of their learning, they can demonstrate their acquired knowledge by themselves. Being aware of their way of learning, which is also influenced by emotions, having control over them so that they do not affect their learning and its improvement, can improve the

students' habits which would cause a positive impact on their academic performance, their efficiency and their ability to establish their commitment to continuing learning for themselves.

Self-regulation is based on cognitive, motivational and behavioral processes, these factors allow students to know how to solve problems in different contextual learning situations. Students can be active during their autonomous learning when they set goals and begin to develop their knowledge, they will be able to carry out self-observation of the activities that they implement as well as the strategies to finally carry out an evaluation of what have been learned to identify if they really learning something or if there must be an improvement. Self-regulation also requires a process to be able to carry it out, but once the students acquire it, the student will obtain better academic development.

2.2.3 Communication strategies

The main objective of communication strategies is based on the process of speech production, such as being able to develop a conversation, with practices that are functional to understand and communicate using the target language in real contexts.

This can be achieved through continuous communication and conversation, and it can be improved through the actual practice of speaking the target language (Huneke & Steinig, 1997). For students to be able to remain in a conversation, it is necessary that they be exposed to contexts where the second language is used spoken which would be in natural contexts. When students have opportunities to hear expressions used or new words in a conversation they can have used them, when students find themselves in a similar situation or make use of what they have already learned and in this way test their knowledge. When students notice that they can communicate successfully in a conversation fluently will cause them to feel motivated.

For the students to be able to stay in a conversation, they must find other alternatives to communicate and not limit themselves to expressing their ideas. For example, in most cases when students are exposed to contexts where it is required to have a conversation in a foreign language when they listen new words or expressions to respond seeks to communicate their ideas by making literal translations, so not remembering exactly the words they are looking for can cause them to remain silent or not be able to communicate their ideas. Performing simple sentences, looking for synonyms that they can remember or simply paraphrasing their idea will allow students to communicate successfully.

It is important that students demonstrate confidence in their knowledge and in what they know of the second language that is based on patterns required in a conversation. For example, starting and ending a conversation, giving the floor to the other part when is required, take the necessary time to communicate their ideas, asking for help when it is necessary, this can cause the native speaker to stay in the conversation even when they notice that there are deficiencies.

2.2.4 Social strategies

Social strategies are based on carrying out activities in which students are willing to expose themselves to situations in which they can practice what they know about their second language. This type of strategy can facilitate students' learning process either through the interaction or communication of a social environment in which the corresponding practice or use of the second language takes place.

According to Storch (2009) in conversation, there is a continuous exchange of roles where an interlocutor switches between the roles of listener and speaker, often in rapid succession, during the direct exchange of oral information with one or more participants. If students interact with groups that speak the language that they are learning, they can begin to have an immersion in the language, either by listening to the different pronunciations or new words. In some cases, when they do not understand what they are trying to communicate, the student can ask for help to be able to understand. This strategy has the main objective of exposing themselves to the use of a second language. For example, in some cases when students are interested in participating to learn, they can be included in a group of speakers, as well as participants who are also learning to master the language, this will allow them to have an interaction and thus practice, so the student would be creating an opportunity to practice and in this way be able to learn. Students can also start conversations with fellow students, carry out laboratory hours that are offered, and carry out activities that are based on their social environment that may be striking or interesting, such as watching television, documentaries, movies, listening to the radio, reading books, can be done first in the mother tongue and then in the second language for at least carry a notion about what is being learned. The students can select their preferences as the one that facilitates learning or catches their attention to be able to perform and thus be constant.

Learning strategies allow students to obtain knowledge and make it easier for the student to learn their second language, so it is important to use strategies that fit according to students' learning and interests.

2.3 Learning styles and language learning

Learning styles differ according to each student. These are very important in education, in learning a second language, since students are the ones who discover and identifies their learning style or what type of activities facilitate their understanding and learning. Sternberg (1994) mentioned that styles are not permanently determined at birth. He considers that different aspects influence in the development of learning styles, like environment, tasks and situations. They may also differ across situations and stages of life, but environmental reinforcement does play a role in their shaping. Ramos, Ríos and Garibotto (2019) complement that learning styles are decisive to the extent that learners assume these with the intention of achieving their learning achievements and, therefore, they also consider other aspects such as age, physiological development and the socio affective. Therefore, learning styles are the methods or strategies that the student implements to be able to acquire information, process and retain what they learn.

Learning styles are related to the cognitive style since it is based on perceiving, organizing and processing information, which is why Brown (1994) mentioned “When cognitive styles are specifically related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles.” As such, they “mediate between emotion and cognition.” Learning styles address the student's approach to learning, whether it be how they obtain, how they process, how they use or implement the information that will allow them to learn to retain new information again and thus develop skills through the tasks performed.

García Cué, Santizo Rincón and Alonso Garcia (2009) define style as “a set of aptitudes, preferences, tendencies and attitudes that a person has to do something, and that is manifested through a behavioral pattern and different skills that they make you distinguish yourself from other people, under a single label in the way you conduct yourself, dress, speak, think, learn, know and teach.”

García Cué (2006) presents the concept as the cognitive, affective, physiological traits, preferences for the use of the senses, environment, culture, behavior, comfort, development and

personality, which serve as relatively stable indicators of how people perceive, they interrelate and respond to their learning environments and their own methods or strategies in their way of learning. The fact that students implement learning styles will allow them to obtain work habits; generally, students leave their work until the last minute or do work at night or in a moment where students cannot take advantage of their learning. Learning plans generate the implementation of strategies and promote autonomy. It includes the establishment of objectives, time, materials that are implemented, techniques that will be used, and techniques that will allow monitoring and evaluating the progress of what has been learned during the autonomous learning process.

Since in this section refers to the learning styles of the students, it will show the different styles on which students can focus to improve their learning and in which autonomous learning can be carried out, although there are different learning styles, some of them focus more on learning through factors that facilitate their learning, either through the teacher who facilitates their learning or through guides that are their support. However, only the information corresponding to the students with learning styles where autonomy can be implemented, either outside the classroom implementing their own learning methods and that in this way they can identify the learning style that they have.

According to Honey and Mumford, Quesada, Garcia and Jiménez (2003) the learning styles are:

Active (Activist): Active learners are people who learn faster by actively learning and getting involved in their learning. The activities through which students can have active learning are role-plays, practical cases, and brainstorming. When carrying out these activities they actively get involved and experience situations where they practice and apply what they are learning.

Theorists: Theorists prefer to have knowledge about the theories behind what they are learning, so they can analyze the information and thus find a logical understanding. The activities that favor a theorist are models, statistics, theories, quotes, studies, etc.

Pragmatists: Pragmatists seek to put into practice what they are learning by applying their knowledge in their daily lives, which is why they prefer to experiment and try new ideas, theories and techniques. They seek to learn through clear visualization of the applicability of what has been learned, time for reflection and discussion, and participation in debates or problem solving.

Reflective (Reflector): Reflective people learn best through observation, obtaining knowledge of their environment indirectly, which allows them to understand and reflect on

situations before acting. Their way of learning is through questionnaires, observing activities, receiving feedback or exchanging ideas with others.

According to Navarro (2008), learning styles, such as Visual, Auditory and Kinesthetic:

Visual: Students who learn through visual material are able to process and retain information, since their ability to think in images makes it easier for them to relate what they have learned quickly and effectively. Therefore, they find materials such as graphs, charts, plates, posters and diagrams useful for their learning.

Visual-auditory learning: Auditory learners can retain information through sounds, which could be said to make it easier for them to learn languages or music since they remember better what they hear. Their way of storing information is by transferring what is auditory to a visual medium, so they can learn better through presentations that are oral content and they can also learn better by explaining it to someone else.

Kinesthetic Learning: Kinesthetic learners learn through movement and physical experience. They prefer to perform actions and relate the contents to bodily sensations. It can be difficult for kinesthetic learners to learn in a traditional environment as they need movements to stay focused. So, this may cause their learning to be a little slower, however, action activities and physical practices are good, so they remember better what they do instead of what they read or hear.

As was mentioned above, students learn in different ways, students have a learning style preference that will allow to identify the way in which it will be easier for the students to process and make use of the information learned, since students are the ones who chooses which one will help them in the development of their learning process, since learning involves different factors, as well as the development of a second language.

2.4 Language learning strategy models

The following models that are mentioned are named after their researchers who proposed the following models.

The first model to describe is Ehrman's model (1996). This is a two-dimensional model that is based on field dependence and independence. As Ehrman states, this model shows the different learning styles of a second language according to the students where the information was obtained. It focuses on two important dimensions which are field independence and field sensitivity.

According to Ehrman and Leaver (2003), students not only need to be aware of the previous activity but also focus the information and reorganize it.

Regarding field independence, it is based on students' ability to learn autonomously and to be able obtain information from the field that allows them to obtain satisfactory learning. In this case, students can continue learning with material that they can find on their own, without needing to only stick with the information provided by the teacher. The student seeks to learn in a personal context, as they seek to be exposed to new experiences. This type of student can learn a second language easily, since they are able to organize their own study and activities to continue learning autonomously, which facilitates the practice and development of their learning.

Regarding field dependence, Ehrman uses field sensitivity as a substitute name, since in this case students depend on material to be able to understand the context. This type of students have the ability to analyze the language, however they have difficulty making use of what they have learned in a real-life context and tend to seek precision and be perfectionists in their learning, which is why they may find difficulties when finding themselves in an unknown or completely new context for them. Baran (2004) confirmed the existence of field sensitivity as a separate construct, defined as the ability to perceive the field.

According to Ehrman's model based on the previously written fields, he identifies 4 possible types of language learners.

Student number 1 is considered more successful since they do not depend on the provided material but will look for their own learning resources and take the most important ones or those that adapt to the student. They can learn a second language by being exposed in a natural context with new experiences in a personal way. For this type of student, it is easier to organize and carry out the process of their own learning, since they do not encounter difficulties in selecting their priorities. As it does not depend on a context, being in a classroom with imposed structures can cause the student to feel discouraged regarding to the development of their learning, which is why unstructured learning facilitates their development more and they tend to encounter difficulties when they learn with their classmates.

Student number 2 finds it easier to carry out activities within the classroom such as presenting examples or language tests outside the context. However, they have difficulty using their knowledge in a real-world context. In this model, students depends on their teacher, for example, the fact that students correct the errors they present and in order to produce or express

ideas they need time to be able to express it, they tend to impose limitations on themselves, so they only feel capable of perform discreet, contextualized and closed exercises, since they can become very analytical, which causes them to have limitations. At the same time, they seek to fulfill established tasks instead of learning through social interaction.

Type three students have an easy time developing in a social and linguistic environment. They cannot always express themselves precisely, however this does not cause them any problems in their development, therefore it is not a limitation in being able to communicate with other people. They can speak fluently and find it satisfying to carry out classroom activities where they can interact. As mentioned above, depending on the field they do little implementation of analytical learning strategies, since they depend on learning through memorization. Although their interest is in learning to implement it in a communicative environment, they immediately reject what they consider impractical.

Type four students, having field dependence, find it difficult to establish priorities, as well as obtain important information from their learning resources. They depend on guidance and practice to develop their speech production skills, as well as constantly receiving feedback on their learning. However, it is necessary for this type of student to implement carefully selected tasks to promote the autonomy of their learning. Therefore, Ehrman and Leaver (2003) mention that a student can be independent and sensitive to the field, one or the other, or neither of the two.

The second model is the one proposed by Rita and Kenneth Dunn's model (1975) focuses on different factors, where it mentions 5 different stimulus that are important for the development of students' learning, such as environmental, emotional, sociological, physiological and psychological. These factors can be a limitation in learning since they affect the way in which the student absorbs and maintains information, values, facts and concepts. The factors that are based on environmental stimuli are sounds, light, temperature and furniture. Motivation, persistence, responsibility and the need for structure are important for emotional stimuli. Sociological stimuli can be working individually, in pairs, in small groups, in teams, with experts and in variable environments. For physiological stimuli, they are the way in which information is obtained, such as visual, auditory, tactile and kinesthetic perception. At the same time, food consumption, time of day and movement also influence. And finally, the psychological stimuli are global/analytical and impulsive/reflective.

The fourth model is the one proposed by Kolb. This model is based on a theory called the experiential learning model. This model developed by Kolb states that learning experience plays a very important role. Kolb considers that people's learning occurs according to experimentation in the real world by actively participating. Learning can be acquired through experience since this process favors knowledge.

Therefore, this model focuses on four stages, which are concrete experience, observation and reflection, formation of abstract concepts and generalizations, and formulation of hypotheses. To obtain effective learning, it is necessary to follow a pattern. Each stage mentioned above represents a different way of processing and learning information, from direct experience in the real world to practicing what has already been learned in an environment.

At the same time, it focuses on two essential dimensions of learning, which are perception and information processing. He mentions that the way in which students learn is according to how students perceive the information that they receive and how they process that information. Lozano (2008) mentions that Kolb described two opposite types of perception: people who perceive through Abstract Conceptualization (AC) (and generalizations) and people who perceive through Concrete Experience (CE). Students learn through different ways of processing information, such as Abstract Conceptualization (AC), Concrete Experience (CE), Active Experience (AE) and Reflective Observation (RO).

Abstract conceptualization has as characteristics the resolution of problems through logic, systematic and scientific approaches, ideas, and concepts by which information will be obtained, as well as thinking, construction and planning.

Concrete experience seeks to confront situations in a personal way, to feel instead of thinking, concern for the present reality, intuitive artistic orientation, good relationships with other people and having an open mind for learning.

Active experience is based on influencing people and different situations in an active way, practical situations, interest in activities that work in the active learning of students, doing or carrying out activities instead of observing, they are willing to take risks even when they make mistakes in order to meet the desired objectives, which influences the environment in which they develop and finally assess the results of the change.

Reflective observation is based on observing from different perspectives and unbiased description of situations, understanding rather than practicing, analyzing meaning intuitively, relying on thoughts and feelings impartially, and patience.

Therefore, Kolb describes in his 4-quadrant model to be able to explain learning styles, which is based on each processing from which convergent learning styles are deployed.

In the case of convergent learning, it makes use of active conceptualization (AC) and active experimentation (AE) and focuses on action and carrying out structured tasks, which is why it is more interesting through trial and error learning, for example, what they are willing to learn through different approaches or with specific problems so that they learn through their mistakes.

For divergent learning, it is based on concrete experience (CE) and reflective observation (RO), so he tends to get involved directly to later reflect deeply on these experiences. One of the characteristics of people who use this learning style is that they seek to understand through the relationship between the teaching material and their own experiences, interests or projects in the future. They tend to constantly question themselves with “Why?”, trying to find the foundations and reasons for the concepts learned. Divergent people seek learning through exploring and connecting information with their own personal context.

Assimilative learning uses active conceptualization (AC) and reflective observation (RO). Assimilators tend to reflect on the information learned and then organize it in a logical and coherent manner. Organization is an important factor, and they generally look for answers to the question “what?” Therefore, they seek the understanding of concepts and the structuring of knowledge in a logical manner. Since assimilators are very reflective, they prefer to take the time necessary to think and thus analyze information before acting or making decisions.

Accommodative learning is based on concrete experience (CE) and active experience (AE). People who have this learning style tend to learn best through practical experiences, by experimenting and trying new ideas in a real context. They have to practice the teaching materials in new situations and solve real problems. Therefore, they are more creative and learn by doing and have no problems experimenting with new ways of solving problems.

The third model was proposed by Riding and Cheema (1991). It focuses on cognitive style, which is why it mentions two dimensions that are important within the cognitive style of students that can affect the way in which students process information and way in which it represents information.

First of all, wholistic-analytical (WA) is mentioned, which focuses on the way in which information is organized and how the information obtained is processed. Students who describe themselves as wholistic retain their global view of information, however they may find it problematic to distinguish its parts. Analytical students are able to analyze information easily, however they may find it difficult to perceive all the information in a balanced way. Oxford (1992) describes analytic learners as those who tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. They like contrastive analysis, rule-learning, and dissecting words and sentences. Analytic learners do not like to guess without adequate time to reflect; nor do they like to use compensation strategies like paraphrasing when they do not know a particular word; they would rather look up the information and have it exactly right. Oxford (1992) mentioned that Wholist learners are stylistically opposite to analytics and characterized as people who use socially interactive, communicative strategies which emphasize the main idea over details. They dislike grammatical minutiae, avoid analysis, and enjoy compensation strategies like guessing, paraphrasing, or using synonyms. On the other hand, their lack of concern with accuracy sometimes causes global students to fossilize early.

Secondly, it mentions the verbalizer-imaginer (VI), which refers to how learners represent information in their memory during thinking. In the case of verbalizers, they tend to process the information that they obtain through words or verbal productions, and imaginers do so through frequent and fluid mental images. So, this model mentioned the way in where the student learns through the cognitive style and the difficulties that students can find when they learn a second language.

The last model is the one proposed by Skehan's model. This researcher (1998) mentioned that highly analytic learners are expected to develop "differentiated, organized, and rule-based representations of language." Students who are highly analytical can differentiate information quickly and be able to organize it, as well as follow rules, although they can also be low analytical which does not allow them to have an extensive vocabulary when they learn a second language. When learning a second language they tend to be more systematic, which is why they prefer to organize structures in a logical and coherent way following rules and patterns that are based on the observations that they make.

This model directs students to have a high understanding of the language and further facilitates linguistic development, since it allows them to obtain a more sophisticated language.

What causes them to be able to communicate effectively in required contexts, being more organized, people allow them to follow the rules that govern grammar, as well as syntax and semantics, these are important aspects for the development of a second language. Therefore, developing these linguistic skills allows students to develop communicative skills in different contexts satisfactorily.

Regarding the memory capacity of students, they influence the learning of a second language, as well as communication skills. Students who have a high memory may have an extensive vocabulary, so they can provide many examples related to that, which makes it easier to communicate in real life situations, since they have many resources that facilitate communication fluidly and efficiently. However, a limitation that can be found is that students, being so accustomed to possibly incorrect structures, can generate a fossilization of errors, which can have repercussions or difficulties in the future, since they have a dependence on memorized examples. On the other hand, there are also students who have a low memory and may encounter problems due to their limited vocabulary or examples. Which is why Skehan (1998) mentioned that deprived of a wide repertoire of lexical items or their multiple representations, they “have to make reference to other resources in order to cope with real-time communication”.

Therefore, Skehan suggests three ways to explain the orientations so that students determine which dimension they can address to facilitate their learning in the linguistic context.

In the first form Skehan (1998) claims that the notion of style is irrelevant in the case of such interpretation, since it is the presence or absence of an aptitude that exerts most influence on the learner's performance. Students are the ones who determine which style they will choose based on their abilities that have the greatest influence on their learning. At the same time, there are students who are called “doubly gifted” which refers to those who can effectively possess analysis and language communication, as well as those who may prefer analysis or memory more.

In the second form, it refers to the task specifically in the way in which students decide to perform it. According to this perspective, tasks that are focused on linguistics need to be more analytical on the part of the student, while tasks Communication-oriented ones have more dependence on memory and vocabulary. For example, when students must develop a written activity, they need to follow grammatical structures and rules so that when a review is carried out, errors can be identified and corrected based on rules and structures. Otherwise, a communication-based activity, such as having a conversation on a random topic, students rely more on their

memory to produce sentences or a conversation in where they can apply the vocabulary or expressions that they need at the moment. Therefore, memory allows students to obtain the ability to maintain a fluid and successful conversation to communicate what is required according to the context in which it is found.

The third interpretation is based on the two dimensions that are analysis and memory as predispositions towards other learning styles, so students can perceive which style they lean towards, whether it is analysis or memory, but necessarily in the context and situations in which they find themselves. In the case of analytical students, they may find it easier to develop within the classroom since the use of rules and structures is generally made. However, they may find difficulties in real-life contexts since they seek precision, which depends on memorized vocabulary and expressions. Therefore, Skehan (1998) opts for the ability interpretation of the learner's orientation and as Skehan (1998) rightly observes, learners' performance in terms of analysis is practically the outcome of their learning opportunities as well as their aptitude strengths.

2.4.1 Multiple Intelligences and language learning

Gardner (2001) considers intelligence as a multidimensional ability oriented toward problem-solving and product development. The problem-solving component allows to approach the learning process by determining a goal, and the other aspect is to develop a new composition or original production. Howard Gardner proposed that all human beings can develop their own learning style, so he proposed seven different learning modes, which can be called basic intelligence. Therefore, it can be mentioned that people can learn a language through logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or activities, an understanding of themselves and understanding towards others. According to Gardner, they differ according to their way of learning and the way in which they use these intelligences, although they can make a combination of these intelligences to be able to conclude something where the use of intelligences is required.

These intelligences are developed through three main factors:

Firstly, there is the biological endowment, which refers to genetic or hereditary factors and the damage or wounds that the brain received before, during or after birth.

In second place is the personal life history which is influenced by the experiences obtained through parents, teachers and friends. These people can provoke the development of intelligence or at the same time limit development.

And thirdly is the cultural and historical background, which implies the time and place where the person developed, as well as the nature and cultural or historical developments in different areas of domain.

Gardner, when developing this model, implemented a multiple intelligences test which is made up of 42 questions with yes/no answers so that students are able to identify the type of intelligence they developed in order to be able to base themselves on that and carry out the implementation of activities that adapt to their intelligence and that in this way they can obtain satisfactory learning.

The model developed by Richard Felder and Linda Silverman (1988) classifies learning styles based on four dimensions that are visual-verbal, sensitive-intuitive, sequential-global and active-reflective.

Students with the visual-verbal style learn best through visual resources, flowcharts, diagrams, etc. since in that way they can remember better what they can visualize. Verbal learners learn best by obtaining information through written or spoken activities, since they retain information better through what they read or listen to.

Sensitive students are more concrete, more practical, and oriented toward facts and procedures, which makes it easier for them to solve problems through established procedures. They are more patient with details, prefer practical work and can memorize easily. So sensory-auditory is related to the information that is obtained through sight, hearing, or physical sensations. In the case of intuitive students, they are conceptual, innovative, oriented towards theories and meanings, so innovation is more feasible for them, and they do not prefer repetition, so they prefer to discover. They can understand concepts easily, which is why they perceive information through memory, ideas, and readings.

Sequential students learn through steps and relationship, so it can be said that if they learn a topic they learned in steps and when learn a second topic, so that they can understand it has to be logically related to the previous one, they are ordered and linear, to those who can provide a solution to a problem seek to solve it through logical steps.

Global students learn with great differences through materials that can be random to later visualize the totality of what has been learned. They find it easier to solve complex problems and relate things in an innovative way, however they may find it difficult to explain how they did it.

Active learners retain and understand added information more easily but actively, either by discussing it, applying it, or explaining it to others, so they prefer to learn either by rehearsing or practicing with others. Reflective people learn best by reflecting on the information that they learn or by thinking as well, so they learn best by meditating, thinking, and working individually.

These models provide the several types of learning and the types of sources that can help the learning development of a second language.

2.5 Language learning theories

Learning theories provide explanations of how a person's learning happens about acquiring knowledge, the development of skills according to the research of different theorists who investigate how human learning happens.

McLaughlin (1990) argues that a good theory must be able to provide adequate definitions and must have explanatory power. It must present coherence in the sense that it must mesh with the established body of knowledge and must be consistent with acceptable related theories. McLaughlin adds that a theory must be practical and heuristically rich, which stimulates and illuminates the process of scientific research. Theories must provide enough information to be able to understand how our learning arises, at the same time these theories can provide more information to other researchers to be able to understand or facilitate research. Theories can be based on different approaches such as sociolinguistics, education and psychology or even more areas. Therefore, some theories are provided to understand how the learning process is and to promote student autonomy.

2.5.1 Cognitive theory

McLaughlin (1990) maintains that “the cognitive approach is not seen as competitive, but complementary, to linguistic approaches to second language development.” Learning is a cognitive process since learning is based on mental activities of students that guide them to obtain an answer and at the same time it is an active process oriented towards established goals and dependent on mental activities on the part of students. Therefore, when conducting this process it is based on

planning, proposing goals and objectives, as well as the selection of stimuli, at the same time the organization of learning resources itself and the implementation of learning strategies are carried out.

Therefore, learning a second language is a complex cognitive process that proposes the use of certain information processing techniques to avoid limitations in the student's mental capacity in their learning. The cognitive theory of learning seeks to explain three important aspects: how knowledge is represented, how this ability to use this knowledge is developed, and how knowledge is integrated into the learner's prior cognitive system.

According to Weinstein and Mayer (1986), knowledge is acquired in two phases. First, learners select the elements or features to which they will pay attention and transfer the information to short-term memory. Secondly, learners acquire said information or part of it by transferring it to long-term memory for permanent storage in the form of interconnected networks rather than as isolated elements. Generally, students must use strategies to understand the information. However, just because students may have a long-term memory does not mean students can access that information whenever they need it.

2.5.2 Bruner's theory

Bruner's theory that focuses on cognitive learning considers that discovery learning goes beyond staying with the information provided. Therefore, Bruner (1957) mentioned that learning takes place when: "an organism encodes something in a generic way to maximize the transferability of learning to new situations." Students' learning is not only based on the information provided by a teacher in the classroom, if not also finding their own resources to obtain extra information that can help them to learn, since this will allow them to expand their knowledge and understand what they do not understand.

Bruner mentions four kinds of conditions by which learning occurs.

1. The willingness to learn or attitude towards learning. For students to be able to learn a second language, they must be willing to face different challenges and seek their own learning methods, taking a positive attitude towards learning it even when difficulties are encountered.

2. An appropriate state of need, in which there is an optimal level of motivation. It is important that students have an adequate level of motivation to learn, since this could facilitate the student's learning to carry out activities and even to learn a topic.

3. Previous domain of original learning, and its importance for generic coding. That students have prior knowledge of something learned can facilitate learning about it and make use of their knowledge to relate it to the new things that are being learned. That prior knowledge is well learned can reinforce new knowledge.

4. Diversity of instruction. The use of methods, approaches and strategies that are implemented to teach and facilitate students' learning is important to ensure that students can understand what is being taught in depth.

Therefore, this theory Bruner considers that it is important for teachers to create situations in which students can learn on their own, instead of the teacher being the only person who provides the information.

That students learn autonomously can grow their knowledge of it and create a positive impact on the learning of a second language since, as Bruner mentions, it is important that the student learns by themselves.

In this chapter all the necessary information about autonomy in students was presented through theories and investigations from other researchers, as well as different strategies that can be considered for students to learn and make use of the target language through the development of the different skills of a second language.

2.6 The importance of German language learning

In the present world, several languages have become necessary due to the importance of the country where the language is spoken. Among the most important are English, French, Chinese, German, among others.

German has become one of these languages because it is thought to provide opportunities due to its cultural heritage, economic strength, and its global influence in the world. Being German one of the most important languages spoken in the European Union, it gives learners more job opportunities not only in Germany but in other German speaking countries such as in Austria, Belgium, Switzerland and others.

For some scholar, speaking German might be related to obtaining benefits not only in the field of education and economics, but also in the field of research and innovation.

Mexico, who has a strong relationship with Germany, due to its economic relationship, provides several opportunities for students to learn the language especially at university levels.

Learning German can bring great benefits for the learners of this language, since there is a great relationship between Mexico and Germany, the Universidad del Valle de Puebla (s.f) states that with the arrival of German groups in Mexico, German industry and investment grew and has been maintained not only in the automotive sector, but also in the production and assembly of auto parts, technology, pharmaceuticals, chemicals, electronics and other areas.

La Benemérita Universidad Autónoma de Puebla offers German courses at different levels, specifically at the Centro de Enseñanza de Lenguas Extranjeras, which seeks to open new opportunities for students for academic and professional growth through its courses where different language skills are developed, allowing students to be able and autonomous to use their learning.

2.7 Challenges in German language learning for Spanish speakers

During the learning of German language learners can face certain difficulties, since there is a big difference between Spanish and German language, such as grammatical structures, vocabulary and pronunciation. Learning a second language, such as German, can be affected by various interferences that hinder the process of acquisition (Khayrieva, 2023; Agafonova and Starozhuk, 2022, as cited in Emmanuel Chess, 2025).

Complicated grammar structure makes it difficult

Grammar structures can be a big challenge for learners, some difficulties can be found in articles, verb conjugations and sentence structure because there is a difference between the two languages. In German there are three genders that are attached to the nouns which are masculine, feminine and neuter unlike Spanish where only masculine and feminine are used, which can be difficult and confusing for Spanish speakers to apply in grammar.

A common problem for Spanish speakers is to try to look for literal translations in verbs and the rule of conjugation, however it is not always possible. For example, modal verbs can change the position and the conjugation of the verb in a sentence, so when translated into Spanish it does not have a logical structure. Therefore, learners must practice the conjugation of the verbs without relating it with Spanish.

In Spanish the order in a sentence follows a specific pattern like Subject-Verb-Object (SVO), in contrast with German since depending on the type of sentence like subordinate clauses or the use of *modal verbs*, which can change to *Subject-Object-Verb (SOV)*. This can affect learners

when they structure sentences or when they want to share their ideas. Failure to practice and improve this part can affect language learning.

Vocabulary

Learn new vocabulary can be a difficult task because there may be similar words in Spanish and German, but with different meaning, which can cause mistakes or confused. For example, *Mantel* in German means coat, but in Spanish is a cloth that covers a table. It can also be complicated for the creation of nouns called *Komposita* as they are created by joining two or more words, maintaining the gender of last component, for example *die Hand (hand) + der Schuh (shoe) = der Handschuh (glove)*. Therefore, memorizing vocabulary is a better option to learn new vocabulary.

Pronunciation due to the sounds that do not exist in Spanish

Pronunciation it is another important factor in German language that can be a limiting to conveying ideas. The difference of sounds between Spanish and German can cause difficulties, since as Spanish speakers used to pronounce new words as sounds in their native language. Common problems are long and short vowels, Umlauts (ä, ö, ü) and the pronunciation of “r”.

In Spanish the duration of the vowels does not change the meaning of a word, however in German it can change, for example: *Miete* (rent) – *Mitte* (center), *Meer* (sea) – *mehr* (more).

The pronunciation and sounds of Umlaut in words can be difficult for learners, since there are not words or similar words in Spanish. Umlaut ä sounds like an e and a, depending on the word. Umlaut ö it is pronounced as if the letter “o” were pronounced, but with tongue as if the letter “e” were pronounced. Umlaut ü is pronounced with the lips in the form of “u” but making an “i” sound.

The letter “r” depending on the position in a word is the way in which it will be pronounced, for example if letter “r” is at the beginning sound is produced from the throat, if it is collocated at the end of a word will sound like a soft “a”. So, it can be noticed a big difference in the pronunciation of the words when there are new letters or even when there are similar letters.

Traditional teaching and learning

Students and teachers can face different challenges through traditional teaching and learning due to in class the teacher is the only one who provides the information and resources about German language. Students only pay attention and take notes about the explanation of the teacher. Textbooks can contain necessary information, but finding more resources can be very helpful. And the application of tests or exams are the main way to measure the knowledge of the

students. Therefore, it is important not to limit traditional teaching and learning within a classroom, since finding better methods and resources can offer better results for students.

2.8 Learning German autonomously

Learning a second language involves developing skills and abilities on the part of the learners. The German language has been considered a challenge because of the difficulties that learners encountered in the learning process. Therefore, it is important to consider the linguistic competences that learners must develop. According to the Common European Framework of Reference for Languages there are six levels to be considered for German language. These levels are classified into three: basic user (A1-A2), independent user (B1-B2) and proficient user (C1-C2), (Goethe-Institut, 2025). In addition, the lack of time to study in the classroom can affect the process of learning and improve the language skills, which may result in students not reaching the desired level. Therefore, learn German autonomously can help students to improve skills and gain abilities in learning.

Autonomous learning provides the ability of independent learning, organize time and activities, select materials and the use of different sources of information, according to the needs of the learners. Learners must take responsibility in these stages to have acted autonomously. With this active participation the learning process turns out to be a dynamic process (Tassinari, 2010; Oxford, 2015).

Nowadays one of the tools that can provide the learner with information to develop and improve linguistic skills and at the same time to develop autonomy is through technology, since the current generations make continuous use of this tool, so they are familiar with this resource. I see a large potential in the learning environments that have only arisen with the global extension of the internet (Iwasaki, 2001). Technology can be considered as a complement to what is already taught in classroom. Due to the wide variety of materials, platforms and resources that can be found on the internet, learners can learn and improve their level of German in an autonomous way.

CHAPTER III: METHODOLOGY

3.0 Introduction

In this chapter the methodology followed in this research is presented. The first section is dedicated to describe the research approach, the context and the participants. The following sections describe the instruments and the research procedures.

3.1 Research instance

As it was mentioned in the first chapter, this study was conducted following the principles of the qualitative approach, focusing specifically on the solution of an educational problem, that is, it seeks to improve the academic level of students in a specific language. As this study seeks to deeply understand a phenomenon in its natural context, it allowed the researcher to study how teachers stimulate autonomous learning in students and to see the strategies that language teachers implement to improve the skills of the language inside and outside the classroom. This type of research used qualitative techniques such as observations and evaluations. From these two techniques the information was obtained regarding the qualities, behavior and complexities of the participants. As mentioned above, students' autonomy is a crucial factor for learning a foreign language so it is important to see how teachers promote autonomy in their students.

The objective of this applied research was to find a solution of a problem in real life through existing theories, techniques and knowledge. For this reason, this type of research was used in this investigation

3.2 Research participants

The participants were German language students and German language teachers who belong to the Centro de Lenguas Extranjeras of the University of Puebla. The teachers oversee different language levels, and the students also belong to different levels and different majors. It was very important to collect information from teachers about autonomy of their students during their classes and the strategies that they use to improve the level of the students. All the information collected was based on the experiences of, students and teachers.

3.3 Research context

This research was applied at the Benemérita Universidad Autónoma de Puebla in the Centro de Lenguas Extranjeras (CELE) that is part of the Faculty of Languages, an area that is focused on language teaching for active university students. The objective of CELE implement language courses for students belonging to BUAP to learn and use different foreign languages. The languages offered are English, German, Japanese, French, Portuguese, Italian and Spanish for foreign people. It is located on 24 Norte 2003, Col. Humboldt C.P. 72370 Puebla, Pue. The faculty is part of the public service. Therefore, students from different areas study in this program. Downtown classes are taught in the building called LEN/1. The program offers different services in which students can practice the language that they are learning such as a computer lab and a library with specific books to learn languages. Each classroom is equipped with a board, chairs and boards for students, and a computer with a TV that helps to share the topics of the language to the students. Each language has 9 language levels that are taught three days a week for two hours each day, for a total of 6 hours a week. These courses are not part of the academic curricula. However, some degrees require a second language as a degree requirement. At the same time, some bachelor's degrees have already included these courses as part of their academic curricula.

In this period the school had a limited number of teachers from German language, each group have different numbers of students depending on the level. The teachers follow the program with the different topics that are taught obeying a logical sequence of the contents.

3.4 Research instruments

The instruments used in this research helped the researcher to follow a logical structure to collect information. The research data was collected using observations and interviews. Regarding the observation guide, it is a technique used in qualitative research.

The observation guide contained items related to the subsidiary research questions. Through them, the researcher observed and wrote down at the same time the events that were occurring at the moment of observation. Its aim was to analyze the process of teaching in the classroom between teachers and students. Identify the different aspects that teachers implement in class to promote autonomy in students using materials according to the needs of the students. Also, activities that are used in class to improve the language skills of students. It contained ten

items that must be observable in class, to have specific strategies, evidence and comments about the elements that the instrument has.

For the interview a guide was also used. This guide of questions was based on the researcher's requirements and the necessary information about the participants. The interview was carried out individually to know each participant's information. Its aim was to obtain clear and specific answers about the opinion, experience related with autonomy. The interview guide contained several sections.

Section one is about the autonomous learning in students and its importance for teachers, how they promote it in their classes and the resources that they use.

Section two sought information about the strategies that the teacher implements with their students to improve their level inside the classroom as well as outside of it.

The interview was semi-structured since a guide of questions was needed to collect information and at the same time more questions were added if it was necessary to obtain the require information.

The items used in each instrument are aligned with the research questions posed in chapter one and were validated after the mentor's reviews and the pilot application of the instrument to participants.

3.4.1 Piloting

To validate the instruments the researcher applied them previously to detect errors or misunderstandings. During the process of piloting, I received feedback from my mentor. The first corrections where in the observation table, since the activities and strategies mentioned in the table did not allow to collect observable information, as well as the evidence that could be obtained during the observation. The corrections were made, and another revision was carried out.

In the interview, I prepared five items related to the autonomy, but some of them were repetitive, so in the second revision my mentor mentioned that I had to change some items or even to reduce the number of items and use the most important that could help me to collect the information. At the same time some items were added because some of them did not investigate about the stimulation of the learning in the students.

After correcting the questions of the first feedback in the table, I decided to change the table into items, but my mentor mentioned that it was better to have a table with sections, because it is difficult to try to write faster when I am observing a class. So, I draw a table with complete sections.

When the instruments were piloted with some participants, they pointed out some suggestions about the design of the instruments and the content of the items. They requested to be more specific with the items.

The necessary changes were made to improve the structures in the items and have the correct information according to the research objectives.

3.5 Research procedures

As was explained above, data collection was done through an interview and an observation in the classroom of the teachers that support in the collection of information for this research.

The first instrument that was applied was the interview. It was done before the class that would be observed, the instrument was printed and was a face-to-face session, when interviewing the participant, the interview was recorded with the teacher's permission to later transcript the answer to each question. Subsequently, the observation of the class was carried out, the table was printed too and was made in one session.

The second participant answered the interview through a virtual session, since the class is virtual, so the instruments were online. The interview was recorded with the teacher's permission. Subsequently, the online class was observed.

The third participant answered the interview virtually since the class was virtual, the interview was recorded with the teacher's permission. The observation was carried out one day after the interview.

Once the instruments were applied, the information was gathered and at the end of each session the participants were thanked for their participation.

3.6 Conclusion

This chapter was focused on research design and provides the necessary information to understand the methodology that was implemented to conduct this investigation. It also

describes the procedure and the application of the instruments to collect the data. It is important to emphasize that the research instruments were selected according to the methodology.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF THE RESULTS

4.0 Introduction

This chapter provides a clear analysis of the answers of the participants that were obtained through the instruments mentioned in the previous chapter. This analysis is based on the experience of the teachers during the classes from German language with their students and the perspective of the students during their classes, each answer is analyzed accurately. The instruments that were applied were in Spanish, since teachers and students are from German language. There are three teachers and three students in this research, so each participant will be identified as TCH1, TCH2, TCH3, ST1, ST2 and ST3. The participants' responses will be analyzed in this chapter.

The data collection was divided into three sections. The first section analyzed the answers of the teachers, the second section included a classroom observation guide to corroborate with teachers' answers, and the last section analyzed the answers of the students.

4.1 Strategies that allow students to improve the skills in German language based on teachers' perceptions.

Participants' answers highlighted different opinions based on their experience, which were relevant for this research. When asked about the strategies that allow students to improve the skills in German language based on teachers' perception. TCH1 considers that, when students learn a second language to develop each skill it is important to consider strategies that will benefit their learning, considering the level of students.

“Las estrategias que utilizo se basan en cada habilidad que se va a desarrollar y también de acuerdo con el nivel del alumno. Habilidad oral aplico entrevistas [...] hablar sobre libros, su fin de semana o lo que harán en vacaciones. Habilidad auditiva, escuchar la radio en alemán en tiempo real, escuchar noticias. Habilidad de lectura, lecturas cortas, textos sencillos para leer y recomiendo libros para principiantes. Habilidad escrita, aplico reportes de lectura, [...] libros de la clase, resúmenes de historias que les doy. Habilidad escrita, solicito que escriban textos cortos relacionando los temas vistos con algo de ellos mismos.” (TCH1)

TCH2 pointed out that it has to teach step by step providing materials that are not difficult to understand and make use of the target language in class because it allows students to become more familiar with the language taking into account the motivation of the students.

“Considero que para desarrollar estas habilidades van normalmente de la mano, antes de hablar escuchar, antes de escribir leer, [...]se necesita primero presentar el vocabulario en contexto.

En un texto primero comprendemos el significado, después analizar estructuras gramaticales y vocabulario, y a partir de eso tratar de producir. Es muy importante fomentar el uso de la lengua meta, ya sea preguntando en alemán esperando respuestas en alemán. [...] maximizar la cantidad, la calidad del input que se da ya sea de forma oral, para después producir de forma escrita, lectura y comprensión. [...] no tienen que ser grandes contribuciones, sino lo que se está viendo, utilizando la gramática, las estructuras, primero presentando, analizando y después produciendo, en todo momento dando feedback, corrigiendo, motivando y reconociendo los logros [...], también ayuda a que el alumno se sienta motivado, eso puede contribuir para crear condiciones afectivas para que el alumno siga desarrollando su propio aprendizaje.” (TCH2)

For TCH3 making natural interaction between students to practice is essential, make use of the appropriate teaching resources and apply strategies that come close to real contexts help students to produce in the different language skills.

“Uso en clase diferentes estrategias para que los alumnos sean capaces de desarrollar sus habilidades lingüísticas, [...]habilidad oral, interacción entre compañeros, presentaciones en donde hablan de temas específicos como de su lugar favorito o algún personaje de su agrado y todo esto lo baso en sus intereses para que les resulte atractivo. [...] habilidad escrita, escribir un correo a un amigo o hacer invitaciones a una cita, desarrollan sus propias conversaciones con sus compañeros de manera escrita. Habilidad de escucha, hago uso del idioma para que se familiaricen con el acento, la entonación y la pronunciación, audios que nos da el libro o algunos podcasts, [...] videos con audio que pueden resultar interesantes. Habilidad de lectura, textos de los libros, textos cortos de temas que pueden ser del agrado de los alumnos y hago actividades de comprensión como preguntas para saber que tanto comprenden lo que leen.” (TCH3)

The results derived from teachers' answers and related to the literature review; it can be concluded that a variety of strategies can be provided that allow students to improve and develop their skills in the language. As well as creating self-confidence in students to produce in any skill without fear of making mistakes, making use of the strategies used in class which will allow students to be more efficient in their learning. So, it can be noticed that teachers make use of metacognitive, social and communicative strategies in class to improve students' language skills. Considering that one of the participants promotes extrinsic motivation to make students continue improving. There is also the use of different stimuli by teachers in class, such as creating an appropriate environment in the classroom. Emotional stimuli such as promoting responsibility and motivation in students, working in pairs or teams to improve their skills. As

well as providing physiological stimuli to obtain information such as visual and auditory materials as is mentioned in Dunn & Dunn model.

4.2 Learning styles to improve the skills in German language based on teachers' perceptions.

When participants discussing about learning styles to improve the skills in German language based on their perception, participants express different ideas. In reference to this matter TCH1 stated that teachers have to consider the learning style of the students because not all the students learn in the same way and different activities can be implemented to improve their skills and have satisfactory learning.

“Pienso que es responsabilidad del docente conocer los diferentes métodos, estilos e inteligencias múltiples y hacer lo posible para abarcar a todos los estudiantes ya que es muy heterogéneo, muy variado en las inteligencias múltiples, por lo cual procuro en cada clase desarrollar lectura, escritura, habla y también el análisis de estructuras gramaticales de acuerdo con el estilo de mis alumnos.” (TCH1)

According to the views of TCH2 he always considers the learning style of the students even if it is difficult to prepare classes for the learning styles of all the students. It is important to apply methods that benefit students' learning and at the same time do it according to their needs.

“[...] trato de hacer lo posible para que en mis clases haya diferentes materiales que se adapten al estilo de aprendizaje de mis alumnos, [...] cada alumno tiene su propio estilo de aprendizaje y puede llegar a ser un poco difícil abarcar todas las maneras. [...] busco ofrecer una variedad de enfoques para que mis alumnos tengan un aprendizaje significativo y que al mismo tiempo se adapte a las necesidades de cada uno.” (TCH2)

TCH3 affirmed that it is important to take into consideration the learning style of the students because it facilitates the selection of the activities and materials that will be implemented in class according to the needs of the students.

“[...] como docente debo de tomar en cuenta siempre el estilo de aprendizaje de mis alumnos, [...] al inicio de cada curso aplico un examen que se basa precisamente en los estilos de aprendizaje, esto me permite saber de qué manera aprenden mis alumnos [...] realizar actividades y aplicar materiales que abarquen los estilos de cada alumno, [...] hago todo lo posible para cubrir sus necesidades de aprendizaje.” (TCH3)

The participants' responses reinforce the information presented in the literature review based on learning styles. As was mentioned by the participants, learning styles differ according to each student. As was mentioned for Sternberg (1994) styles are not permanently determined at birth. In his opinion, they seem to be function of the environment, tasks and situations, and

can be developed. Therefore, if teachers implement in class different materials and activities that help students to identify their learning style will make students able to look for more methods and strategies to improve their learning performance. Most participants agreed on the implementation and importance of learning styles to learn a second language and improve their skills.

4.3 The advantages of autonomous learning

Subsequently, the participants were asked about the advantages of autonomous learning in a second language. According to the point of view from TCH1 to set goals in the learning process of a second language can help to know what students want to achieve and this factor goes hand in hand with motivation.

“Yo creo que gran parte del éxito en el aprendizaje de un idioma es a través del aprendizaje autónomo. Establecer objetivos, tener intención y interés [...]. La motivación también juega un papel importante. El aprendizaje autónomo puede traer beneficios como mejorar la lectura, mejorar el habla, mejorar el audio, aprender vocabulario o mejorar estructuras para avanzar y sentir un logro dentro de su aprendizaje de manera personal.” (TCH1)

The comment of TCH2 reflects that autonomous learning provides benefits to the students considering more aspects that go hand in hand with autonomy, that is the motivation that teachers encourage in their students to continue learning on their own way. As well as having a positive impact in their learning, students can practice not only in the school but also can use their knowledge to apply it real contexts.

“El aprendizaje es más significativo, el alumno al ser regulador de su propio aprendizaje sobre todo si esta ligado a una motivación. La motivación es importante, lo cual contribuye mucho a un aprendizaje autónomo, [...] los beneficios que aporta es que el aprendizaje es más significativo, ayuda a que el alumno pueda personalizar su aprendizaje y que el aprendizaje sea más duradero, es más fácil que el alumno sea capaz de utilizar lo aprendido en su vida cotidiana y en diferentes contextos más allá del curso.” (TCH2)

In the opinion of TCH3 autonomy in students offer different advantages because students can be more efficient, and they can manage their learning. Autonomy allows students to face different challenges in their tasks and be able to complete them, and students can choose the methods that work for them according to their needs and interests.

“[...] los alumnos se vuelven más responsables y al ser reguladores de su aprendizaje se vuelven más organizados y esto puede facilitar a que los alumnos puedan resolver problemas o actividades del idioma, [...]se estará desarrollando la motivación intrínseca en cada alumno. Pueden elegir de qué manera mejorar su aprendizaje con relación a sus intereses y a sus necesidades y al practicar constantemente el alumno puede mejorar sus habilidades lingüísticas porque no solo estaría practicando dentro del salón sino también fuera de clases” (TCH3)

The perceptions expressed by the participants demonstrate different important aspects about the benefits of autonomy. Therefore, the findings are in line with Locke and Latham (1990, 2002) who claimed that goals motivate people to make necessary efforts to meet the demands of the task and persevere in the behavior over time. Once students begin to set goals in their learning, they will identify their abilities and effort to achieve a goal. Autonomous learning can develop intrinsic motivation which allows students to learn through their own interests, effort, curiosity and determination without the need of a reward from the teacher or in class.

4.4 The way German language teachers foster autonomous learning.

The participants shared their experience about the way they foster autonomous learning in German language that revealed the variety of tools that teachers provide to the students to promote autonomous learning. In this regard TCH1 asserted that it is important to recommend different resources that students can use outside of the classroom, as this will allow them to improve the linguistic skills that they are interested in.

“[...] recomiendo que escuchen estaciones de radio, canales de televisión actualizados en noticias, que hagan actividades. Solicito a los alumnos que cumplan con ciertas horas en el laboratorio de auto acceso [...], les solicito carpetas de registro de actividades en cada unidad en donde incluyen evidencias de las actividades realizadas por su cuenta y un portafolio de evidencias donde presentan las actividades más representativas que ellos encontraron a lo largo del curso y de manera personal.” (TCH1)

In words of TCH2 to promote interest in the language to the students it is relevant to use situations that can provoke that students begin learning in their own way. The topics can be taught in such a way that allows students to start to always investigate or practice by themselves enjoying the learning process.

“[...] promuevo el interés y gusto por el idioma, [...] utilizando situaciones que a mi parecer resultan relevantes para el alumno. [...] los temas se pueden hacer de manera interesante para los

alumnos y si logramos que eso sé de, el alumno puede comenzar a profundizar en los temas y eso implicaría crear la necesidad, lo que llevaría como resultado que el alumno sea capaz de satisfacer esa necesidad de aprendizaje, de resolver sus propias dudas y que de esa manera su aprendizaje sea significativo.” (TCH2)

TCH3 expressed that providing materials in class after explaining the topics, using online materials, authentic and non-authentic materials through trusted sources and at the same time the students choose their materials to improve according to their interests.

“Utilizo materiales extra para practicar ciertos temas [...] les doy a mis alumnos hojas de ejercicios para realizarlo en casa [...]. Les doy otro tipo de herramientas que pueden utilizar de manera personal como aplicaciones que pueden descargar desde su teléfono y son de fuentes confiables, recursos en línea como páginas y plataformas, también ejercicios interactivos, les recomiendo hacerse evaluaciones en su aprendizaje, para que puedan analizar sus avances. [...] para promover la autonomía de mis estudiantes les proporciono los recursos que considero efectivos e interesantes” (TCH3)

Based on the results it can be concluded that teachers foster autonomy by making use of different resources based on the interest of the students since not all the students have the same interest or the same need to improve their language skills. Therefore, by providing different resources students can choose the resources that suit their taste and that would be more effective because the interest would be something natural and not forced. According to Bruner (1957) mentioned that learning takes place when: "an organism encodes something in a generic way to maximize the transferability of learning to new situations." For that reason, by providing these resources, help students to be able to look for more resources to improve their knowledge.

4.5 Tasks that teachers use to promote autonomous German language learning

When participants were asked about the tasks that use to promote autonomous German language learning they provide a diversity of activities to promote autonomy. In According to what was pointed out by TCH1 online resources are a good option to stimulate autonomous learning in students, since are resources that students use continuously and easily to practice German language.

“[...] tareas para trabajar en plataformas. Nuestro libro es de la editorial Cornelsen, trabajamos con Panorama y tiene una plataforma de actividades interactivas, también les doy links para que hagan exámenes de certificación como ejercicio para ver qué nivel tienen o plataformas como

LearnGerman en donde pueden practicar a través de ejercicios, novelas, y más materiales. Los alumnos pasan más tiempo usando tecnología por lo que es más fácil que puedan practicar con recursos en línea de una manera sencilla.” (TCH1)

According to TCH2 providing resources that enable students to be autonomous is what can stimulate their learning or interest using authentic materials and digital materials. This allows students to be more confident, since resources are provided by the teacher.

“[...] escuchar canciones, como a los alumnos les gusta la música a lo mejor algunas de las canciones que en ocasiones presento pueden ser un estímulo, [...] proporciono links de páginas que los alumnos pueden revisar donde hay explicaciones de temas para repasar y les doy plataformas en donde pueden realizar actividades para que practiquen fuera del salón” (TCH2)

TCH3 asserted that the materials that are implemented in class are materials that can be obtained through technology and materials designed with an academic purpose. Also doing activities where students can have interaction to develop their language skills, considering the effort of the students when using these resources.

“[...]les proporciono recursos físicos y en línea. Dejo actividades en plataformas como LearnGerman, Deutsche Welle, los alumnos pueden aprender vocabulario o estructuras gramaticales. [...] YouTube en donde pueden escuchar podcasts, noticias o entrevistas y lecturas en línea que les puede ayudar a mejorar. [...] cada uno de los recursos pueden ayudar al alumno [...] todo esto va de la mano en como el alumno hace uso de estos recursos.” (TCH3)

Based on the results of this item, it can be shown that teachers implement different tasks to improve the autonomy of the students. Learning resources used through technology can be very useful for students, since they are tools that most students can use. Teachers mentioned platforms that can be used in telephones meanwhile students are resting or watching a movie, listening to podcast or even playing games. Online resources have helped students to learn new vocabulary, practice pronunciation, improve writing skills or reinforce new knowledge in class. In this time, technology can provide many positive benefits in autonomous learning, since it is a medium that students use constantly, and they know how to handle it.

4.6 German language skills that are more benefited through autonomous learning.

In this item, participants were asked about the skills that are more benefited through autonomous learning. In this point, TCH1 provides a general idea focusing on the interests and

needs of the learners. The participant mentioned that it depends on the interest of each student, but also considering the needs of the learners. Some skills can be more benefited than others, since if it is based on the learning style of the students the resources used can be directed more towards certain skills.

“Esto depende del tipo de aprendizaje de cada alumno o el interés que tenga por la habilidad que quiere desarrollar o el que considere que es más necesario para sus actividades, pero ya depende de cada quien y hay recursos en todos lados para cada una de estas competencias” (TCH1)

TCH3 expressed that there are two specific skills that are more benefited through autonomous learning like speaking skills and writing skills as there are materials that can be found online, the writing skill can be improved as the student can find materials that suit their individual interests, as well as speaking skill can be improved through technological resources that students can use in their daily routine.

“Pienso que la parte de comprensión oral y la comprensión escrita porque las vas practicando de acuerdo a su ritmo y conforme a tus necesidades de mejorar” (TCH3)

Based on participants' answers it can be concluded that the different skills can be benefited. The most important factors that must be considering is that they depend on each student as their needs and interest to improve a specific or five linguistic skills. At the same time learning styles are also important to improve these skills because many resources can be found but students have to find the correct resources for them.

4.7 Class observation TCH1

To corroborate the information obtained from the participants, a classroom observation was applied. In which the following was observed.

The analysis of Table 4.7 illustrates that TCH1 promotes autonomy in students to complete activities in class and considers motivation as fundamental part in learning of the students. TCH1 uses materials that help students to develop each skill autonomously considering the level of the students to implement materials and activities. The strategies that the participant uses in class to develop linguistic skills are based on the needs of the students using traditional activities and materials, although also using resources from technology which allows obtaining the interest of the students.

Thus, it can be observed that TCH1 guides students to be autonomous, helping them in this process. Which allows students to be independent and responsible in their own learning.

Teacher uses different types of resources to help students to improve their learning. Therefore, it can be concluded that teacher applies in class what was mentioned in the answers of the interview to improve the learning of German language.

Table 4.1 Class observation TCH1

TCH1				
<i>Elements</i>	<i>Observed in classroom</i>	<i>Specific strategies</i>	<i>Evidence</i>	<i>Comments</i>
Ability to promote autonomous learning	Teacher motivates students to do activities on their own.	Provides examples like in the exercises.	All the students participate in class.	Motivation allows students to complete their activities.
The teacher encourages autonomous activities	Provides activities that students do on their own without supervision.	Check the answers of the activities with all the group.	Corrects the activities with all the group.	Review all sections, make corrections and explain why.
The teacher motivates students	Talks about his experiences with language to motivate students.	Shows opportunities to develop the language in different contexts.	Shows videos and talks about personal experiences.	The students are motivated to keep on learning.
The teacher provides materials to practice outside the classroom.	Provides the students links and platforms to do at home.	Leave tasks from the resources provided and have value for grading.	The tasks were checked in class.	Review the students' activities in person.
Teacher shows flexibility and adaptability with students.	The teacher shows open to receive comments or explanations of the students.	Reinforces what the students mentioned.	Uses the board to explain. Asks students if it is clear.	Adapts to the students and it is flexible to understand them.
To improve listening	Reproduces audios and songs related to the topics.	Reproduces the audios more than one time to understand better.	Audios allow them to complete activities.	Audios in class help to improve listening skills.
To improve speaking.	Creates conversations between classmates, students read aloud.	Activities like role plays, students make presentations.	Students interact in class using the target language.	The teacher makes all students participate in oral activities.
To improve reading.	Provides short texts from the book and other resources.	Make questions to the students about the reading	Students read in class to complete activities.	The teacher checks if students understand the text.
To improve writing	Leaves written activities related to the topics.	Students write sentences, short text and sometimes e-mails.	Students write the exercises in their notebooks.	Students do these activities using vocabulary according to their level.

4.8 Class observation TCH2

The analysis of Table 4.8 demonstrates that TCH2 encourages activities in class for students to be autonomous and that teacher motivate students to feel capable of participating. The teacher encourages the use of online materials and platforms since being a tool to which students are constantly exposed helps them to be able to use it as a learning medium. When students have difficulties understanding a topic, the teacher gives an explanation until students can understand and make use of what they have learned. TCH2 maintains the use of the target language with interaction between classmates and when he gives instructions. Encouraging the use of the target language in class helps students to become familiar and accustomed to its

constant use. Students learn new vocabulary related to the topics and that facilitates the memorization of new words.

From which it can be concluded that teacher motivates students even when they have made mistakes in some tasks, it allows them to feel able to improve and do their best without fear of making mistakes or being judged. Teacher provides adequate time for students to understand the subject; it allows them to understand better and continue practicing until they master the topics. The materials used in class are enjoyable and fit with different learning styles.

Table 4.2 Class observation TCH2

TCH2				
Elements	Observed in the classroom	Specific strategies	Evidence	Comments
Ability to promote autonomous learning	The teacher promotes independent work in his class.	The teacher applies different activities, letting students set goals in their learning, make a review, students summarize what they saw in class.	Students have control over their learning during the activities.	The students do not show difficulties in carrying out activities individually.
The teacher encourages autonomous activities	The teacher provides exercises that students solve on their own.	The teacher lets them solve the exercises alone until they require his help.	The teacher let the students to complete a worksheet without helping them, when was necessary, he approached them to resolve their doubts.	The fact that the student is able to carry out activities alone allows him to resolve his doubts.
The teacher motivates students	During the activities the teacher motivates students through good comments about their work.	Recognize the effort of each student giving motivational comments.	The students write sentences on the board and the teacher checks each sentence, even when the sentences have some mistakes the teacher gives feedback and offers favorable comments.	Motivation in students allows them to participate without feeling afraid.
The teacher provides materials to practice outside the classroom.	The teacher shows in class some platforms to practice the topics and share links from web pages.	The teacher shows these resources and adds them as homework activities.	The teacher teaches a topic and, in a platform, let as homework an activity to practice.	Providing resources and the use of them encourages autonomy in students to practice in their own way.
Teacher shows flexibility and adaptability with students.	The teacher is flexible with the difficulties of the students and adapts to their time to understand.	Explain more than one time if it is necessary and provide more examples.	When the student has difficulties to understand a topic, the teacher explains until it is clear and gives more examples	When the teacher takes the necessary time to teach clearly helps students to improve.
To improve listening	The teacher reproduces songs and audios to complete activities.	The teacher repeats the audios more than once so that the students capture the information in the audio.	In an activity to complete a conversation the teacher played the audio until the students completed the conversation.	Repeating more than once allows students to become familiar with intonation, pronunciation and meaning.
To improve speaking.	The teacher keeps the students interacting using the target language with	The teacher makes the students use the language as much as possible, to go to the	When students have doubts about vocabulary, they ask the teacher using simple structures, but	This allows the students to maintain oral practice of the language and begin

	their classmates or if they have questions or doubts.	bathroom, to ask questions, to answer oral activities.	always using the target language.	to formulate their own sentences in a natural way.
To improve reading.	The students read instructions and texts in class from the book.	Keeps students reading constantly and corrects pronunciation of words if is necessary.	The students read the instructions and sentences in the book and receive feedback from the teacher.	This allows students to improve their fluency when reading and the pronunciation of the words.
To improve writing	The teacher keeps students writing sentences as activity to improve the writing skill.	The students write sentences and share answers with all the group to make corrections.	The students write sentences using past tense, write the answers on the board and the teacher gives feedback.	Reviewing activities as a group allows students to avoid the same mistakes.

4.9 Class observation TCH3

The analysis of Table 4.3 reveals that TCH3 promotes autonomous learning in students through activities that they must complete individually. Motivates students even when they have some mistakes in their tasks. TCH3 encourages autonomy in students, providing different resources that students can use in class or outside of class depending on the interest and goals of each student. During the activities, the teacher is flexible with the students by giving them the time that they require, as well as adapting to the way of working of the students. The strategies that the teacher implements in class to improve the skills of the students are through activities including interaction between classmates using each strategy in a natural and unforced way.

The evidence points that teacher encourage autonomy in class. Teacher plays an important role in the classroom, since it is the one who guides the process of the students. Teacher allows students to set their own goals focusing on their learning and their needs. At the same time, help students to be responsible for complying with what has already been established. Teaching in natural and unforced contexts allows students to keep learning and find ways to meet their needs.

Table 4.3 Class observation TCH3

TCH3				
Elements	Observed in the classroom	Specific strategies	Evidence	Comments

Ability to promote autonomous learning	The teacher motivates students to work individually	The teacher provides tasks, encourage to monitor their progress, provide feedback	The students look for information in the dictionary without asking the teacher.	The teacher provides opportunities in where students can work in their own way.
The teacher encourages autonomous activities	The teacher provides many activities to complete them individually.	Provides resources that students can use individually, allow students to work in their own pace.	Students were working individually and then check answers with all the class.	This strategy allows students to work at home without difficulties.
The teacher motivates students	The teacher is positive about the mistakes of the students in activities.	The teacher implements striking materials to keep the interest of the students.	Students participate in all the activities voluntarily.	When teacher motivates the students, they feel more confidence in themselves.
The teacher provides materials to practice outside the classroom.	The teacher provides links and platforms to the students to practice individually.	The teacher shares web pages, platforms and applications and links to the students and promotes the use of these materials.	The students complete an activity through the platform of LearnGerman to practice a topic.	The teacher leaves a task that students must complete and have to show evidence.
Teacher shows flexibility and adaptability with students.	The teacher shows adaptability and flexibility with the time of the activities to the pace of the students.	The teacher adjusts the difficulty of the activities according to the level of the students.	When students don't understand an explanation, the teacher provides more examples and accepts doubts of the students.	This adaptability and flexibility allow students to understand better and practice more.
To improve listening	The teacher implements different resources in class to enhance listening skills.	The teacher reproduces audios and videos of native speakers. Students capture key words and sentences.	The teacher reproduces an audio of a topic, and he indicates students to take notes and then the teacher prepares questions.	These strategies allow the teacher to identify how much understand the students.
To improve speaking.	The teacher promotes activities where students interact in pairs or with all the group using new vocabulary.	The teacher uses role plays in where students have to use real contexts to practice speaking.	The students were working in pairs in where they have to create a natural conversation to organize a meeting.	Activities where students practice speaking allow students to have more confidence in themselves.
To improve reading.	The teacher implements reading activities that students analyze.	The teacher uses short text or stories and adds questions to notice the understanding of the students.	The teacher puts on the screen a text that students read and then ask questions about the information of the text.	When the teacher uses different texts and helps students to understand the text allow students to improve their understanding.
To improve writing	The teacher helps students with writing activities focusing on vocabulary, grammar and structures.	The teacher provides the components of writing using a specific model like stories, e-mails, invitations, etc.	Students write a short paragraph describing the place where they live.	This strategy allows students to have clear ideas and develop their reading skills.

4.10 Strategies that allow students to improve the skills in German language based on students' perception.

Participants share different strategies that they consider important to improve the skills in German language according with their perspective. Participants demonstrate that it is important to find more methods including classmates and teachers. For ST1 it is important to practice beyond what is learned in class using eye-catching resources that can be of interest to the students and that can use as daily activities. Mainly mentioning technological resources. Therefore, it can be seen

that the materials provided through technology can be more useful for ST1 for greater learning and improvement in the language.

“La práctica del idioma, no solo quedarse en lo teórico sino también ir por lo práctico y utilizar recursos comunes como canciones, series que ayuden a la mejor comprensión del idioma” (ST1)

On the other hand, for ST2, real interaction can benefit the improvement of the skills of a second language with classmates and the teacher. But also, for ST2 physical materials can help with a better understanding. As a result, ST1 believes that strategies that focus on face-to-face methods may be more effective in improving skills.

“Algunas estrategias que ayudan al aprendizaje es la interacción presencial tanto con los compañeros como con el docente, así como material físico que pueda ser visualizado para una mejor explicación de definiciones” (ST2)

Whereas ST3 mentioned autonomy as a strategy for the improvement of the skills. Starting from a general idea, autonomy can offer different strategies depending on the students and their interests. In such a way that even if it is a good strategy, the teacher is the one who can guide students to apply autonomy in their learning.

“A mi punto de vista, muy independiente de la mejor continua que provee el profesor a los alumnos, una de las mejores estrategias podría ser la autonomía del aprendizaje que cada alumno pueda tener” (ST3)

Participants' opinions offered different strategies based on their perception and experience, so it can be seen that ST1 and ST2 have different learning styles, which shows that autonomy can offer different strategies based on students' learning needs, as was described in the opinion of ST3. Therefore, in accordance with the theoretical framework, the participants consider important the implementation of communicative and social strategies to improve the skills that need to be developed, as well as autonomy in students to choose their methods and resources that students can use by their own.

4.11 Learning styles to improve the skills in German language based on students' perceptions

In the next item, participants discussed about learning styles to improve the skills in German language based on their perception. According to ST1 it is important to consider the learning styles of the students to use resources that will help students to have satisfactory learning, thus improving their skills in class or in their own.

“Es necesario identificar el estilo de aprendizaje para utilizarlo como herramienta que favorezca el aprendizaje del estudiante.” (ST1)

ST2 emphasized that learning styles are essential, since every student learns in different ways, therefore considering this important aspect benefits students by improving the development of their language skills.

“Considero que los estilos de aprendizaje son importantes porque cada alumno es diferente y aprenden de manera diferente.” (ST2)

In the opinion of ST3 learning styles not only help students if not also help teachers to identify the way students learn and at the same time guide teachers to prepare classes that can be appealing to the students and thus have a better understanding and progress. Students can also identify their learning by using tools that favor their learning process.

“Si, los estilos de aprendizaje son muy importantes para el alumno. Ya que dan a conocer al alumno o profesor entender su manera o estilo de estudiar, para mejorar su comprensión y tener mejores avances” (ST3)

The results indicate that the three participants consider learning styles as an important factor to learn and improve the skills of a second language benefiting students and teachers both in classroom learning and autonomous learning, and the design of materials and activities in class. Therefore, research findings demonstrate that what was mentioned in the theoretical framework about learning styles is fundamental, since Stenrberg (1994) mentioned that learning styles are not defined at birth, but rather become apparent over time and can be developed. Also, Ehrmann mentioned two different models that are field dependence and independence where it is mentioned that exists different types of learning styles and that using the right learning methods and resources, language skills can be improved. So, it can be concluded that learning styles are important in to improve the skills in German language autonomously and with guidance of the teachers.

4.12 The advantages of autonomous learning

Moving on to the next point the advantages of autonomous learning in German language based on the answers of the participants will be analyzed. ST1 and ST2 provided similar answers since they commented that autonomous learning offers different advantages to the students, because learners can practice and adapt their time according to their needs and this enables students to be able to be more active in their learning through their own methods. This means that both participants consider that students can guide their learning, which has a positive impact.

“La ventaja es que puedes ir a tu propio ritmo, tienes la oportunidad de repasar todo lo que no comprendas a la primera e incentive el dinamismo.” (ST1)

“Que el alumno avanza a su propio ritmo, el alumno es dueño de su tiempo y organiza sus horarios” (ST2)

Subsequently, ST3 asserted that autonomous learning can help students to improve more than other students who do not use this method, it can also influence the improvement and development of German language skills.

“Una de las ventajas de la autonomía de aprendizaje sería que el alumno podría avanzar más que otros estudiantes en el idioma, mejorar vocabulario, la gramática, la comprensión lectora y auditiva.” (ST3)

According to the opinion of the participants, it can be noticed that they consider that autonomous learning provides positive advantages for the learning of the students and at the same time they added some important points about the advantages of autonomy. Participants mentioned that students learn at their own pace, learners can make a review of the topics that were not understood, they can manage their study time and make more progress in their skills. So, it can be considered that participants contemplate aspects mentioned in the theoretical framework, such as self-learning, self-regulation and Bruner’s theory. In where it is mentioned that students may be able to learn through their own methods, establishing objectives that can help them to improve their language skills by regulating their time and methods and adapting them according to their needs and objectives.

4.13 The way German language students foster autonomous learning

In the following item the way German language students foster autonomous learning will be analyzed. From the experience of ST1 the use of online pages or other resources that can be related with the topics that they are seen, considering also the motivation that one must have and looking for more information and not just settle with what the teacher provides. Therefore, ST1 states:

“Uso de páginas o recursos relacionados con el tema, motivación y no quedarse solo con lo que se ve en clase, sino que vayamos por más.” (ST1)

For ST2, studying using their own methods and resources are important to foster autonomous learning in learners, as well as evaluating their own learning to find a more effective way to improve their learning.

“Actividades extras y tareas, así como evaluaciones para que uno estudie por su cuenta.” (ST2)

According to ST3, to foster autonomous learning in students it is important to use strategies in where they will face some challenges in their activities or exercises which will allow students to have self-improvement, since activities or exercises with a progressively increasing level of difficulty can allow students to improve their learning process.

“Realizando ejercicios y actividades con mayor dificultad, es decir que se suba la dificultad gradualmente. De esta manera, uno siente o lo ve como un reto o desafío para que así se fomente la autonomía en el aprendizaje.” (ST3)

Based on the investigation, it can be concluded that the participants prioritize the use of extra activities and materials. Seek more information beyond what the teacher provides in class. The application of self-evaluations of their progress can help to identify what has been improved and what needs to be improved, but it is also mentioned motivation as an important factor to foster autonomous learning. Therefore, these factors can help students to develop intrinsic motivation and cognitive skills.

4.14 Tasks that students use to promote autonomous learning

When participants were asked about tasks that teachers use to promote autonomous learning, they provide a variety of activities. Participants commented about different activities and strategies that based on their experience help to promote autonomous learning. The three participants show their preference for technological resources and activities that can be used in daily life. Therefore, ST1 mentioned activities elaborated manually, also activities in online pages to measure the level of learning and the investigation of topics that could not be understood at the time they were taught.

“La realización de portafolios, actividades de páginas para medir el nivel y investigaciones de ciertos temas.” (ST1)

Besides, ST2 added tasks that can help to improve linguistic skills such as vocabulary search which students can elaborate a glossary of new words or those who find it difficult to memorize. Activities to improve reading and listening, as they are some of the skills that may be less practiced outside of the classroom, it is important to reinforce them to have better results personally.

“Investigación de vocabulario, actividades de lectura y audios.” (ST2)

On the other hand, ST3 focused tasks on the five skills, but first ST3 mentioned activities to measure the progress, identifying the tasks that can give better results it is important to continue with the use of them, such as the application of weekly tests. Activities like readings and audios, and communicative strategies in real contexts like conversations or role plays between classmates. As well as learning vocabulary that can be used in daily life.

“Actividades para revisar nuestro progreso, exámenes semanales, lecturas, audios, conversaciones en contextos reales, vocabulario de la vida cotidiana, roles de interacción entre compañeros.” (ST3)

Thus, it is concluded that students further autonomous learning through tasks where students can evaluate their learning and at the same time be aware of their progress. Besides, students show a preference for technological tools, since they can provide a big variety of resources to improve linguistic skills. Communicative strategies are also important to have better improvement focusing on real context.

4.15 German language skills that are more benefited through autonomous learning

In the subsequent item participants were questioned regarding German languages skills that are more benefited through autonomous learning in where they presented different perspectives. ST1 mentioned that there is a mobile application where he practices the five skills, but ST1 has noticed a better improvement in two skills that are listening and writing. So, it can be observed that through technological resources ST1 has obtained positive results in those skills.

“Como me apoyo con aplicaciones móviles me ayuda a practicar todas las habilidades, pero he notado que tengo mejor rendimiento en la habilidad de escucha y habla” (ST1)

Otherwise, ST2 commented that the five skills can be benefited, but depend on the effort and how much time students dedicate to practice each skill. But at the same time ST2 considers that speaking skill cannot be practiced enough, since it is more difficult to find a partner to practice with. Therefore, developing this skill can be a challenge for some learners.

“Pues yo considero que todas las habilidades se pueden beneficiar, solo que depende de que tan constantes seamos en la práctica de cada habilidad, a lo mejor el habla no puede ser tan desarrollada porque es más difícil encontrar a alguien con quien practicar” (ST2)

Meanwhile, based on the perspective of ST3 the skills more benefited through autonomous learning are grammatic and vocabulary that are part of writing and speaking skills and reading comprehension.

“A mi parecer es la gramática, vocabulario y comprensión lectora” (ST3)

The answers of the participants allowed to observe the different perspectives of the learners, so the conclusion can be reached that the five linguistic skills can be benefited as long as the students are interested in developing each of the skills or in which they are interested or if they need to improve a specific skill.

4.16 Chapter conclusion

Based on the analysis of the data, it can be concluded that teachers take into account the autonomous learning as an important factor to learn a second language and also different factors to implement their classes using resources that adapt according with the needs of the students to obtain a significant learning, as well as the importance of motivation in students and all the results obtained through the instruments were based in the experience of each participant giving classes. Therefore, the results will allow to answer the research questions and obtain more findings that will be shown in chapter V.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the conclusion, and the suggestions emerged from this investigation. This chapter discusses the following sections, first presents the research questions, then the findings from the instruments that were applied to the participants in this investigation, then the limitations of the study during the process and finally the recommendations for further research. This research aimed to enhance the autonomy in students from German language in CELE area.

5.1 General conclusions

This investigation aimed to answer the research question established in chapter one. This is the following:

How to stimulate autonomous German language learning in university students?

The research question was responded through the interview and class observations based on the answers of the participants. The results showed that the way to stimulate autonomous learning in students of German language is through the following aspects:

- Considering the language skills that must be developed.
- Providing digital resources to explore by themselves.
- Motivate students in class by giving feedback.
- Considering learning styles to provide interesting materials for students.
- Providing activities and resources that students can use frequently.
- Guide students during their learning process.
- Make students evaluate their progress.
- Letting students search for information on topics they do not understand.

5.2 General suggestions

The findings in this research may help teachers and students of the Centro de Lenguas Extranjeras (CELE) in the Facultad de Lenguas of BUAP. This can help teachers and future teachers to prepare their classes considering the learning styles and interests of the students using eye-catching materials to improve the skills of their students, as well as to promote and teach how to be autonomous to the students. At the same time for students who want to learn German

language, this investigation provides strategies, methods and resources that were mentioned that can be useful for students who can adapt the information to their needs. Currently, for many students in the university of BUAP it is required to certify a second language, which can cause difficulties for those students who do not have the required level. Therefore, implementing this method can help them to fulfill their school objectives.

5.3 The implications of the study

Based on the results, it can be noticed that autonomous learning in a second language can help to improve, and the development of the linguistic skills of the learners, which can provoke a positive impact in the development of these competences. Likewise, factors were also identified that can be benefited through autonomy, such as responsibility, how learners process the information already obtained in class to use it personally and even to investigate by their own means. Besides, it can help to improve creativity, regulate their learning and to set goals that motivate students in their learning. Therefore, it is suggested that teachers encourage the use of autonomous learning in their students inside and outside of the classroom, since not all the students have enough knowledge or tools to use this learning method, and it is better when there is through someone who can guide them to autonomy by providing strategies and resources for students' self-learning.

This investigation encourages the use of different resources, methods and strategies that students and teachers can use as means of learning and teaching, considering the interests and needs of language learners. At the same time, this information is mentioned on the theoretical framework, which is reinforced through the results obtained through the participants' responses, based on their perspective and experience with existing information from researchers, theories and methods.

By revealing that autonomous learning can be an effective method for the development of linguistic competences, it can be considered as a good method for those students who have difficulties for learning by their own. At the same time, those who need to identify their learning style and how to encourage the use of autonomous learning to obtain an improvement by making use of digital and manual resources that can help in learning.

5.4 Limitations of the study

This investigation had some limitations to developing the process. Considering the resources through which information was obtained, some materials such as books could not be found, so information had to be completed by other means. Another difficulty was the participants, since there were only three teachers and three students because some teachers were not working during the development of this investigation and with the teachers that were in the school only 3 of them agreed to participate in this project. Added to this, since this is the first time the researcher conducted research, there is a lack of experience doing research and this affected the process of development of this investigation. However, this investigation tries to provide all the fundamental elements that this investigation seeks.

5.5 Recommendations for further research

For this investigation it is recommended to consider the fact of looking for more participants, that can help to obtain more in-depth information. More participants can have different perceptions considering age and the time of experience. This investigation was applied in a specific school, so considering expanding the research to other schools can help achieve better results with other points of view.

These recommendations aim to delve deeper into the topic in the future for better results and to obtain a more extensive and significant collection of data for research.

5.6 Chapter conclusion

During the development of the thesis when the topic was chosen was based on the interest in autonomous learning. During the development of this project the researcher considered unknown aspects. However, new experience and knowledge in teaching and autonomy of students, as well as many aspects that teachers consider when teaching or preparing a class were obtained.

This project could be completed thanks to the participation of each of the teachers and students who obtained results based on their experience. This research was hard work and dedication, for which I feel satisfied and excited for having concluded the required chapters and of course through the process that led to the realization of this research.

REFERENCES

- Balkaya, S. (2023) Social Strategies in Language Learning for Promoting Speaking Skills. *Research on education and psychology (REP)*, 7(2), 494-507
<https://doi.org/10.54535/rep.1362414>
- Bisquerra, R. (2004). Metodología de la investigación educativa. *Editorial La Muralla*, S.A.,2004.
- Briceño Nuñez, C. E. (2025). Interferencias lingüísticas en el aprendizaje del alemán: Consideraciones desde la adquisición de una lengua extranjera. *Revista Educativa Hekademos*, (38), 1-10. Recuperado a partir de
<https://www.hekademos.com/index.php/hekademos/article/view/99>
- Cristancho Triana, G. J., & Corredor Aponte, L. S. (2023). Aspects that influence extrinsic and intrinsic motivation to acquire an online language course of a foreign language. *Cuadernos De Administración*, 39(77).
<https://doi.org/10.25100/cdea.v39i77.12952>
- Deregözü, A., & Hatipoğlu, S. (2018). An investigation on prospective German language teachers' autonomous learning level. *Journal of Language and Linguistic Studies*, 14(1), 01-10.
- Dominguez Alonso, J., & Pino-Juste, M. R. (2014). Motivación intrínseca y extrínseca: Análisis en adolescentes gallegos. *International Journal of Developmental and Educational Psychology*, 1(1), 349-358
<http://dx.doi.org/10.17060/ijodaep.2014.n1.v1.380>
- Espisona, Y., Martinez Arcia, F. & Falco Gonzalez, P. (2021). Los estilos de aprendizaje y las inteligencias múltiples en estudiantes del colegio Francisco de Paula Santander. *Revista de estilos de aprendizaje*, 14(28), 234-247
www.revistaestilosdeaprendizaje.com
- Goethe-Institut. (2025). Marco Comun Europeo de Referencia para las Lenguas. *Goethe-Institut*. <https://www.goethe.de/ins/de/es/uun/dln/ger.html>
- Iwasaki, K. (2001) Autonomous German Language Learning on the Internet. *Pac3 at Jalt* 2001.

- Kamińska, P. (2014). Learning styles and second language education. *Newcastle upon Tyne, [England]: Cambridge Scholars Publishing.*
- Lizcano, L., & Otondo, M. (2023). Autorregulación del aprendizaje: retos del aprendizaje activo. *PRA*, 23(35), 146-171.
<https://doi.org/10.26620/uniminuto.praxis.23.35.2023.146-171>
- Méndez, K. (2020). Factores que intervienen en el desarrollo de aprendizaje autónomo de los estudiantes del grado 11 de la Institución Educativa Isabel María Cuesta Gonzales *[Proyecto de Investigación, Universidad Nacional Abierta y a Distancia (UNAD)]*
- Prince Torres, A. (2020). El autoaprendizaje como proceso para la construcción de conocimientos en tiempos de pandemia. *Revista angolana de ciencias*, 2(2), 1-21
<https://www.redalyc.org/journal/7041/704174611008/html/>
- Quintero, G., Conchancela, M., Segarra, R. & Toletto, A. (2023). Estrategias para el desarrollo profesional de docentes de educación inicial en Azogues, Ecuador. *Revista Dilemas Contemporáneos: Educación, Política y Valores*, 1, 1-19.
<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>
- Robertson, P. & Adamson, J. (2019). Learners' Perceptions of Benefits in a Self-Directed Teletandem Course: An Approach to Encourage EFL Learners to Use English Outside the Classroom. *The Asian EFL Journal Quarterly*, 23(4.1), 4-20.
<http://www.asian-efl-journal.com>
- Silva, A. (2018). Conceptualización de los Modelos de Estilos de Aprendizaje. *Revista de Estilos de Aprendizaje*, 11(21), 35-60. <https://doi.org/10.55777/rea.v11i21.1088>
- Schunk, D. Teorías del aprendizaje. *Pearson Education.*
- Torres, A. & Cantero, D. (2018). Practicas cotidianas de estudio y aprendizaje autónomo en contextos familiares y académicos de estudiantes. *Revista Dilemas Contemporáneos: Educación, Política y Valores*, 1(18), 1-21
<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>
- Tovar, L. (2022). Metacognición y aprendizaje autónomo. *Sinergia Académica*, 5(2), 19-27.
<https://orcid.org/0000-0001-8017-4825>
- Universidad del Valle de Puebla. (s.f.). La importancia de aprender alemán. *UVP blog.*
<https://uvp.mx/uvpblog/la-importancia-de-aprender-aleman/>

Valverde Zambrana, J. M. (2020). Estrategias de aprendizaje de una segunda lengua en el contexto universitario [Tesis doctoral, Universidad de Málaga]. *Repositorio institucional de la universidad de Málaga*.

APPENDIXES

Appendix 1. Interview for German teachers

1. Estrategias que permiten que el alumno mejore sus habilidades del idioma alemán.
2. Estilos de aprendizaje para la mejora de las habilidades lingüísticas.
3. Ventajas del aprendizaje autónomo.
4. Como fomentan los maestros de alemán el aprendizaje autónomo.
5. Tareas que los maestros usan para promover el aprendizaje autónomo del idioma alemán.
6. Habilidades lingüísticas más beneficiadas a través del aprendizaje autónomo.

Appendix 2. Interview for students

1. Estrategias que permiten que el alumno mejore sus habilidades del idioma alemán.
2. Estilos de aprendizaje para la mejora de las habilidades lingüísticas.
3. Ventajas del aprendizaje autónomo.
4. Como fomentan los maestros de alemán el aprendizaje autónomo.
5. Tareas que los maestros usan para promover el aprendizaje autónomo del idioma alemán.
6. Habilidades lingüísticas más beneficiadas a través del aprendizaje autónomo.

Appendix 3. Class observation

TCH1				
<i>Elements</i>	<i>Observed in the classroom</i>	<i>Specific strategies</i>	<i>Evidence</i>	<i>Comments</i>
Ability to promote autonomous learning				
The teacher encourages autonomous activities				
The teacher motivates students				
The teacher provides materials to practice outside the classroom.				
Teacher shows flexibility and adaptability with students.				
To improve listening				
To improve speaking.				
To improve reading.				
To improve writing				
To improve grammatic and learn vocabulary.				