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Fostering Learners' Skills to Self-Regulate Their Learning through Enquiry-Based Learning

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Abstract

This actions research project aimed at exploring how Enquiry-Based Learning can foster 10th graders Self-Regulated Learning. To do this, students developed a travel guide following the process of selecting places, searching for information, writing a report, creating the travel guide and socialising their work orally. Activities were intended to promote Self-Regulated Learning skills such as setting objectives, self-monitoring learning, increasing responsibility. During this process, data was gathered implementing two students' written reflections, a focus group and teacher's journals. Analysis of data evidenced that learners were engaged when having appealing content to them and when making decisions, which arise motivation toward learning. Besides, data showed that having stages for the Enquiry-Based Learning task help finish it successfully.

Key words: Enquiry-Based Learning, Self-Regulated Learning, Self-monitoring

Degree Requirement

This action research is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in El Carmen de Viboral, Colombia.

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Preface

Learning English for me has been a matter of giving sense to what I'm learning. That is why when I entered the Foreign Language Teaching programme, I liked the Project-Based Learning methodology the university applied. This methodology helped me realise English is not a matter of learning a language because it is required to fit this globalised world demands, but because it helps us know different issues from around the world. With this same idea and after passing through an exhaustive learning process in the programme as well as in *Semillero de Investigación InterAcción*, I reached the practicum process thinking about Project-Based Learning as one possibility to be implemented in the second stage of my action research. Indeed, situations taking place at school where I conducted this research allowed me to interpret my teaching context for the practicum bearing in my previous experiences. Thus, I decided to tackle students' passive role in the classes by implementing Enquiry-Based Learning strategies to lead learners to Self-Regulate their learning process.

Description of the Context

This research project was carried out in a public rural educational institution of Rionegro, Antioquia, which is located in Pontezuela. In this section, I will present information about the location and facilities of this institution, its English department, as well as the learners participating in this action research project.

Firstly, Pontezuela's community and the institution have built a strong relation where both take care of the institution's facilities. The reason is that this institution has a small building which belongs to the *Junta de Acción Comunal* of Pontezuela and other two buildings which belong to Rionegro's municipality. Since this institution shares some buildings with the community, people can access the cafeteria, library, one of the two computer rooms and the multipurpose room which is located in the *Junta de Acción Comunal*'s building (informal talk with Cooperating Teacher [CT hereafter], February, 15, 2019). This relation is in alignment with the institution's philosophy of helping build a good rapport within the community members and educate competitive learners facing the current exigencies of the labour market.

Secondly, among the different educational departments, the English department counts with enough resources to fulfil the English teaching task. This department is composed by three English teachers who count with different materials to teach English. Since this material comes from 'Rionegro Bilingüe' programme and the National Bilingual Programme, they are meant to be implemented in classes and to decorate the institution (informal talk with CT, February 21, 2019). Furthermore, the English department counts with a language room, which has 33 computers, speakers and a board (informal talk with CT, February 21, 2019). English classes last three hours a week in secondary school.

Thirdly, the target population with which I conducted this action research project was 36 10th graders whose ages varied from 14 to 18 (Questionnaire, March 7, 2019). According to some learners, they used English outside the classroom mainly to listen to music, surf the net, use mobile applications and play videogames (Questionnaire, March 7, 2019). Also, the majority of learners argued that learning English triggers their curiosity, could help them have better jobs and could allow them to access information, though they also stated that it could be a frustrating process due to difficulties to understand the English language (Questionnaire, March 7, 2019). Although there was not a huge age difference, those learners had varied perceptions facing English which could have had to do with their previous approximation with English.

To summarise, this institution became a particular context since it remains open to the rural community. Also, students' attitude facing English allowed me to understand that although they were curious about learning English, they also felt that learning this language required too much effort. Thus, the qualities of this context as well as the resources for the teaching of English became key factors for this action research project.

Statement of Problem

Teaching English from a traditional perspective places students as passive learners in the educational environment. In my context, learners have been assigned that passive role (Teacher's journal, February 21, 27, 28, 2019 & March 6, 7, 2019) where they just carried out the given activities and their voices were not considered to find other ways to approach learning. That is why promoting a shift in learners' Self-Regulated Learning (SRL hereafter) becomes fundamental. This shift is required due to the fact that learners are receivers of knowledge,

passive decision makers as well as questioning agents of the manner they have been taught. Enquiry-Based Learning approach (EBL hereafter) will be the means to reach such a shift.

To begin with, learners had been receiving knowledge from teachers, which had left them as obedient fellows in the teaching-learning process. Thus, learning could be not that meaningful. This was evident during the class observations done along a month where learners had listened to explanations, had done what they had been asked to do and had followed every single instruction they had been given (Teacher's journal, February 21, 27, 28, 2019 & March 6, 7, 2019). In this sense, they did not construct their learning process, but walked through a pre-established one. To address the aforementioned issue, promoting learners' SRL became crucial so that they could approach knowledge in a more participative manner that could favour their learning.

Secondly, learners became passive agents in the class decision making, which did not permit learners to be fully engaged in classes. This role was assigned to them due to the fact that their official teacher assumed a more traditional teaching role towards learners (Informal Talk, February 21, 2019). Likewise, learners were not asked to participate in the selection of the content or activities carried out in classes (Teacher's journal, February 21, 27, 28, 2019 & March 6, 7, 2019). To promote a shift from that passive role to a more active one, Loyens, Magda and Rikers (2008) have provided some evidence on how implementing EBL helps learners strengthen their SRL which entails decision making. Besides, those authors have found that learners engaged more and appropriated topics they decided to study. In a nutshell, learners could make decision on what and how to learn within certain frame where the teacher becomes a guide in order for students to manage their learning process.

Thirdly, learners' ideas about the English class were disregarded, which distanced them from the teaching-learning process carried out in the classroom. To illustrate that, one learner asked me why English is taught by using sentences to which I replied that it is just a way to do it, but that there exist other forms which he would need to experience (Teacher's journal, March, 14, 2019). Additionally, some learners expressed to me that having activities different from just writing was very challenging but enjoyable (Teacher's journal, April 11, 2019). Thus, enhancing learners SRL through EBL could help them own their learning process and experience other ways to learn English.

To conclude, if having learners as receivers of knowledge, as passive decision makers and as questioning agents of their learning process are tackled by carrying out some Enquiry-Based Learning activities, learners' SRL could be fostered, which at the same time could engage learners more in their learning process and could make them be aware of the opportunities they have when learning about a topic that connects with their realities or interests.

Theoretical Framework

This action research project was based on the concepts of Enquiry-Based Learning and Self-Regulated Learning. Thus, along this section, definitions, characteristics, advantages and challenges of each concept are provided. Besides, at the end of this section, it is sketched how Enquiry-Based Learning could influence Self-Regulated Learning practices so that learning can occur by giving learners opportunities to construct knowledge within their community.

Enquiry-Based Learning

Aditomo, Goodyear, Bliuc and Ellis (2013) state that Enquiry-Based Learning (EBL) refers to learners carrying out enquiry activities which foster metacognitive, affective and social educational objectives. It means, learners performing tasks that challenge their ability to investigate while they engage and participate in interpreting some real-world situations (Oliver, Prince & Felder, as cited in Aditomo et al, 2013). In the same line, Justice et al, Levy et al and Spronken-Smith et al (as cited in Aditomo, 2013) argue that EBL becomes a learner-centred approach where learning is driven by questions and guided by the teacher. Thus, the teaching-learning process is inductive. In addition to those definitions, MacKenzie (2016) affirms that there exist four forms of EBL: structured enquiry, controlled enquiry, guided enquiry and free enquiry, of which guided enquiry will be the bases for this action research.

Regarding guided enquiry, different models have been proposed by several authors. For the purpose of this action research, I drew on the core ideas proposed by Healey and Jenkins (2009) in phases of research-tutored and research-based of their model as well as in the core ideas of the stages of pursuing and identifying the model proposed by Levy and Petrulis (2012). This decision is due to the close relation both models have. In the first case, what relates research-tutored phase and identifying stage is that both place the teachers as the ones in charge of guiding the process of enquiry, which at the same time, gives them the responsibility of stating the questions and topics to be enquired (Healey & Jenkins, 2009; Levy & Petrulis, 2012). In the second case, what relates research-based phase and pursuing stage is that both place students as agents who make decisions, search for and gather information to understand any situation while empowering them to manage their own learning process (Healey &Jenkins, 2009; Levy & Petrulis, 2012). In a nutshell, at a certain moment, teachers become the guides of the enquiry by

setting the topic, questions and so on, whereas at other moments, it is the students who manage the enquiry process and all the activities that imply learning and enquiring.

English and Kitsantas (2013) state that EBL has three phases. First, project launch; which refers to the understanding of the core situation under study, the learning goals, and the need to know. Second, guided enquiry and product creation; which entails gathering information, making meaning, reflecting and testing findings and revising as needed. Third, project conclusion; which implies reflection on the overall learning outcomes in relation to the goals set and sharing the final result of the enquiry process.

Some of the advantages of EBL have to do with the inherent capacity of humans to look for information at any moment as well as their capacity to construct personal meaning of the world around them (English & Kitsantas, 2013). Additionally, EBL can foster collaboration; improve the ability to gather and interpret data; and promote peer, self and regular assessment practices regarding knowledge and enquiry process (Savery, as cited in English & Kitsantas, 2013). On the contrary, some of the challenges that EBL faces encompass the lack of motivation toward EBL tasks and lack of learners' experience conducting their own learning process (English & Kitsantas, 2013). Likewise, Kirschner, Sweller and Clark (2006) argue that giving instructions as well as knowing how much guidance to provide during EBL tasks are key aspects to pay attention when implementing this approach to learning.

Self-Regulated Learning

According to Corno (1989) Self-Regulated Learning (SRL) refers to the appropriation, development and maintenance of strategies that permit to direct one's own learning as well as to go further in content. In addition to this thought, Zumbrunn, Tadlock and Roberts (2011) as well

as Pintrich (as cited in Schunk, 2005) define SRL as a learning process where learners set goals and monitor their accomplishment in terms of cognition, motivation and behaviour. In doing so, learners can own their learning process while considering the contextual features of the environment they belong to. Finally, Zimmerman (2002) explains that SRL helps learners play a proactive role regarding their learning process by setting and reaching self-generated goals seeking at developing long-term learning skills. In sum, SRL entails setting goals and monitoring them as well as developing skills that favour the management of own learning while integrating content.

Although in the searched literature there exist different models of SRL, I will only refer to the Cyclical Phases Model or Zimmerman's Model. This model comprises three phases: forethought and planning, performance monitoring, and reflection on performance. As Panadero (2017) and Zumbrunn et al (2011) state, the forethought phase refers to the analysis of the task, setting of goals and the planning of how to reach those goals. The performance phase refers to the execution of the task, the monitoring of the learners' progress and the implementation of cognitive and motivational self-control strategies to keep on and finish the task. The self-reflection phase refers to assessment of the performed task and its success or failure, which can determine future performances on similar tasks by learners. Briefly, some characteristics of this model are setting goals, planning actions, carrying out actions, monitoring actions and evaluating the task (English & Kitsantas, 2013; Zimmerman, 2002).

Some advantages of SRL are that learners can come up with their own strategies to address any task, learners can turn mistakes into opportunities to learn and learners can start to enjoy challenging tasks (English & Kitsantas, 2013). Additionally, learners develop lifelong

learning skills at the same time that they become responsible of their own learning process (Zimmerman, 2002). Thus, learners own their process and construct their knowledge. On the contrary, some challenges of SRL imply the amount of time needed to promote a shift in learners from being passive to active agents in the educational process as well as the lack of motivation at the beginning of the process (English & Kitsantas, 2013). Additionally, teachers must understand students' characteristics not to burden them but provide them with pertinent scaffolding activities (English & Kitsantas, 2013; Panadero, 2017).

Enquiry-Based Learning and Self-Regulated Learning

Learners must own their learning process and participate in the creation of knowledge so that they engage in EBL tasks while the teacher implements scaffolding, feedback, guidance, and prompts for thinking that foster SRL skills (English & Kitsantas, 2013). This means, although learners possess certain elf-regulated skills, through the guided enquiry process, learners improve the existing ones and develop others in the adequate environment and with the appropriate accompaniment of the teacher.

As English and Kitsantas (2013) explain, there exist a relation between the phases of the EBL model and the SRL model. In the first relation: project launches with forethought and planning, it is intended to develop intermediate goals, identify the resources to find the needed information, establish a timeline of tasks and establish the roles of team members enabling the activation of prior knowledge as well as thoughts and feelings needed for motivation. In the second relation: guided enquiry and product creation with performance monitoring it is searched to manage strategy use, engage in self-observation, monitor progress toward the goal, and maintain attention on important information related to goals. The previous processes are key so

that the teacher can ensure students are self-controlling their learning process. In the third

relation: project conclusion with reflection on performance; self-evaluation and self-monitored

outcomes become fundamental so that learners contrast others' approximation to the question

with theirs, understand their success or failure at the task, asses their performance through the

task, and identify any possible adjustment for future tasks; which lead to the final conclusions of

the enquiry process.

<div align="center">**Research Question**</div>

How can Enquiry-Based Learning foster EFL 10th-graders Self-Regulated Learning in a

public institution at Rionegro, Antioquia?

General Objective

To explore how Enquiry-Based Learning can foster EFL 10th graders Self-Regulated

Learning.

Specific Objectives

➢ To design and apply an Enquiry-Based Learning unit for students to come up with a

    project

➢ To describe students' performance in each stage of the unit

➢ To reflect about students' level of Self-Regulated Learning from the perspective of

    both, the teacher and the students.

Action Plan

This action plan consists of nine weeks of implementation of teaching and research strategies to gather information on the specific issue under investigation. I propose to have 2 main activities for this action research project. First, to create a travel guide following a guided-independent process where learners decide on the places to work on, gather information and create their travel guides as well as socialisation of those artefacts. Those activities will be accompanied by me as their teacher so that I provide learners with samples, feedback and help when necessary. Second, to monitor learners' learning process and the manner they take ownership of their learning experience.

Information from the aforementioned activities will be gathered by means of students' written reflection at 2 different moments of this project, artefacts students will create, specifically a timetable to plan the development of an EBL task and the travel guide, focus groups at 2 different moments of the process to gather and contrast information, and my journal where I will intend to keep a detailed record of the development of the classes and issues that might be relevant for my action research project.

Development of actions

To carry out this action research project, I designed nine 3-hour lessons aiming at providing learners with spaces to learn English while making connection with the topic for the EBL task -Travel Guide-. During each lesson, I taught specific language notions as well as vocabulary that served students to fill a backpack of English knowledge used to develop activities related to listening, speaking, reading and writing. Through those lessons, I also provided explanation about the EBL task to be developed, I gave students some time to work on

this EBL task and I intended to make connection between the class activities and the EBL task been performed.

Based on theory, I decided to plan activities following the model propose by English and Kitsantas (2013) where they relate EBL and SRL in three phases. Regarding the first phase, I planned to have activities related to students' choice of the topic, and also planned activities to do weekly using a timetable and objectives to be reached at the end of the process. For the second phase, I planned to guide students in the process of gathering information to support the project. Also, I intended to provide some spaces using preestablished questions to make students reflect about their learning process as well as to help students monitor their learning and the accomplishment of the task while identifying strengths and weak points. For the third phase, I proposed to socialise the final product of the EBL task and after that, to orally reflect about learning and shifts students faced through the implementation of this action research project.

The previous phases were carried out weekly as follows: the first week of implementation, I presented to students the EBL task and we agreed on the specific places to address. The second week, I proposed to fill a timetable to plan specific activities to be performed during the EBL task, and a chart which students completed with the activities and objectives to be accomplish with each activity. During the third and fourth week, students started gathering data for the Travel Guide at both school and home and they gave to me their written report of the data collected. Then, in the fifth week, I provided feedback to students on their writings and they started the creation of the Travel Guide to be presented in the manner of a booklet or brochure on week 6. This same week, I checked those travel guides to see if students had included the minimum requirements we agreed on for such final result of the EBL and in

week 7, students and I agreed on the checklist to evaluate the socialisation of the Travel Guide. To finish the lessons, during week 8 and 9, students socialised their Travel Guides and I evaluated them and gave feedback on their performance.

To gather data for my action research project, I wrote a journal after each lesson had been taught where I recorded relevant information. Also, I asked students to write a reflection based on some preestablished questions on week 3 and week 8, aiming at gathering data to contrast with EBL and SRL theories. Besides, I conducted a focus group on week 5 looking for clarifications on issues mentioned in the first students' reflection and to start having some information about students' self-regulated skills. Both instruments, students' reflections and the focus group, were applied during class time since I wanted students to be focused on these specific activities and not rushing to go home.

Findings and Interpretations

In this section, I intend to report my final interpretation of the information I gathered and analysed through the development of this action research project, which aimed at fostering learners' Self-Regulated Learning (SRL) skills by following an Enquiry-Based Learning (EBL) approach. Data for this action research project was gathered by means of teacher's journals, students' reflections and a focus group. The analysis of the information was made using Atlas.ti, software in which data was codified and categorised. Once all the information was analysed, some preliminary families were created; which after discussing with my advisor, classmates and some critical friends; were renamed and finally presented in this section. The resulting findings and interpretations were related to EBL and SRL theory and they will be discussed in two main

categories: *Learners gained awareness about their learning process* and *issues that influenced the implementation of an EBL task.*

Learners Gained Awareness about their Learning Process

This category emerged after analysing information gathered and contrasting it with theory related to SRL. Thus, findings and interpretations refer to students' learning process and their capacity to own their learning though time.

Getting interested in the topic to be learnt. Zumbrunn et al (2011) as well as Pintrich (as cited in Schunk, 2005) argue that one of the pillars of SRL refers to motivation toward learning about interesting topics. During the implementation of this action research project, it was evident that students were engaged in the different tasks that were developed. Regarding this aspect, data showed that students decided on a city for the EBL task they felt attracted to because in that manner they could invest more energy and make more effort to learn. This is evident in the following excerpt "students were interested in selecting cities to create the travel guide. They wrote on some pieces of paper that they chose those cities because they wanted to know more about those places or because they felt attracted to them (Teacher's journal, August 1, 2019). Also, many students wrote that they were motivated because they were learning about something relevant at the same time that their knowledge about English increased as shown in this quote "se siente bien ya que uno se interesa demasiado con el proyecto y le dedica más tiempo a buscar información"[1] and "me gustó que esto [el proyecto] requiere de todas las habilidades de inglés como lectura y escritura y además el 'speaking'"[2] (Students' reflection, October 17, 2019).

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[1] It feels good since one feels much interest with project and dedicates more time to search for information
[2] I liked that this [the project] requires all the abilities of English such as reading and writing and also 'speaking'

From the previous evidence, it is possible to infer that students gathered information and created the travel guide seriously because they were motivated for the activity and because they found a connection between English and learning about different cities.

Making decisions to control the learning process. Corno (1989), Pintrich (as cited in Schunk, 2005) as well as English and Kitsantas (2013) mention that SRL permits students to be active participants of their learning process, among many others, by making decisions. Such an active participation took place in the classroom when conducting the EBL task. This is, students were allowed to make partial decision not only in terms of content for the class but also in terms of participating of this action research project. Data unveiled that students felt empowered when making decisions in the classroom because it helped them own their learning process at the same time that it permitted them to feel more connected and responsible for the tasks conducted in class. This result is supported by the following quote

> me gustó mucho que pudiéramos plasmar ahí [timetable] lo que quisiéramos porque uno
>
> ya tenía más o menos ahí el ideal a lo que quería llegar y pues intentarlo porque si no uno
>
> va haciendo solamente lo que le pongan a hacer y ya, mientras que si uno se planteó
>
> cómo las cosa que quería ahí si ya fue indagando un poco más sobre esa ciudad.[3]
>
> (Students' reflection, September4, 2019)

From the analysis of the aforementioned findings, it is possible to conclude that giving opportunities to learners to make decisions that influence what and how they learn had an impact

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[3]I liked a lot that we could write there [timetable] whatever we wanted because one already had the idea of what one wanted to reach and one tried to reach it because if not one will do only what one is assigned to do and that would be. Whereas if one set what one wanted, one started enquiring a bit more about that city

on their investment in the class activities, which could be also linked to an increasement on their responsibility.

Enhancing long-term habits to self-learning. Zimmerman (2002) explains that SRL provides opportunities for learners to develop lifelong learning skills at the same time that they become responsible of their own learning process. Such claim became evident in the data analysis since it disclosed that students gained awareness about the importance of building skills that could help them in their future as shown in this excerpt "[el trabajo por proyectos] ha influenciado mucho ya que esto me reta a aprender nuevas cosas sin que el colegio me lo pida ya que yo se que eso me va server más adelante"[4] (Students' reflection, October 17, 2019). Moreover, data demonstrated that students became aware about their active role in their future learning process, which implies raising their responsibility since, at university for example, they will not have anyone to tell them what to do.To illustrate that students gained responsibility, one student said "es importante para así prepararnos como personas y para cuando salgamos del colegio. Debemos concientizarnos de que no siempre van a estar diciéndonos lo que debemos hacer o como lo debemos hacer"[5] (Students' reflection, October 17, 2019).

Although theory mentions that developing long-term habits to self-regulate own learning takes time, it could be said that those students started shifting their thoughts regarding who needs to rule their learning and the minimum necessary skills to do it successfully, among them, responsibility arise to be the most relevant.

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[4][Project work] has influenced a lot since this challenge me to learn new things without the school ask me to since I know that [knowledge] will be useful in the future

[5] It is important so that we are educated as people and to be ready when finishing the high school. We must raise awareness about the fact that not always someone will be telling us what we need to do nor how to do it.

Self-monitoring the learning process. Panadero (2017), Pintrich (as cited in Schunk, 2005) as well as Zumbrunn et al (2011) argue that SRL entails setting goals and monitoring their accomplishment. This process of monitoring needs to be presented through the whole process, but mainly, in the performance phase due to its emphasis on developing and monitoring the tasks. This issue was reflected through the development of the EBL task when students created their timeline and included an objective they wanted to achieve at the end of each activity as well as when writing their reflections based on some preestablished questions that aimed at making students follow their learning process. After the analysis of those reflections, data displayed that students used the timetable to fulfil and hand in activities on time as well as to check whether they achieved the objectives per activity or not as illustrated by this quote "[los objetivos] son una excelente forma de guiar me y saber si el trabajo realizado esta dando frutos"[6] (Students' reflection, September 4, 2019). Additionally, it was found in data that when self-monitoring the learning process, students tended to focus more on time management and the completion of activities that are supposed to be finished, which could lead them to be more engaged in their learning process. These excerpts provide insights into the aforementioned result: "[tener objetivos] es una forma de motivación y evaluación de lo que quiero aprender y lo que he aprendido"[7]and "los objetivos sirven para luego de alcanzarlos mirarlos y decir 'lo logré'"[8] (Students' reflection, October17, 2019).

In brief, it was possible to infer from data that not all students felt setting objectives as something they would keep on the future because of some personal characteristics, likes and perceptions. However, the vast majority of students agreed on that having objectives is useful to

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[6][Objectives] are excellent to guide the process and to know whether the work is being successful
[7][Having objectives] is a way to motivation and evaluation of what I want to learn and what I have learnt
[8]Objectives are useful to look back at the process and after reaching them say 'I made it'

guide their learning process because students can plan the activities in advance, manage their time better as well as monitor and evaluate the progress of activities, their learning and the accomplishment of objectives.

Issues that Influenced the Implementation of the EBL Task

This category emerged after analysing information gathered and contrasting it with theory related to EBL, mainly. Thus, findings and interpretations refer to properties of EBL to promote self-learning while being accompanied by a tutor.

Developing strategies to overcome difficulties. According to English and Kitsantas (2013), one of the challenges that EBL faces encompass the lack of learners' experience conducting their own learning process. Due to the fact that students were not experts in conducting an EBL task in the English class, they had some challenges or difficulties as revealed in the data gathered. Those challenges were related to comprehension of the content in the timetable and teamwork dynamics, to which students came up with some strategies to overcome them. To illustrate difficulties and strategies related to the timetable, the following excerpts are used: "[tuve] algunas dificultades, ya que no sabía la traducción de algunos textos que habían [en el timetable]"[9], and "[fue difícil] tener conocimiento de las actividades a desarrollar y distribuir las actividades"[10] (Students' reflection, September 4, 2019). The strategies learners implemented were "usar el diccionario y ponernos de acuerdo mi compañero y yo"[11] and "[usar] la explicación del docente y [seguir] los pasos recomendados"[12] (Students' reflection, September 4, 2019).

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[9][I had] some difficulties since I didn't know the translation of some excerpts [of the timetable]
[10] [it was difficult] to understand the activities to be developed and to distribute them
[11] [To use] the dictionary and reach an agreement with my mate
[12] [to use] the teacher explanation and [to follow] the recommended steps.

In addition, it came out from data that some difficulties related to teamwork dynamics refer to making bad choices of the pair to work with as well as having different manners to work and different objectives. This situation is evident in the following excerpt"[…] uno a veces como que no se adapta a la forma de la otra persona trabajar y muchas veces uno como que no escoge bien las parejas"[13] (Focus group, September 26, 2019).To overcome such difficulties students looked for strategies such as "ponernos de acuerdo en un solo [objetivo]"[14] (Focus group, September 26, 2019) and "tener conocimiento de las actividades a desarrollar y distribuir las actividades [entre los dos]"[15] (Students' reflection, September 4, 2019) or even not to continue working with the same pair but with a new one or individually.

After this analysis, it is possible to state that leading students through a guided EBL task made students active and proactive participants that could explode their ideas and knowledge, in this specific case, by setting different strategies to overcome some unexpected difficulties.

Following the timetable to fulfil the EBL task. Following English and Kitsantas (2013), EBL has three phases, of which 'project launch' becomes the focus to report some findings. At this phase the idea is to plan the development of the project and to keep record of it. In this action research project, students planned the activities to be developed weekly in a timetable. The analysis of data showed that the creation of a timetable helped guide the whole process students passed through. Data also unveiled that the majority of the students followed the timetable because it served to remember activities to do weekly, to hand in activities on time and to have an ending point of reference. The following excerpts illustrate the afore mentioned

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[13] Sometimes, one does not adapt to the manner the other person works and most of the times one does not choose the pair appropriately
[14] Reach an agreement to following just one [objective]
[15] know the activities to be developed and distribute them in the pair

findings from students' words: "[el timetable ayudó a] consultar la información de la ciudad que

escogimos [para el EBL task], y traerla para el día que fue asignada […]"[16] (Students' reflection,

September 4, 2019), "[el timetable ayudó] porque es como una guía para nosotros y así podemos

tener todo a tiempo"[17](Students' reflection, September 4, 2019) and

> [seguimos el timetable] porque nos ha permitido tener un orden, digamos un cronograma
>
> y eso nos ayuda a saber qué sigue después de cada actividad. Intentar, claro que somos
>
> estudiantes, pero intentar llevar un poco adelantado o anteponerse a lo que vamos a
>
> hacer[18]. (Focus group, September 26, 2019)

The aforementioned results are linked to the statement that planning a project in advance,

following such planning as well as having the accompaniment of a guide permits to have a

favourable ending of the EBL task(Healey & Jenkins, 2009; Levy & Petrulis, 2012).Surprisingly,

all the students followed the timetable to have a good end of the EBL task, although some of

them expressed that they did not follow it accurately due to missing some sessions of class or

because during some weeks they advance more than what they planned as this excerpt explicates

"no [seguimos el timetable] porque a veces nos adelantamos de los pasos como hay otras veces

que si lo seguimos"[19] (Students' reflection, September 4, 2019). Students' perception of the

accomplishment of the timetable is an unexpected finding since advancing more does not mean

not to follow the timetable, but to follow it in order to progress more than expected, which has to

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[16] [the timetable helped to] search for information about the city we chose [for the EBL task], and bring it for the day it was required

[17] [the timetable helped] because it is like a guide for us and we can have everything on time

[18] [we followed the timetable] because it has permitted us to have an order, let's say a chronogram and it helps us to know what comes after each activity. To try, although we are students, but to try to advance in the project or to put ahead of what we are going to do

[19] We did not [follow the timetable] because sometimes we advance more, but others we were conducting activities on time

do with the skill of self-regulate the learning and being motivated toward the EBL task (Corno, 1989; Pintrich, as cited in Schunk, 2005; Zumbrunn et al (2011)).

Gathering data to finish the project. Healey and Jenkins (2009) as well as Levy and Petrulis (2012) assert that when being involved in an EBL task, teachers and students' role vary depending on the phase of such task. Thus, when it comes to the development of the EBL task, it is the students who conduct all the activities that imply learning and enquiring. Data displayed that students reached such an active role through the development of the project due to the fact that they chose the specific topic to gather information about; that they already knew what activities to do, so they worked independently; and that they were willing to ask for help in specific moments. Data also reported that when gathering information, students used different sources, and that this activity was done mainly at home as sketched here "no solo leer en una sola página sino en varias, no poner la primera información que encontrábamos sino indagar"[20] or here "por ejemplo digamos en mi caso, las vegas, hay demasiada información sobre ese sitio en todas partes incluso en las redes sociales usted puede encontrar información sobre eso, actividades y eso ayudó mucho"[21] (Focus group, September 26, 2019).

Regarding students' willingness to ask for help, data reported that there were moments when explanation was required to be done for the whole class and some others when it was required by specific students due to the relevance for either people. This is illustrated by in this excerpt

---

[20] Not only reading in one webpage but in several, not to use the first information that we found but to enquire

[21] For example, in my case, Las Vegas, there is much information about this place everywhere. Even in the social network so you can find information about that, activities and that help a lot.

I asked if there were any question [about the info to be included in the travel guide] and

nobody said anything so we finished the class. Before leaving, 2 students reached me and

one showed me her info [for the project], I told her that she needed to include more info

like description of the specific info she was providing because only the names didn't say

much. The other student asked me for extra explanation on the categories and after I

provided it to her individually, she was clear and told me she was doing it carefully and

consciously. (Teacher's journal, September 11, 2019)

From the aforementioned analysis, it becomes possible to conclude that the process of

gathering data entails searching for information, which is fundamental to fulfil the task as well as

asking for extra explanation to understand the activity better. In this sense, both processes are

key to have students creating accurate artefacts.

Clarifying activities to carry out the phases of lunch and creation of the project.

Kirschner et al (2006) argue that giving instructions as well as knowing how much guidance to

provide during EBL tasks are key aspects to pay attention to when implementing this approach to

learning. Due to the fact that I followed a guided enquiry model, providing students with clear

objectives and accompanying them in their process to enquiring and learning was key so that

they could fulfil the EBL task successfully. Data revealed that such accompaniment had to do

with connecting class activities with the ones for the project, with guiding students in the process

of planning activities to do weekly, and with giving extra explanation to carry out tasks

successfully and on time. The following excerpt evidences that students found the teacher's

guidance helpful because they had explanations, time to work and samples to be able to carry out

activities: "las actividades que usted nos dio fueron como guías para nosotros y poder llegar a

recolectar la información y ya"[22]and "mostrarnos ejemplo así como cuando usted nos mostró esas guías turísticas ayuda mucho"[23] (Focus group, September 26, 2019).

In addition, data demonstrated that depending on the students' previous knowledge on the topic and task, the amount of help will be less or more. Thus, it was found that students with previous knowledge hardly ever asked for help whereas the others often needed to clarify some things as reflected in this quote

> [I] asked students for general ideas about what a travel guide looks like, what info it includes and how it is structured. At first, students said they had no idea, but one student who had done some other travel guides said they had images, things to eat, or do or visit and a brief description of it and the direction and prices. After that, some others students started to say their ideas. (Teacher's Journal, September 19, 2019)

As it could be read in the previous excerpt, the students with previous knowledge on the topic could navigate easier on their own, but those who face for first time such challenge needed someone who gives them some ideas they can use for their own task.

To close this section of findings and interpretations, it becomes fundamental to restate that both categories respond to an interpretation made by relating theory and data gathered. Hence, although I presented each category to be related to one specific concept, EBL or SRL, it is difficult to split categories into two different issues since all findings are related among them and have had an influence one each other. That is why, it is possible to find engagement as a transversal aspect that appeared in this section.

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[22]The activities you gave us were like a guide for us so that we can gather the information
[23]Showing as simples such as when you showed us those travel guides helps a lot

Conclusion

First, this action research project aimed at exploring how Enquiry-Based Learning can foster 10th graders Self-Regulated Learning. From the data analysis, I could conclude that indeed EBL became a good means to give learning English a different connotation because it permitted students to be more engaged in classes. Besides, EBL allowed promoting a shift in learners' SRL skills since they started getting awareness about the importance of being responsible of their learning process to have successful experiences in the future.

Second, after having a 2-semester experience conducting this action research project, I could state that some implication for English teachers in similar context have to do with the necessity of shifting the teaching principles and methodologies that permit to place students at the centre of the learning-teaching process so that their SRL skills can be fostered. Also, it is important to be familiar with the type of Enquiry that wants to be applied since it will determine the manner to proceed. Besides it is key to comprehend the relation that exists between EBL and SRL due to the fact that both concepts defer in the purpose and not in the type of actions to be carried out.

Third, based on my experience, I would suggest teachers who would like to go with this approach to learning to make clear the intention of the EBL task as well as to clearly state the fact that English language would be the means to access information. I would also suggest creating and following a timetable that permits to monitor the development of the EBL task. Moreover, I would suggest teachers to decide on the specific SRL skills that want to be fostered to plan accurate activities and provide adequate scaffolding. Finally, I would suggest teachers to

allow students to participate in the decision making and selection of topics and content to be studied since learners will have a higher investment during the EBL task.

Lastly, this action research project offers some evidence on how students became aware of the importance of being responsible of their learning process and how they applied such responsibility when developing the proposed EBL task. Moreover, evidence regarding the relevance of monitoring the task being performed was provided, which permitted to identify difficulties and strategies to overcome them. Nevertheless, further research to understand what other SRL skills could be fostered by implementing EBL is required as well as research that permits to establish a much clearer difference of both concepts, EBL and SRL, without leaving aside their similarities and advantages of having them together as referential theory to carry out actions.

Reflections

Along this Action Research project, I felt that we focused more on the research part of the practicum than on the teaching one. This feeling made me question about what becomes more important when being a teacher, to foster whether the inner teacher or inner researcher. This questioning responds to the fact that I wanted to have the practicum to improve my teaching skills and to come up with more ideas about materials and activities to implement in classes. However, the research part constrained the teaching process and it became a traumatic experience. That is why, my interest and willingness towards finishing the practicum with a positive attitude decreased day by day.

I must say that not all in the teaching process was horrible. I did learn to teach large groups having different strategies as well as to provide different opportunities for learners to

foster the different skills during their learning process. The aforementioned aspect made me conceive teaching English at school by implementing several teaching strategies as plausible. What we need to consider is that changes will not be evident immediately but over time. Finally, I have considered many aspects involved in teaching at schools and I have reflected upon the fact that teaching in such a context requires, among many, a positive attitude and interest from the teachers so that we can promote changes and inspire learners to self-regulate their learning process.

Regarding the research process, I felt I improved my research skills thanks to the whole process I lived in the practicum. I also believe that research becomes important when teaching so that one can promote shifts that are adequate for the specific setting. However, I question the imposition of conducting action research in the practicum since it limits our role as pre-service teacher-researcher to the classroom level, which is not bad. Nevertheless, this becomes a matter of leading teacher to have research practices that belong to the classroom and perhaps spreading the idea that teachers do not conduct other type of research. Moreover, having action research as an imposition could decrease the interest for doing research after the practicum; at least, this has been my experience.

As a final thought, I must explain that I am not judging the Foreign Language Teaching programme from the School of Languages, but that I am presenting some feelings and questions I have asked myself along this whole practicum experience. That is why, I highlight the fact that I have improved my teaching and research skills as well as learnt to deal with both, teaching and research, within the classroom. Nonetheless, based on my experience, I leave the discussion opened of whether we have to conduct action research or there should be some other possibilities

at the end of the formative process in this programme in order to be able to promote shifts in the

setting we could work in.

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Appendices

Appendix A

Timetable:

https://drive.google.com/file/d/1QLaJhezERkBYs8V1APSpxkF9kNXGsCpj/view?usp=sharing

Appendix B

Questions for students' reflection 1: https://forms.gle/Ycwj174a7dwvCWNq7

Appendix C

Questions for Students' reflection 2:

https://drive.google.com/file/d/13YhwFHbsICJdBKJc26jKNRR2ysY5dPRB/view?usp=sharing

Appendix D

Questions for focus group:

https://drive.google.com/file/d/1nWllmifezpUKRd2Xr0CbyEEJdq4dCh-t/view?usp=sharing