



A Meaningful Approach to Learning English: Motivating Autonomous Learning Through a  
Blog.

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con Énfasis en Inglés

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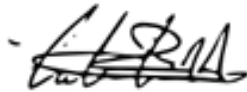
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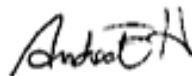
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\_\_\_\_\_  \_\_\_\_\_



**VoBo. Andrea Alexandra Bernal Hernández**

## Dedication

God is the first one to whom I dedicate this study because his unwavering love inspires me to never give up. I also dedicate it to my parents, who have cultivated in me patience, love, and character while working tirelessly to enable me to achieve my goals. With them by my side, I know that I can achieve anything. To my younger brother Richard, who has spent innumerable evenings with me while I have been studying and writing. To my cousin Valeria, for making me laugh when I couldn't laugh anymore. To my research partners, Catalina and Jesser, who, although I demanded a lot from them for this project, did not give up either.

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And, without a doubt, I dedicate it to myself for not giving up in the face of obstacles and moving forward with determination and courage.

“So, I just dance” – DPR IAN

*Yulieth Stefany Correa Romero*

## **Dedication**

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*Catalina Diaz Vargas*

## **Dedication**

This work is part of a joint effort with two great people, to whom I owe more than allowing me to work together in such a demanding job. Catalina Diaz and Yulieth Correa are not only two great women; they are two future teachers who can make a great change in the world, from the hand of God, I wish and hope to be always for them. I also want to thank my family, who despite the difficulties are supporting me and have helped me to shape myself as a teacher and a great human being.

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*Jesser Muñoz Sanabria*

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## **Resume**

Esta investigación-acción cualitativa exploró la eficacia del uso de estrategias innovadoras para promover el aprendizaje autónomo de lenguas extranjeras. Se identificó que, en un instituto de lengua inglesa, los estudiantes mostraban baja motivación en su estudio independiente, a pesar de la disponibilidad de diferentes recursos digitales. Para abordar este problema, se implementó un enfoque pedagógico basado en CALLA, que combina actividades de aprendizaje independiente basadas en tareas, como blogs y recursos interactivos. Los resultados preliminares muestran que la implementación de estas estrategias mejoró significativamente la motivación de los estudiantes y favoreció el desarrollo de habilidades de aprendizaje. Esto demuestra el potencial de un diseño de blog educativo basado en estrategias de aprendizaje y diseño instruccional para mejorar la motivación del aprendizaje autónomo del inglés como lengua extranjera siendo una experiencia de aprendizaje personalizada y autorregulada.

***Palabras clave:*** CALLA, Blog, estrategias de aprendizaje, aprendizaje autónomo, EFL.

## **Abstract**

This qualitative action research explored the effectiveness of using innovative strategies to promote autonomous foreign language learning. It was identified that in an English language institute, students showed low motivation in their autonomous learning, despite the availability of different digital resources. To address this problem, a CALLA-based pedagogical approach was implemented, combining task-based independent learning activities such as blogs and interactive resources. Preliminary results show that the implementation of these strategies significantly improved student motivation and favored the development of learning skills. This demonstrates the potential of an educational blog design based on learning strategies and instructional design to enhance the motivation of autonomous learning of English as a foreign language being a personalized and self-regulated learning experiences.

***Keywords:*** *CALLA, Blog, learning strategies, autonomous learning, EFL*

## **Introduction**

In the current context of globalization, learning a foreign language has become essential, since it not only facilitates communication and the exchange of ideas, but can also open doors to job, academic and personal opportunities, which contributes to improve the quality of life. However, there can be several challenges in the language learning process, such as lack of motivation, difficulty in finding adequate materials or time management. Focusing on the motivational autonomy of learning and adapting strategies that fit the individual styles of learners is key to overcoming these difficulties and achieving more meaningful and long-lasting learning.

The purpose of this study is to analyze the impact of an educational blog designed under The Cognitive Academic Language Learning Approach (CALLA), which is an instructional model that integrates academic content, language skills, and learning strategies to help students become independent learners (Chamot & Robbins, 2005). According to this model, it seeks to promote the development of cognitive strategies for learning foreign languages, in the motivation and autonomous learning of English in students between 15 and 23 years of age in a private English institute that has two branches in the city of Bogota and one in Soacha.

However, through participatory action research, the aim is to identify and address the difficulties faced by students in the learning process, such as lack of motivation and inadequate use of technological resources, to propose innovative pedagogical strategies based on the implementation of the educational blog. It is expected that this intervention will contribute to improving students' academic performance and develop their communicative competencies in English as a foreign language.

Similarly, through a qualitative methodology that included surveys, interviews, observations and, journals it was possible to identify students' main obstacles to learning English. The results suggest that the type of material and resources is very influential, as well as the adequate management of time and the lack of opportunities to practice and receive feedback in a meaningful environment, which is a determining factor in their motivation.

To innovate in the teaching of English as a foreign language, this research explores the potential of an educational blog based on the CALLA model to foster students' motivation and the development their cognitive skills at Instituto Británico students. Specifically, it seeks to answer the following question: How does the implementation of an educational blog based on the ADDIE model and CALLA strategies affect the motivation for autonomous learning of English in intermediate level (B1) students at Instituto Británico?

The results of this study may have significant implications for language teaching practices, especially in the context of digital learning environments. In addition, this research aims to highlight specific challenges faced by students at Instituto Británico, which could lead to improved learning outcomes and more engaging educational experiences. Ultimately, this study aspires to contribute to the broader goal of empowering students with the skills and motivation necessary to become competent English speakers in an increasingly globalized world.

# CHAPTER I

## 1. Contextualization

### 1.1 Macro context

Currently, due to the growing demand for bilingual professionals in a globalized world, learning English as a lingua franca has gained great importance at the international level, in various fields such as business, science and technology (De Lourdes Moscoso-Amador et al., 2019). In addition, there is an increasing need for a level of professional English that goes beyond basic interpersonal communication skills to assimilate real contexts, cultural norms and develop critical thinking.

At the same time, digital development has reshaped teaching and learning methods, implementing the use of Information and Communication Technologies (ICT). In this context, international institutions have developed frameworks to establish steps in the management of digital competencies. According to the European Framework of Digital Competences for Citizens (DIGCOMP), constituted by the European Commission, it provides a tool to improve the citizen's digital competencies in aspects such as, acquiring information, communication and collaboration, as well as security and management for digital content creation (Vuorikari et al., 2022).

However, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has highlighted the importance of digital competencies in education worldwide. In the document *ICT Competency Framework for Teachers* (UNESCO, 2017), the need for educators to be trained and thus develop skills to meaningfully and effectively implement ICT in their professional pedagogical practice is understood. In this way they should be able to use them to facilitate their collaborative skills, creativity, problem-solving ability, generating invocation

and commitment to society.

In the Colombian context, research such as *ICT standards and competencies from the pedagogical dimension: a perspective from levels of ICT adoption in teachers' education practice*. Valencia-Molina (2016) has established ICT competencies and standards from a pedagogical perception, analyzing them in teaching practice. This study took place from the Pontificia Universidad Javeriana de Cali, therefore, it shows a regional perspective on how digital competencies are being integrated into

In the same line, ICTs are presented as indispensable tools to facilitate access to quality educational resources and promote the development of communicative competencies in a foreign language. According to the Ministry of National Education (MEN), Rodríguez (2021) highlighted the potential of ICTs to transform learning environments and promote the development of communicative competencies in a foreign language. By taking advantage of digital platforms and interactive resources, students can access authentic content, participate in collaborative activities and develop their autonomy in learning.

On the other hand, Rodríguez and Martínez (2015) state that ICTs in English language learning are especially relevant in our context. They point out that these tools, in addition to turning English into a necessity, facilitate its learning thanks to the number of available resources found in them. With this, they facilitate collaboration, communication and interaction between students and teachers in a synchronous or asynchronous way regardless of their location, which makes them a very adaptable resource to the needs and changes.

Taking into account the above, given the need to integrate ICTs in education, specifically in the learning of English as a foreign language, institutions such as the Instituto Británico have developed English teaching programs that make use of these digital tools. Likewise, this

institution offers an academic English program with a communicative approach, aligned with the standards of the Common European Framework of Reference for Languages (CEFR). This institution, classified in education for work and human development according to Law 115 of 1994 and Law 1064 of 2006, implements technological facilities in line with current legislation on ICT in education.

Consequently, an Edublog is implemented as a virtual learning environment (VLE). This tool is specifically designed to support teaching processes within an educational context, enabling education to be displayed to the public outside of the classroom, giving it a socializing character, fostering the capacity for reflection and autonomy in one's own learning. According to Rincon (2011), EVAs are an alternative in educational training, since they allow students with time or geographical limitations to interact, discuss and collaborate, achieving their learning objectives. Therefore, this project highlights the use of Web 4.0, which consists of a cooperative virtual interaction between people with the same learning objective, in this case the learning of English as a foreign language. However, this teaching does not focus on content, but on the competencies and skills that digital individuals can perform and apply (Unad, n. d.).

Although students play the main role in education, teachers are responsible in the process, as they are the ones who design and implement the tools, which require solid skills and knowledge. Therefore, the concept of teaching digital competences stands out, which, according to the Framework of Reference for Teaching Digital Competence (Ministry of Education and Vocational Training and Educational Administrations of the Autonomous Communities, 2022) imply the set of knowledge, skills and abilities to use technology in educational contexts and achieve learning objectives. In this way, teachers link technology with teaching and demonstrate their ability to adapt to the demands of today's education.

## **1.2 Micro context**

The Instituto Británico is an educational and labor institution that offers an English as a foreign language program for students of different levels; basic, intermediate and advanced, in three different locations: two in Bogotá, in the Venecia sector and another in Kennedy, and one in Soacha. This program is characterized by its communicative approach and flexible methodology, which allows classes to be adapted to the individual needs of each student. The teachers use a variety of resources and topics, beyond the linguistic field, to create an enriching and multidisciplinary learning environment, with the main objective of developing students' ability to communicate effectively in English in Authentic contexts.

The institution offers two learning modalities, fully face-to-face and remote on-site class, combining face-to-face classes with online resources to enhance the learning experience. In addition, students are offered a variety of technological resources and platforms to enrich their learning experience. The institution implements a virtual classroom through the Q10 platform, which facilitates academic management and interaction between students and teachers.

In addition, the SPARK English learning platform, developed by National Geographic Learning, is used, which provides interactive, and multimedia content designed specifically for English language learning. The institution also has a system room that allows students to access digital resources. However, it is important to note that the availability of audiovisual equipment such as televisions is limited and must be scheduled in advance, which may affect the implementation of certain multimedia activities in some classes.

To be more precise this research focuses on 3 groups of intermediate (B1) level English learners, where students have expressed their lack of motivation in the autonomous study of English as a foreign language, due to incorrect time management to plan their self-directed study,

as well as the lack of understanding of how to use ICT as learning tools. Consequently, it is analyzed how a blog as a resource bank can help students feel more confident, organized and, above all motivated in their English learning.

## CHAPTER II

### 2 Problem

#### 2.1 Statement of the Problem

A lack of motivation to study English language independently has been detected among Instituto Británico students. For this reason, it is essential to know the causes and possible solutions generated by the negative impact it can have on their academic and work process. Currently, it is recognized that the use of a foreign language is becoming a key element in the world, as it is associated with a higher quality of life, owing to better employability and, thus, easier access to higher-paying occupations that demand more skills.

Based on data collected through surveys, interviews, observations and journals the classes showed that most students need constant guidance on how to improve their learning using practice and personal interests as motivators. This shows the uniqueness of each student; some openly express their lack of motivation and even disinterest in learning. As a result, they may feel disoriented when it comes to planning their time and studying autonomously, and they may not know how to use new technologies as learning tools correctly.

A determining factor in learning a foreign language is the learner's motivation, which can influence both success and failure in language learning. According to Lapadat (2024), the success of learning and teaching a language is related to motivation, highlighting this as the force that drives learners to achieve their communication goals. In the same vein, the concept of motivation is complex as it is influenced by various personal and contextual aspects, which makes it fundamental in the classroom. Therefore, language teachers should also consider this factor as a key pillar in pedagogical practice and thus design strategies that encourage motivation and autonomy in learning.

Following what has been said previously, in the context of students in an English institute, motivation can be influenced by specific factors. On the one hand, self-confidence, personal interest and previous experiences with the language play a fundamental role. However, external factors such as family expectations, job opportunities and exposure to the English-speaking culture can drive or limit the desire to learn. In other words, both intrinsic and extrinsic motivations interact to shape the learning process.

Technology can be used in a variety of ways as it offers a wide range of tools for language learning. Such as, mobile applications that allow you to study anytime, anywhere, facilitating self-directed learning with interactive materials and exercises. In addition, audiovisual resources such as videos and audio files help improve pronunciation and oral comprehension. Finally, virtual communities offer spaces to share experiences, resolve doubts and practice the language with other students.

It is important to remember that using technology to learn languages should supplement rather than replace traditional methods of instruction. However, when applied appropriately, it can be a highly effective tool for raising student motivation and encouraging independent study.

In the modern world, where technology has transformed many industries, teaching languages is no exception. Acquiring language proficiency encompasses not only the learning of some linguistic components, but also the encouragement and validation of students' drive and self-control. In this situation, incorporating technology into the teaching-learning process can be a useful tool for raising students' motivation for independent language study.

An example of how technologies can be used in language teaching is through the implementation of an online blog as a meaningful resource to foster students' motivation in their autonomous English learning. The results obtained after interviewing a group of students show

that the use of the blog can be an effective resource to increase their motivation in their autonomous learning, which in turn can positively impact their academic performance.

Therefore, the use of the online blog as a motivational tool in the learning of English as a foreign language is proposed as a strategy to foster students' motivation and autonomous learning. Thus, it is demonstrated that the use of technology, in combination with innovative teaching strategies, can be a valuable, effective, and successful tool in language learning for students.

## **2.2 Formulation of the Problem**

The research raises as the main problem the difficulties in terms of motivation in the autonomous learning of English in 3 groups of students of English intermediate (B1) level of the Instituto Británico. It is evident that there are many factors that act as difficulties when learning a foreign language in, this case English language, as the main reason for this problem it was determined that it is due to inadequate time management, combined with the lack of motivation in the face of the challenges of mastering a new language. According to Zhu and Zhou (2012), motivation is a key internal element in the learning process of students, since it is what will drive students to achieve their goals. Motivation should originate from oneself, however, not being given in this way makes it impossible for the students to learn and improve their skills and knowledge.

In the context of new language instruction, enthusiasm is especially important when motivated in the acquisition of new skills in a language. Dörnyei (2005) highlights in his research that intrinsic motivation plays a crucial role in foreign language learning, as it is associated with increased engagement, creativity and understanding on the part of learners. However, when students become demotivated, these positive effects, which can facilitate learning, are lost and academic performance is affected. Motivation is a fundamental element

that has a positive or negative impact, emphasizing the negative, since this problem was detected in the population studied.

The problem was approached from the teaching perspective of the researchers as Pre-service English teachers at the Instituto Británico in intermediate level groups, in face-to-face and virtual environments. Therefore, it is possible to evidence the difficulties such as the lack of knowledge about self-study strategies and the good use of virtual tools that involve digital material, as well as the importance of a comfortable environment to develop their skills. It is necessary that students receive the necessary guidance to make better use of time, space and tools, with the idea of mitigating the problem situation.

In order to answer the question: How does the implementation of an educational blog based on the ADDIE model and CALLA strategies affect the motivation for independent learning of English in intermediate level (B1) students at Instituto Británico? This initiative aims to analyze the problem, proposing an innovative tool, since it incorporates in a pedagogical way the use of a blog to motivate through didactic digital material and focused on developing autonomy. The main focus will revolve around analyzing the functionality of these tools and the impact on the motivation and autonomy of students to study on their own, in a new environment and with the aim of mitigating demotivation, lack of interest and difficulties to study in a virtual environment, where they are responsible of their own learning.

### **2.3 Justification**

The main objective of this research is to determine the different problems that lead to the lack of motivation, which influence the learning of English, intertwined with the lack of interest in the autonomous study of the language. This research is a very important contribution because by analyzing the causes and effects of demotivation, it is possible to apply a blog with strategies

and self-teaching resources appropriate to the different learning needs and interests of students so that they become captivated with the language and study English not out of obligation but because they really find the interest and motivation in their learning process.

Motivation is a key concept in language learning, according to Maslow (1943) motivation is the impulse that people have to satisfy their needs and by which new knowledge is learned, since it explains why a person decides to perform an action, how much effort and time will be willing to devote to develop that activity in a constant and determined way. Consequently, this study will focus on identifying what motivates today's students, taking as a starting point their personal interests and hobbies.

Finally, it is intended to highlight how developed countries have used new information and communication technologies in the teaching of English, which has been of great help in contributing to motivate and encourage students within the communicative approach to English, in this case using an online blog. Ballén (2014) highlights that ICTs provide students with possible solutions to different problems in their learning processes, both in class and independently, giving them opportunities to grasp knowledge and facilitating learning.

## **2.4 Objectives**

### ***2.4.1 General Objective***

To determine the incidence of the development of an ADDIE instructional model, articulating the CALLA learning strategies approach through a blog, on the motivation and autonomous learning of English as a foreign language in three courses of intermediate level (B1) students at the Instituto Británico.

#### **2.4.2 *Specific Objectives***

- To identify the causes that affect the lack of motivation in three courses of intermediate level (B1) students in the autonomous learning of English as a foreign language of the Instituto Britanico.
- To analyze the articulation of the instructional model and CALLA approach, as well as learning motivational strategies in an educational blog.
- To analyze the use and characteristics of the students of the intermediate level (B1) of the Instituto Britanico on their autonomous study of a foreign language, precisely English.
- To conclude the incidence of motivational strategies, CALLA and instructional design in the educational blog on the autonomous learning processes of the English language of intermediate level (B1) students of the Instituto Britanico.

## CHAPTER III

### 3 Referential Framework

#### 3.1 Background Framework

The following chapter explores previous research that addresses three fundamental axes: motivation in the autonomous learning, the CALLA model and, finally, the integration of new technologies, specifically Edu blogs, in the learning of English as a foreign language. The objective is to establish a solid base to support the hypothesis that an educational blog designed under the CALLA model can meaningfully foster motivation in Instituto Britanico students for the autonomous learning of English.

Meanwhile, the first study called *Motivation and E-Learning English as a foreign language: A qualitative study* made by Escobar et al. (2019) conducted qualitative phenomenological research that aimed to identify and analyze the aspects related to motivation when learning English in UNIMINUTO undergraduate students of the virtual and distance modality. For this reason, the researchers used a semi-structured individual interview as the main data collection instrument to determine and understand the components related to motivation as a psychological process that influences the learning of English as a foreign language in virtual environments, thus allowing a comprehensive analysis of the phenomenon. In the same sense, this analysis was carried out through semantic categorizations and with the support of NVivo 11 software.

As a result, this study showed that the motivation of UNIMINUTO students to acquire English language skills is affected by a mixture of intrinsic and extrinsic elements, however, although students showed a diversity of motivational aspects in their learning, there remained an inclination towards external goals, such as accessibility to better job

opportunities. On the other hand, some students had difficulty maintaining consistent study. Finally, the researchers indicate that to increase motivation, study material such as assignments should be designed and provided with a focus on the student being more relevant and personalized, reinforcing the role of the tutor and encouraging independence in the learning process (Fandiño et al., 2019).

According to the above, it can be contrasted with this study, given that both address the issue of motivation linked to autonomous learning. Similarly, it is highlighted that the students who participated in the research also show extrinsic and intrinsic motivational factors that influence their learning of English as a foreign language. In addition, the conclusion underlining the need to design and provide virtual material is highlighted. Another important point is the use of the Computer Assisted Language Learning (CALL) approach, according to the author this is based on the use of various technological tools and a constant flow of activities that are linked in real contexts, which makes a meaningful learning, therefore it is similar to the present research since this involves the use of ICTs particularly that of an Edu blog, with various resources based on tasks in real contexts of communication.

By the same token, the study named *Improving the Students' Motivation in Learning English through Google Meet during the Online Learning* developed by Putra (2021), was conducted in a high school in Indonesia during the COVID-19 pandemic, when education moved to the virtual modality with the various institutions opting to teach virtually, synchronously or asynchronously. Seventh grade students were taken as the research population, with the purpose of improving students' motivation in learning English through the use of Google Meet, in an online learning environment. Accordingly,

an action-research design was employed in the classroom with two cycles, conducting a qualitative analysis, which sought to explore and understand in depth how the digital tool influenced students' motivation.

In terms of data analysis, classroom observations and the results of the activities carried out in Google Meet were used. These results showed a significant increase in students' motivation to learn English after implementing the digital tool that allowed them to have synchronous classes. Students were more participative, enthusiastic and engaged in the activities, suggesting that this digital tool was effective in improving their motivation and online learning experience.

This project has a connection to the present study in relation to the shared objective of increasing students' motivation to learn English using digital tools. However, it differs in the tool employed. While previous research used Google Meet platform to promote synchronous, teacher-guided interactions, this study suggests the use of an Edu blog as a platform for asynchronous activities, which provide greater flexibility and autonomy to learners.

In line with the above, the following research article, called *Strategies in autonomous learning of professionally oriented English communication* written by Dmitrenko et al. in 2021, developed with first year students of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University of Ukraine, who were studying English for determined purposes as a foreign language, aimed to analyze the impact of learning strategies in the process of autonomous learning of professionally oriented communication in English. Therefore, a quantitative approach with an experimental design was used, implementing Oxford's strategy training model (STL), which is considered important to

highlight.

According to (Oxford, 1990) as cited in Dmitrenko et al. (2021) point out that the Oxford Strategy Training Model (STL) has a step-by-step application and is flexible in terms of procedure in which this teaching method seeks to develop students' autonomy in foreign language learning, structured in six steps that guide students to identify, practice and evaluate different learning strategies. STL promotes an active and reflective approach to learning, empowering students to become more independent and efficient learners.

However, this study collected data on four subgroups of students through questionnaires and assessment tests. As an analysis tool, the Oxford Strategy Inventory for Language Learning questionnaire was used to assess the students' learning strategies. Finally, the results showed that the implementation of STL was effective in improving the process of autonomous learning of professional English. Students who used this strategy presented higher levels of motivation, confidence, autonomy and independence. In addition, the STL helped students to organize their learning in a more structured, efficient, and self-regulated manner with respect for their own pace in the educational process. In correlation with the current study using other strategy models, it is found that both STL and CALLA promote metacognitive awareness, and it can be analyzed how STL activities can help students to reflect on their own learning process, as promoted by CALLA.

In the article *The CALLA instructional model as a pedagogical strategy to improve English reading in rural students of ninth grade at Florentino Gonzalez school*, published in the 2nd International Congress on Pedagogical Mediation in Language Learning of the UNAD in 2023, Rangel (2023) presents research conducted with ninth grade students at the Florentino Gonzalez School in Coromoro, Santander. This institution, located in a rural

context, promotes autonomous learning.

The main objective of the study was to improve the English reading comprehension of these students through the implementation of the CALLA model. It was qualitative research with quantitative components, using a case study design with a six-week pedagogical intervention. Reading comprehension workshops, questionnaires and statistical analysis were used as tools for data collection and analysis. The results of the research showed a positive impact on students' reading skills, motivating them to continue learning English. The CALLA model proved to be an effective tool, as it fostered the development of metacognitive skills, autonomous learning, and the combination of language skills with explicit learning strategies.

Comparing this article with the present research, it can be highlighted that both are based on the premise of the metacognitive strategies promoted by the CALLA model, such as planning, monitoring and evaluation, which are fundamental for the development of autonomy (Chamot and O'Malley 1986, as cited in Rangel, 2023, p. 3), however, the current study differs in that it not only seeks to improve reading skills but also communicative skills in general, as well as implementing an educational blog as a tool to implement these strategies, which allows for greater interaction, motivation and personalization of learning.

In the same way, in the thesis *Applying a metacognitive model of strategic learning for listening comprehension, by means of online-based activities, in a college course*, written by Hernandez (2012) shows research that took place in a language institute of a Colombian university, with fifth level students of English for economics, with the objective of improving the students' selective listening comprehension through

metacognitive strategies. The methodology was qualitative and based on action research. In addition, the Metacognitive Model of Strategic Learning was used to implement the e-activities. This research work relied on several data collection instruments such as questionnaires, diaries and interviews.

According to data analysis, it was revealed that students improved their selective listening comprehension by applying direct attention strategies and completing a disciplined listening process. They also developed their linguistic awareness and experienced different feelings towards the e-activities. Regarding these findings, the current study also proposes the incorporation of activities that promote metacognitive strategies in this case to develop motivation in autonomous learning of English, for this by designing an educational blog based on the CALLA model, online activities can be implemented providing students with tools and resources to reflect on their own learning process.

Furthermore, the research article entitled *Memries': Promoting Students' Autonomous Learning Skill through Language Learning Application*, developed by Aminatun and Oktaviani (2019), was conducted on a group of 18 management students taking English for Business II, with the objective of exploring the use of the Memrise language learning application to improve students' autonomous learning ability outside of class. Additionally, a qualitative study was conducted, using questionnaires and interviews as data collection tools. It was analyzed descriptively, focusing on systematically and accurately narrating the facts related to the object of study.

The results showed that the Memrise application proved to be an effective tool for improving students' autonomous learning skills. The app is accessible anytime and

anywhere, which facilitates independent learning. In addition, its fun and easy-to-use interface motivates students to use it. However, the necessity of having a strong internet connection was identified as a limitation. The contribution of this study can be related to the present research, which also proposes the use of a digital tool, as mentioned, an educational blog, also with a friendly organization, familiar, focused on motivation, therefore, having fun activities to develop communication in English as a foreign language, but still with a limitation, which is the continued access to the Internet to be able to access it.

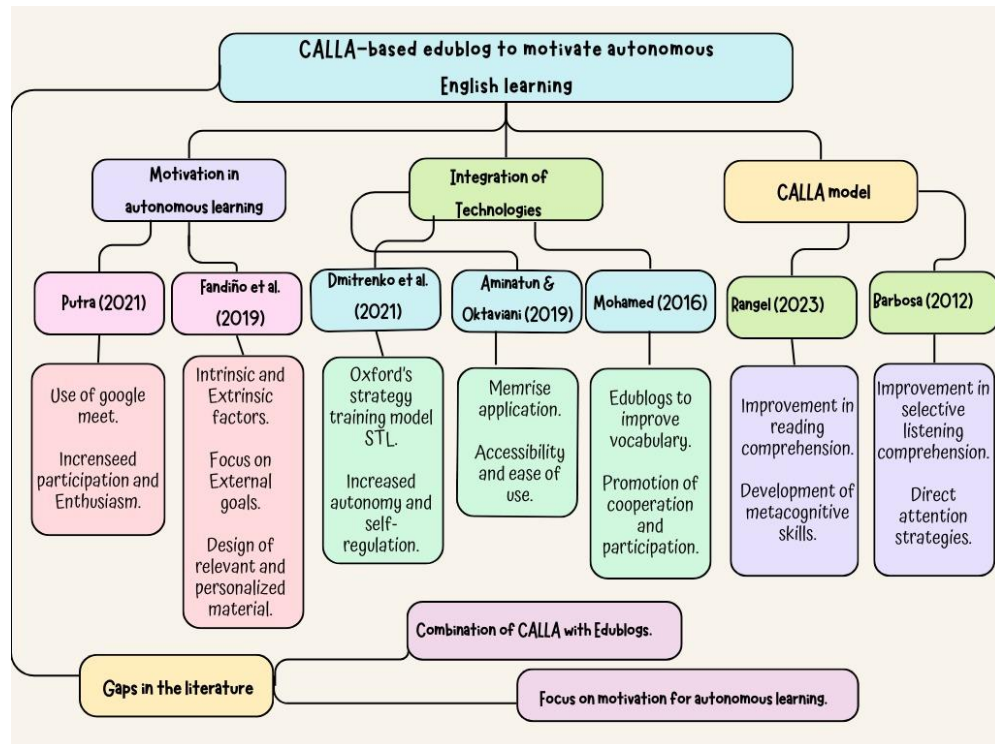
The latest study called *Exploring the Role of Edublogs Based Teaching in Enhancing Vocabulary Learning of EFL University Students* by Mohamed (2015) was conducted at Mohamed Khider Biskra University with first year English language students. With the purpose of examining the relationship between educational blogging and the enhancement of vocabulary knowledge of EFL students. A qualitative descriptive approach was used, collecting data through questionnaires for students and teachers.

Accordingly, the data was analyzed, showing that educational blogs are an effective pedagogical tool to increase language use, encourage cooperation and participation in the classroom, and improve students' vocabulary. In the end, teachers were recommended to use blogs as a support technique to reduce difficulties in learning English. Following Otmane 's (2017) findings, this research focuses on particularly investigating how the creation of educational blogs based on the CALLA model can enhance students' motivation towards autonomous learning. By providing relevant tasks, blogs created with this model not only increase learners' vocabulary, but also promote greater engagement and independence in their learning, which in turn results in an overall improvement in their

language skills.

To conclude with the previous literature review, this was summarized with the correlation with the present study in Figure 1. It can be said that motivation for autonomous learning is a construct that offers multiple aspects, influenced by a variety of intrinsic and extrinsic factors. Likewise, strategies based on the CALLA model or the integration of an edublog have proven to be effective in the development of metacognitive skills and in fostering students' active participation (Barbosa, 2012; Dmitrenko et al., 2021).

**Figure 1.**  
**Synthesis of the Literature Review**



*Note: The diagram shows the connection between the CALLA (Cognitive Academic Language Learning Approach) model, edublogs and autonomous learning, highlighting their integrated role in the development of language skills and motivation in language*

*learning.*

*Source: Own elaboration based on the literature review on the CALLA model, edublogs and autonomous learning.*

Finally, it is recognized in view of the previously mentioned gaps in the literature that more research is needed to explore the long-term impact of these strategies in different educational contexts, specifically in the combination of the use of CALLA in an educational blog and the motivational approach to autonomous learning taking into account the individual characteristics of the learners.

### **3.2 Theoretical Framework**

This research explores the connection between motivation, independent learning and the integration of Information and Communication Technologies (ICT) in the teaching of English as a foreign language. It discusses how autonomous learning strategies and the use of educational technologies can address students' lack of motivation. In addition, the CALLA (Cognitive Academic Language Learning Approach) approach is examined as a framework for integrating these strategies into language teaching (Chamot & O'Malley, 1994). This study provides a theoretical basis for understanding the current challenges in motivation and autonomous learning of English as a foreign language, with the goal of proposing meaningful solutions that effectively integrate these elements.

#### **3.2.1 Foundations of Learning in the Digital Age**

##### **3.2.1.1 Learning Theories**

3.2.1.1.1 **Constructivism.** According to Chand (2024), constructivism is a fundamental theory for education, since teachers apply it to help their students acquire knowledge based on the concepts or learning they have previously based on their individual

experiences. This theory conceives learning as a constant process of knowledge construction, which is crucial for this research. Authors such as Piaget and Vygotsky have established the basis of this vision, highlighting the importance of social interaction and previous experiences in the construction of knowledge.

In the context of this research, this constructivist theory planted by Vygotsky is approached, as Henson (2001) mentions, teachers should consider the students' experiences and, simultaneously, take into account the learning experiences in the classroom, where students should have the possibility of interacting in the real context with the proposed content. Therefore, it is essential that the learning process of students is always focused on direct contact with the target language, since through authentic experiences in real contexts they relate to previous experiences and thus generate new meaningful learning (Corrales, 2011).

**3.2.1.1.2      *Learning Communities (Learning Community)*.** According to Wenger et al., (2002), learning communities are understood as groups of people who share a common interest in a topic or problem and who focus their knowledge and experience in this area through constant interaction. These communities are characterized by the development of collaborative learning, variety of experiences, shared behavior and knowledge formation. In the educational context, these communities can manifest themselves in both face-to-face and online environments, fostering active participation, critical reflection and open dialogue among their members.

In relation to research, the concept of learning communities can be particularly relevant to analyze how participants interact and construct knowledge in the virtual environment. Kear (2010), develops the theory of learning in online communities, which focuses mainly on the creation and proper management of online communities, focused on education. That is, they can

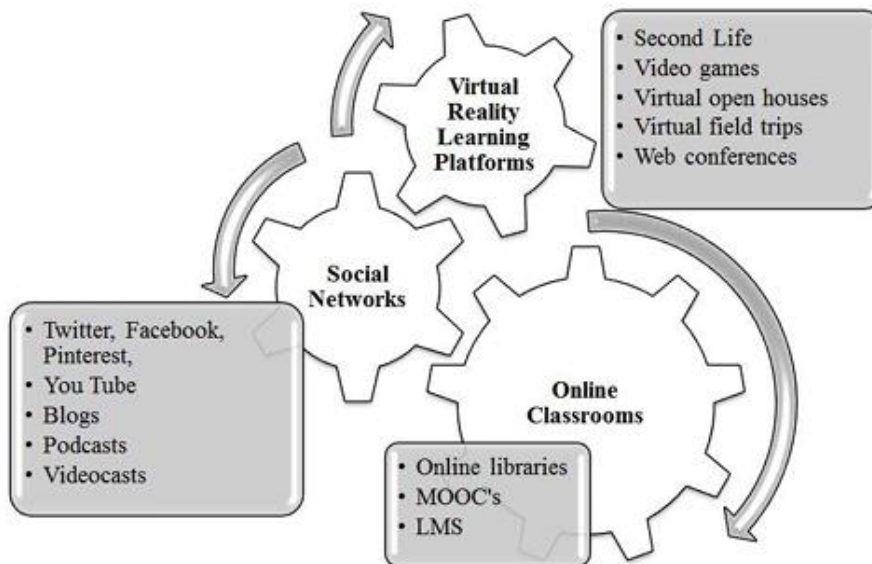
be an environment that serves to generate a controlled environment full of educational resources for students to interact in it, so that they can work together and be able to develop. On the other hand, the importance of correctly building the environment where students and teachers benefit is mentioned, which is why it is necessary to explore this new environment where they can be enriched with content through these tools.

In the same vein Kear, (2010) states that students can benefit from flexible environments made possible by online communication technology, where they can utilize a wealth of online resources in addition to maintaining regular communication with their teachers and peers. There are two modalities for carrying out the digitization of the educational environment that are proposed as synchronous and asynchronous, which can give a different approach to the education that the learner will receive and the role that the teacher and learner will play. asynchronous, where contributions can be made at one point in time and viewed by others later (e.g. through forums and wikis).

3.2.1.1.3 **Connectivism.** This finding emerged in the digital era, proposed by George Siemens and Stephen Downes. Siemens (2005) says that connectivism is the integration of the principles explored by the theories of chaos, networks, complexity and self-organization, where learning occurs through the creation of connections within networks. The principles of this finding express that learning and knowledge depend on different points of view, as well as those connections or sources of information are a fundamental capacity for the creation of new knowledge. Connectivism also provides a useful framework for analyzing how learners learn in digital and networked environments. According to the principles of this finding, individuals acquire information through modern information reservoirs.

**Figure 2.**

*Main Reservoirs. in Which Individuals Can Acquire Information According to (Kropf, 2013).*



Source: Taken from “CONNECTIVISM: 21ST CENTURY'S NEW LEARNING THEORY” (p. 15), by Kropf, 2013, *European Journal of Open, Distance and e-Learning* - Vol. 16 / No. 2.

Currently, as shown in Figure 2, there are three main reservoirs in which individuals can acquire information: (a) online classrooms, including massive open online courses (MOOCs), (b) social networks, including podcasts and video clips, and (c) virtual reality platforms, including Second Life and three-dimensional video games (Kropf, 2013). In the context of present literature, the Edu blog is positioned as a modern information reservoir that combines elements of online classrooms and social networks. This approach allows us to examine how learners of English as a foreign language navigate and build their learning networks, using the tool as a central platform to access resources, connect with other learners, and develop their autonomy in language learning.

**3.2.1.2 Autonomous learning.** Nowadays, the integration of strategies, methodologies, dynamics and ways of learning is indispensable at the moment of acquiring or creating new knowledge, whether individually or directed, which entails many challenges, all these characteristics form a single concept, which is known as autonomous learning. As Little (2003) mentioned, learner autonomy is a complicated term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely. Considering the above, autonomous learning has different approaches or can be understood from different perspectives.

Mainly, Holec (1981) mentions that autonomy is understood as the ability of an individual to be responsible for his or her own learning. Therefore, the role of autonomy has a leading role in the growth of the learner, who is the one who works to achieve knowledge. This disposition will depend on the learner's ability to investigate and gather those tools that can provide him/her with the necessary knowledge to grow his skills. However, there are many perspectives on the definition of learner autonomy. Masouleh & Jooneghani, (2012) express that some authors focus on autonomous language use, while others interpret learner autonomy more broadly, relating it to being a happy and/or productive member of society.

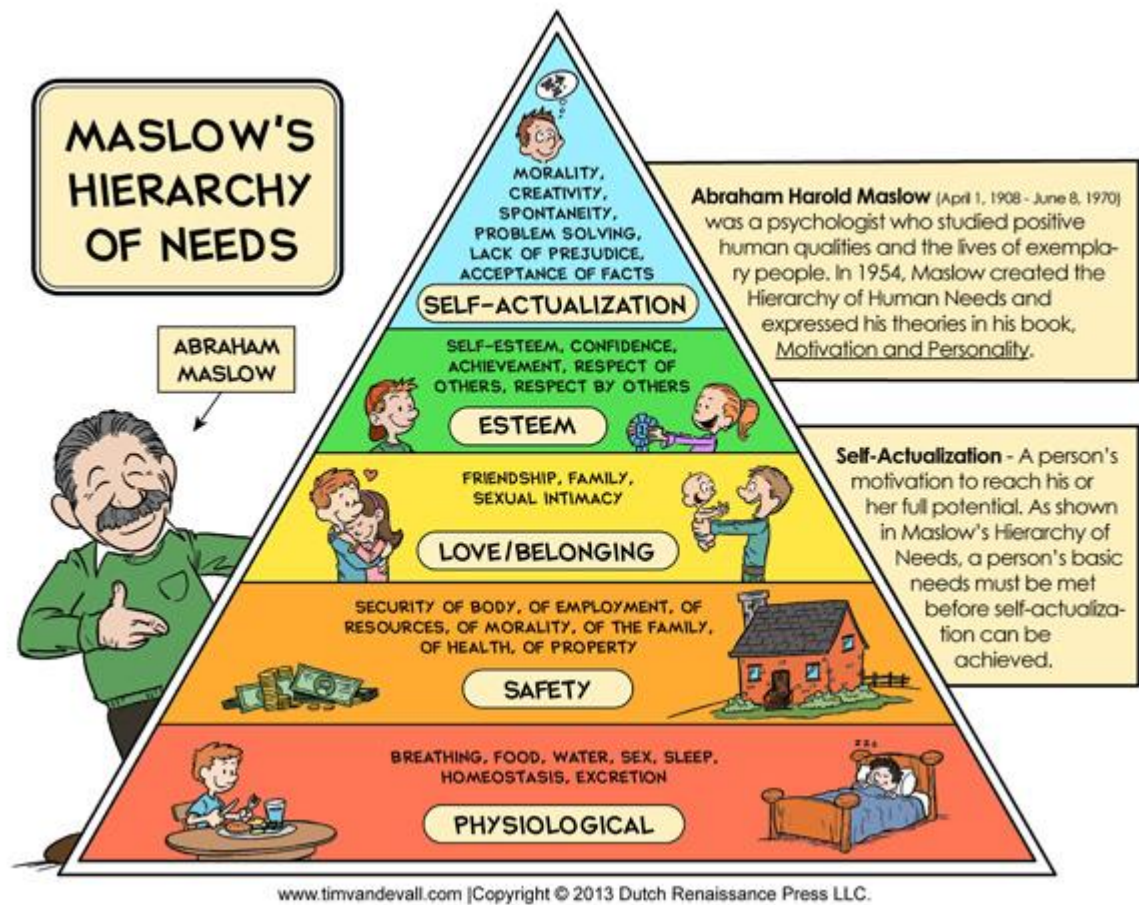
It can be said that autonomous learning plays an essential role in foreign language learning. There are two points of view, taking into account Avazmatova (2022) in his study, concludes that in the autonomous learning of a foreign language the teacher has a crucial role, as they create materials that help students in the learning process, motivating them to active participation. Therefore, the effectiveness of autonomous learning will only reflect the effort and strategies used to face the challenges of learning a foreign language.

### **3.2.2 Motivation in Foreign Language Learning**

**3.2.2.1 Motivation.** Different interpretations of the concept of motivation are understood, mainly Maslow (2013), this is the impulse that people have to satisfy their needs. By which new knowledge is learned, since it explains why a person decides to perform an action, how much effort and time will be willing to devote that attitude in a constant and determined manner, related to self-realization. On the other hand, for Gardner (2007), motivation can also be understood as a process that has a beginning, an organization, a constancy and a perseverance to achieve the objectives. It is also the force that makes us perform an action, whether emotional, social or cognitive, which is understood as something personal and unique to each person.

Along the same lines, in the context of second language learning, this term stands out, which, according to Gardner (1985), refers to the amount of effort that a person is willing to make to learn a language due to his or her desire to do so and the satisfaction experienced during the learning process. However, it is important to keep in mind that motivation is not static but can vary depending on internal factors (such as beliefs and emotions) and external factors (such as the learning environment and social expectations). In addition, intrinsic motivation, based on interest and enjoyment in learning, is usually more enduring and effective than extrinsic motivation, which depends on external rewards.

**Figure 3.**  
*Abraham Maslow's Hierarchy of Needs.*

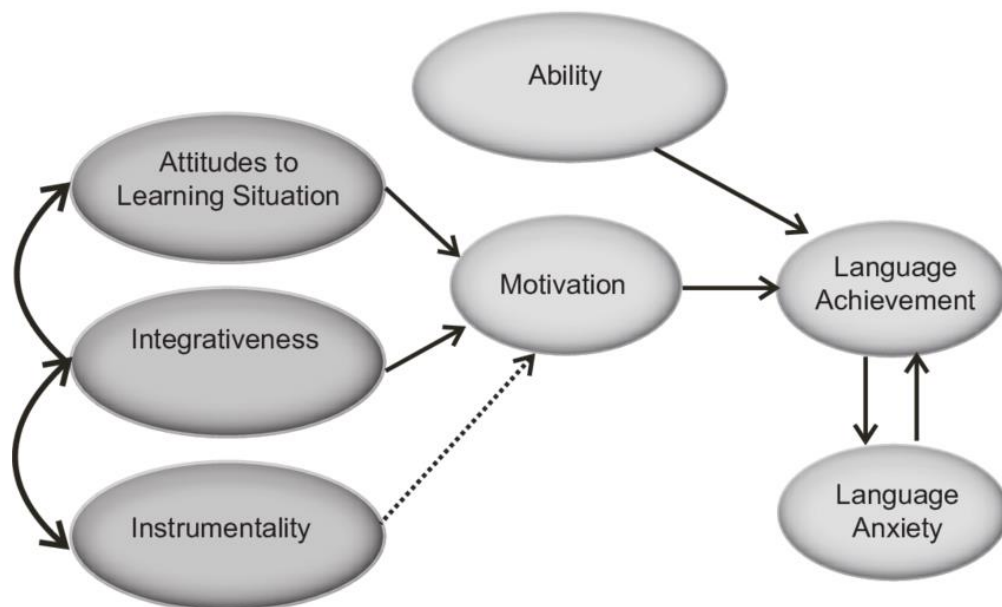


Source. Adapted from Timvandevall by Maslow, 1943, (<https://timvandevall.com/printable-maslows-hierarchy-of-needs-chart/>)

Finally, using Maslow's model as a more precise definition, it is possible to identify the needs of learners. According to the author, these can be classified into five hierarchical categories, as shown in Figure 3. It is suggested that motivated people first satisfy their physiological needs (food, rest), then security needs, then social needs (belonging, love), then esteem (recognition, respect), and finally self-actualization (development of full potential). In the context of learning a foreign language, it is essential to keep in mind that learners may be motivated by different levels of the pyramid, depending on their personal and social context.

**3.2.2.2 Motivation in foreign language learning.** In the context of foreign language learning, motivation is indispensable, and R.C. Gardner's socio-educational model constitutes a superb case study for research on this topic. According to Bialystok & Hakuta (1994), Gardner and his colleague, W.E. Lambert, introduced the concepts of integrative and instrumental motivation, which emphasize individual differences and cultural perspectives in language learning motivation.

**Figure 4.**  
*Gardner Socio-Educational Model*



*Source. Adapted from «Investigating education students' language learning beliefs and motivation for learning English» (p. 102), for Mhlongo, Et al, (2021), Journal for Language Teaching / Tydskrif vir Taalonderrig.*

As highlighted by Gardner, 2005: 6, as cited in Mhlongo, et al, (2021) Gardner's model admits that language learning depends primarily on ability and motivation. Although ability encompasses both aptitude and intelligence. Regarding motivation, it involves three fundamental categories of variables: *attitudes to learning situation, integrativeness and Instrumentality*, as illustrated in Figure 4. In addition, this model emphasizes that motivational constructs are

temporary and do not persist indefinitely. Teachers and researchers can use Gardner's ideas to develop effective tactics to encourage learners to acquire a new language.

### **3.2.2.3 Types of motivation**

**3.2.2.3.1 Intrinsic motivation.** It aims to develop the opportunity for the learner to want to learn English because of his or her natural interest and curiosity. Ryan and Deci (2000) argue that this type is fundamental for autonomous learning and personal growth, since it is not advisable for the student to take on the proposed challenges without the pleasure of acquiring the knowledge. Therefore, during the teaching of English, creative and timely activities should be implemented to keep students interested and engaged due to intrinsic opportunities.

Similarly, these strategies are intertwined with motivation, because a person's interest or satisfaction in carrying out an activity is found when they do it. providing or highlighting these strategies, which are: First we have autonomy, which promotes the student's ability to make decisions about their own learning, after that, personal goals that seek to establish long-term goals that are meaningful to the student.

Consequently, personal satisfaction encourages self-evaluation and recognition of personal achievements. Likewise, curiosity stimulates the desire to explore, discover and learn on their own, likewise, the learner's natural curiosity is harnessed to stay motivated, last and not least, challenges that provide activities or tasks that are challenging but achievable, so that students feel an internal motivation to overcome obstacles and achieve their goals.

**3.2.2.3.2 Extrinsic Strategies.** According to Ryan and Deci's (2000) definition, extrinsic motivation depends to a greater extent on its relative autonomy, thus it is capable of projecting external control as an authentic self-regulation. Extrinsic motivation is a type of stimulation that comes from within a person, usually out of self-interest, the satisfaction that

comes from performing an activity without the need for a reward that influences motivation. Thus, a person is extrinsically motivated when he or she approves of the fact of seeking a challenge or enjoyment, where he or she is able to find value in the activity itself.

As well as extrinsic motivation, which refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000). Based on the above, an example of extrinsic motivation would be learning a new language, whose motivation lies in knowing another culture or strengthening communication skills. Therefore, this type of motivation is considered a powerful enduring tool for sustaining engagement because it comes directly from the process of the activity, not from an external factor such as a reward.

**3.2.2.4 Types of strategies of motivation.** Understanding the role of motivation in the different cognitive and emotional aspects is the pillar of this research, it is also divided into different types, mainly the definition of motivational strategies provided by Dörnyei (2001) are techniques that promote the behavior of the individual related to the goal, it refers to those motivational influences that are consciously exerted to achieve some systematic and lasting positive effect. Taking into account the above, motivational strategies can be divided depending on the purpose or objective, based on the ideas of Dörnyei (2001) where he states that there are 4 different categories for different motivational strategies which are:

- **Internal Structure:** The concept revolves around the way motivational strategies are applied, where they are organized around the different structural units of a language class. Common language lessons are usually divided into several phases or stages such as introduction, controlled practice, free practice and feedback.
- **Trouble-shooting guide:** It focuses on the compilation of common problems that can occur in the motivational life of the classroom and suggests solutions to

overcome them. The most frequently encountered motivational difficulties are lack of student interest, perception of tasks as unnecessary or boring, and fatigue or discouragement.

- **Key motivational concepts:** It influences classroom motivation include intrinsic interest, learner autonomy and the organization of activities around the units. The main purpose is to foster an environment in which students are motivated to learn autonomously and not by compulsion.
- **Main types of teacher behavior:** It Focused on teacher behavior and how it can influence student motivation. The behaviors adopted by the teacher can generate motivational effects, in addition, the student's role is active since he/she provides self-regulatory and classroom management strategies.

Motivational strategies, although functional, have their limitations and there is no general-purpose strategy. Dörnyei (2001) said motivational strategies, even those which are generally the most reliable, are not rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another, and which may work better today than tomorrow. This is particularly true if we consider how varied language learning situations are worldwide.

**3.2.2.5 Motivational strategies in the classroom.** In an ever-changing classroom, motivational tactics are hugely essential in assisting students to become excited and achieve success. Motivation is the factor that sustains students in constant learning, engagement and the pursuit of their academic goals. Effective motivational strategies help boost academic outcomes while promoting an enriching learning environment. Dörnyei and Ushioda (2011) highlight the vital importance of motivational strategies in the classroom, indicating that they not only promote student engagement and performance, but also promote a positive learning environment.

In this part, we will investigate various motivational strategies to foster and preserve students' motivation in the classroom.

**3.2.2.6 A welcoming learning environment.** According to Wentzel, (1997), students should primarily be respected for the names that identify them. Implant a sense of community and mutual respect, as teachers can set an example by taking an interest in the welfare of their students. Motivation can be greatly enhanced by simple behaviors such as friendly greetings, recognition of effort, and the use of feedback. Establishing requirements and a knowledge regime makes people feel risk-free and focused on their learning goals.

**3.2.2.7 Setting achievable goals.** Locke, (2002) states that goals are a powerful motivator. Learners are more likely to stay motivated and engaged when they have clear and, moreover, achievable goals. In addition, teachers need to motivate learners to achieve both immediate and long-term goals by teaching them to deconstruct more substantial goals in small steps. Recognizing milestones also contributes to motivation, letting students know that their efforts are being rewarded and that they are getting closer to achieving academic success.

**3.2.2.8 Offer choice and autonomy.** Word order Patall (2008) stated that when students can choose the topics of projects the tasks they would like to do, or help create the guidelines for the class, it gives them power and meaning. This autonomy motivates students to monitor their learning, which will positively affect motivation and persistence.

**3.2.2.9 Foster a growth mindset.** Fostering a growth mindset rather than a fixed mindset will help students see challenges as opportunities to improve rather than as unyielding obstacles. Dweck (2006) asserts that teachers can promote a growth mindset by praising effort over the concept of inherent ability, encouraging perseverance, and reassuring students that intelligence is learned by working hard.

**3.2.2.10 Protecting the learners' self-esteem and increasing their self-confidence.** According to Dörnyei (2001)., it is important to provide the connection between motivation and self-esteem in the student, and the educator, through strategies based on the development of confidence, highlighting their strengths and skills, helping to reduce anxiety and providing dynamic and participatory classes. Finally, let children know that it's acceptable to make mistakes by demonstrating empathy when they do so, while keeping in mind that peers shouldn't be compared to one another.

**3.2.2.11 Provide motivational feedback.** This strategy is understood to provide students with positive feedback, while effectively and reflectively guiding them on what they are doing right and what they are doing wrong, as well as observing and reacting to any student comments on all advice. Hattie and Timperley (2007) emphasize that accurate feedback is essential to improve learning and motivation. Similarly, not only should it be noted what students do correctly or incorrectly, but specific guidance on how to improve should also be provided.

**3.2.2.12 Offering rewards and grades in a motivating manner.** According to Dörnyei, Z. (2001), this is a strategy that focuses on using rewards and grades in ways that help learners develop intrinsic motivation for learning. Dörnyei argues that while rewards and grades can be effective in motivating students in the short term, they can also have negative consequences in the long term, such as leading students to focus more on getting good grades than on learning itself.

To avoid these negative consequences, Dörnyei recommends that teachers use rewards and qualifications in a manner consistent with the following principles; Primarily, they should be used to recognize and reinforce student effort and achievement, not simply to control student behavior. This means that teachers should focus on rewarding students for their effort and

progress, not just for good grades. Continuing, they should be used sparingly and strategically. If used too often, they can be ineffective and even counterproductive.

Also, they should be varied and unpredictable. This helps keep students motivated and engaged. Finally, students must be personalized. Teachers should consider the individual needs and interests of each student when choosing rewards and grades, as this can also cause discord among students.

### ***3.2.3 Learning and Teaching Strategies***

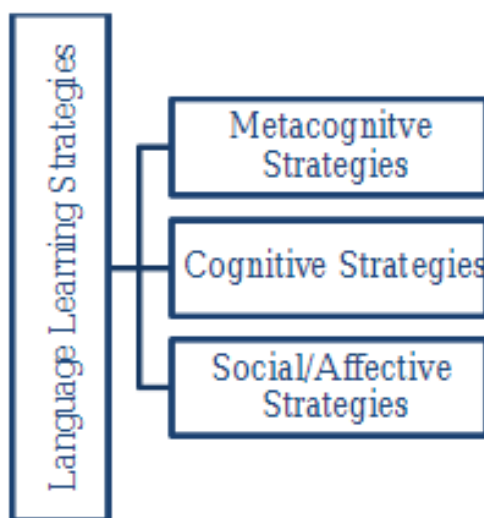
Mainly, it is of vital importance to mention Chamot & O'Malley, (1986) whose CALLA program, focused on limited English proficiency as an approach to teaching that sought to introduce students to use these learning strategies from a cognitive model of learning to facilitate understanding and retention of concepts in the target area. Through it, students are able to identify and set their learning purposes and design autonomous learning strategies to meet the challenge of learning a new language.

Second, according to Cohen (2014), strategy training can help learners strive to achieve learning goals and find their own shortcuts to success, which fosters learner autonomy and self-regulated learning. Considering the above, the role of a learning strategy can define the learner's development in two important aspects: the interest he/she has in achieving his/her proposals and reaching the objectives, as well as the autonomy with which he/she carries out the constant work of learning.

**3.2.3.1 Types of strategies.** As a reference of the topic that generally addresses the perspective of learning a language through learning strategies, where Hardan (2013) pointed out that there are two indispensable characteristics in the process of learning, the first is “what” to use to learn and the second “how” to use it. However, human beings are involved with many

different strategies while they are learning a language, which plays an important role in mastering a new language without failing in the attempt. Such types of strategies are used by learners in order to cope with different situations in the learning process. According to authors O'Malley and Chamot (1990) cited in Rahmat (2020) classified strategies into three types: metacognitive strategies, cognitive strategies and social/affective strategies.

**Figure 5.**  
*Language Learning Strategies*



*Source. Adapted from O'Malley and Chamot (1990) cited in Rahmat,(2020)*

Mainly, metacognitive strategies require thinking about (or knowing about) the learning process, as well as students to plan what they are going to learn, reviewing or self-assessing after they have completed the task. Next, cognitive strategies involve mentally changing content or activities, with the goal of enhancing comprehension, acquisition, or retention. Finally, social/affective strategies require learners to use social communication to acquire understanding of learning or retention of information. This strategy also includes mental control over personal affect that interferes with learning.

### 3.2.4 CALLA

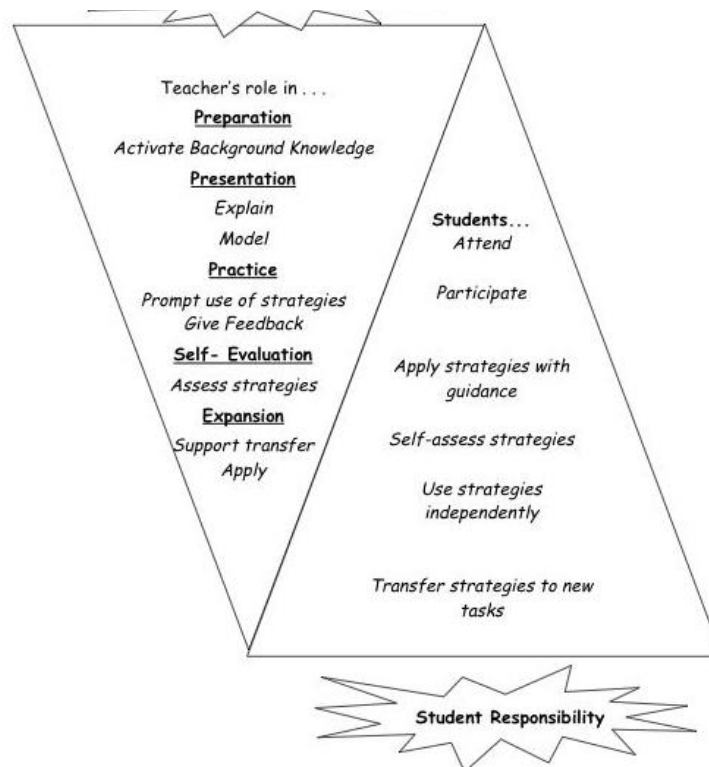
According to Yongqi, P. (2017). *TESOL Encyclopedia of English Language Teaching*.

[https://www.researchgate.net/publication/331221903\\_Cognitive\\_Academic\\_Language\\_Learning\\_Approach\\_CALLA](https://www.researchgate.net/publication/331221903_Cognitive_Academic_Language_Learning_Approach_CALLA)

, The Cognitive Model for Academic Language Learning (CALLA) was devised by Anna Uhl Chamot, J. Michael O'Malley and their team in the mid-1980s. The main objectives of this model are that students learn fundamental academic and linguistic content, so that they become self-sufficient and self-regulated learners by mastering these learning strategies to achieve academic success (Chamot & Robbins, 2005).

Similarly, this model's framework for strategy instruction provides a clear structure for implementing this approach in the foreign language classroom. Figure 6 illustrates this

**Figure 6.**  
**CALLA Instructional Sequence**



framework, showing two perspectives, firstly, from the teacher's responsibility and consequently

*Source. Adapted from Chamot and Robins (1999), cited in Chamot and Robins (2005).*

*The CALLA Model: Strategies for ELL Student Success Workshop for Allentown City School District.*

As illustrated in the previous figure, the CALLA model shows a defined structure that illustrates the gradual transition of educational responsibility from teacher to student. On the left side, the teacher's duties are specified, beginning with preparation (activating prior knowledge), continuing with exposure (explaining and modeling strategies), practice (encouraging the application of strategies and providing feedback), self-assessment (guiding students to assess their own strategies), and expansion (assisting in the transmission and use of strategies).

On the right side, one can see the evolution of the learner's obligations, from attendance and active participation, application of guided strategies, self-assessment of their own strategies, to employing strategies autonomously and transferring them to new responsibilities. The triangular shape of the scheme highlights the way in which responsibility is progressively shifted from the teacher to the learner, thus encouraging learner independence and the practical application of learned competencies in different learning environments.

In conclusion, the CALLA model offers a solid theoretical and practical framework for foreign language instruction, emphasizing the strengthening of academic and strategic competencies in addition to linguistic ability. It provides teachers with practical guidance for applying this method in their classes, thus fostering more effective and autonomous learning.

### ***3.2.5 Technology and Language Learning***

In this research we highlight two important issues: ICT and language learning. Therefore, it is necessary to understand the role of both in order to understand and apply them in the most appropriate way. As mentioned by Muttappallymyalil et al. (2016) by the evolution of technology, learners became proficient and interested in interactive learning. The education industry has moved from distance learning to e-learning and finally to m-learning as knowledge expanded exponentially and demand increased.

Furthermore, Koehler & Mishra, (2009) mention that an approach is needed that treats teaching as an interaction between what teachers know and how they apply what they know in the unique circumstances or contexts within their classrooms. Therefore, how the class is taught in a way that appropriately utilizes these tools is one more challenge that the teacher will take on in order to bring learners closer to the goal of learning a new language.

### **3.2.6 ICTs**

Information and Communication Technologies (ICTs) have become an essential component of the modern educational environment. According to the MINTIC in article 6 of Law 1341 (2009). Information and Communication Technologies (ICTs) encompass the set of resources, instruments, devices, software, applications, networks and media, which simplify the compilation, processing, storage and propagation of data such as: voice, information, text, video and images.

The incorporation of Information and Communication Technologies in education has significantly revolutionized the teaching and learning processes. Mao and Casas (2004)

argue that these tools are vital for work and learning in contemporary society. Likewise, to highlight their relevance requires a perspective in educational policies, such as in institutions, access to resources and leadership in educational projects. In this regard, ICT facilitates the

active involvement of students in the formation of knowledge, which requires a transformation of the conventional teaching method to one focused on learning. In addition, it fosters complex learning environments, team collaboration and diverse exposure styles, encouraging reflection and negotiation.

**3.2.6.1 VLE.** When we speak of a virtual learning environment (VLE), we refer to an online platform designed to facilitate the educational process. According to Dillenbourg et al, (2007) a VLE is an information and socialization space designed to promote educational interactions. It can fluctuate between text and immersive 3D scenarios, and students can co-construct it. It incorporates a variety of technologies and pedagogical methods, often congruent with physical scenarios. However, in research by Dillenbourg et al. (2002) it was determined that not just any virtual environment qualifies to be considered a virtual learning environment, it is necessary to analyze it from the structure and function with which it was designed, complying with a series of standards such as:

Educational interactions: Spaces to resolve doubts and provide dynamic information.

Multiauthor ship: Mechanisms to share material safely, respecting authorship.

Sources of information: Clear identification of authors to maintain the value of the information.

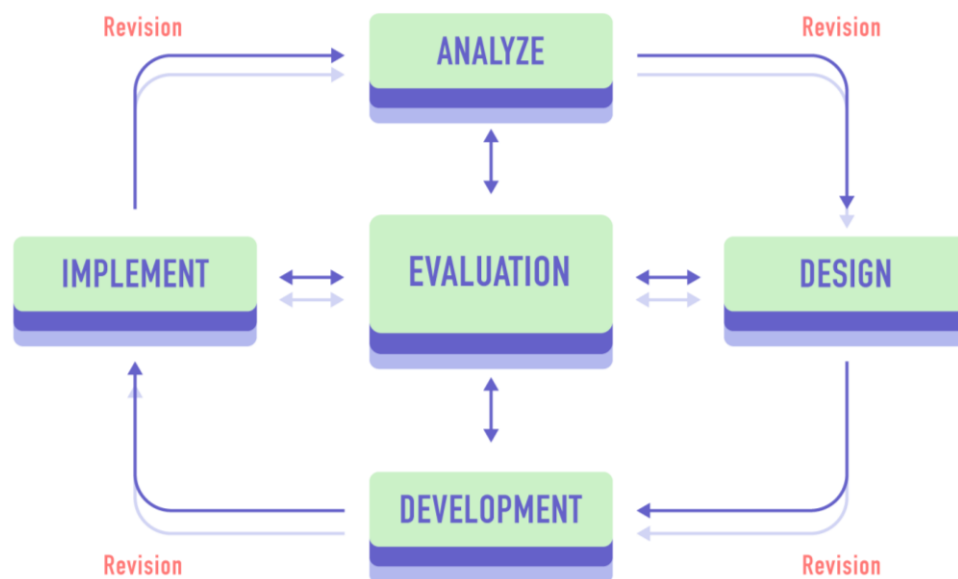
- Maintenance: Constant updating of information and revision of links.
- Technical evolution: Adaptation to technological and information changes.
- Global accessibility: Sharing content outside the environment, using universally accepted formats.

These criteria distinguish true EVA from simple web pages or virtual content, emphasizing the importance of a structure and function designed specifically for learning.

### 3.2.7 ADDIE

First, according to Branch (2009), ADDIE is an acronym used in instructional systems design that is an organized learning procedure: Analyze, Design, Develop, Implement, and Evaluate. This system design focuses on building performance-based, learner-centered learning that is authentic, innovative, and inspiring.

**Figure 7.**  
*ADDIE Cycle*



*Source.*

*Adapted from Quigley (2023) ADDIE: 5 Steps to Effective Training. Learn Upon Blog*

As shown in Figure 7, this design is cyclical; the ADDIE methodology is based on the idea that, in order to create a relevant educational experience, it is essential to first understand the learning objectives and the elements that influence learning. This procedure involves several stages: Analysis, in which the objectives and elements are determined; Design, which involves planning and designing the experience to ensure its effectiveness; Development, which focuses on generating an experience that is simple for students to use and understand; Implementation,

which ensures that the experience is accessible to students; and Evaluation, which establishes the effectiveness of the experience. In his seminal work on this model, Branch (2009) provides a detailed framework for each phase, highlighting its importance in creating effective educational experiences, which will be further explained in the next section.

### 3.2.7.1 ADDIE Phases

- **Analysis:** This phase is understood as the basis of the ADDIE cycle. According to Branch (2009), during this stage the problem is defined, the origin of that problem and possible solutions is established. The objective of this first part is to gather significant information to understand and subsequently define the problem in a clear and precise manner, to achieve a design that meets the needs of the population being addressed.
- **Design:** The second stage consists of using previous results collected in the analysis stage to plan an instructional design strategy. The procedure in this phase consists of making a list of things to do, describing the target population, defining objectives and generating test strategies, and then measuring performance (Branch, 2009). The purpose of this phase is to ensure that the problem has been effectively identified and that a system is designed to meet the needs of the individuals.
- **Development:** This phase depends on the previous phases (analysis and design). According to Branch (2009) its purpose is to establish lesson plans and materials, i.e., to generate content. In the same way, instructions will be developed to guide students and teachers. Once this content has been created, a review and a pilot of what has been established is carried out to detect possible errors or areas for improvement before implementing it in its entirety. This stage is essential to guarantee student learning.

- **Implementation:** Branch (2009) states that this stage is the actual participation in teaching. It is applied in a specific learning environment, achieving student participation. Therefore, the main objective is to achieve effective learning, where objectives are followed, material is understood, students and teachers are prepared.
- **Evaluation:** Finally, the main objective of this phase is to measure the effectiveness of the instruction. This process is done continuously throughout the instructional design cycle, both within each phase and after the design has been implemented (Branch, 2009). This phase includes the determination of the evaluation criteria and tools to be applied later. These types of evaluation can be formative or summative.
- **Formative evaluation:** This evaluation can be defined as the analysis of data on how students learn in a specific context. In addition, it is continuous and occurs throughout each phase of ADDIE. Its purpose is to determine and identify whether the proposed learning resources are effective, also considering the students' attitudes towards them.

In addition, it highlights how evaluation is crucial at each phase to measure the effectiveness of the instructional design and adjust the methodology as needed. This approach ensures that teaching materials and strategies are not only appropriate for the context but will also promote meaningful learning that is adaptable to the learner's needs.

### **3.2.8 Edu blog**

It is considered important in this context to first define what is an Edu Blog. Baldoví et al. (2020) states that it is a resource that offers the possibility of enhancing dialogic interactions among peers through a more open and unrestricted environment. In addition, its application promotes the exchange of cultural, critical and varied affinities in relation to the proposed topics that, otherwise, in more traditional and formal contexts, could go unnoticed.

In the context of English language learning, this tool has proven to have multiple benefits. Aydin (2014) states that the use of blogs in learning English as a foreign language improves cultural awareness, language interaction, and the development of reading and writing skills. Although they are effective for aspects such as conceptualization and self-assessment in oral expression, they do not impact fluency or accuracy of speech, similarly Blogs encourage motivation and reflection, and facilitate autonomous learning.

**3.2.8.1 Blog sections.** Based on the ideas of (Rodriguez, 2015) where in his article he explains which are the aspects to take into account and the most relevant way to build a blog.

- **Introduction:** Present an overview of the blog and its objectives, explain how readers will benefit from the blog content, and introduce the creators.
- **Resources:** List of recommended resources for self-learning, such as books, applications and websites.
- **Tips:** Give readers tips on how to stay motivated while learning independently. This could include tips on how to set goals, break tasks into manageable chunks, and create a study schedule.
- **Practice section:** This section can contain exercises and activities for users to practice their English. For example, listening, reading, writing, and speaking exercises can be included, as well as quizzes for users to test what they have learned.
- **Forum section:** This section can be a platform for users to interact and learn together. Users can create forums on specific topics and discuss English topics.
- **Comments section:** Allow readers to leave comments and ask questions about the content. This would provide an opportunity to interact with readers and create a sense of

community around the blog.

To conclude, this blogging model not only acts as a didactic resource, but also as a stimulant of motivation and independence. It applies the power of digital platforms to establish an active educational community, motivating students to take control of their English learning path. Through this integrative approach, the blog becomes a relevant resource that revolutionizes the conventional learning experience, making language acquisition more engaging, personalized and effective.

### **3.3 Legal Framework**

In this segment, according to the context of the English institute where the research took place, it will be mentioned within the regulations that define non-formal education or education for work. Then the general education law, the common European framework, the bilingualism laws in force and the laws regarding ICT.

#### **3.3.1 *The General Education Law***

Law 115 of 1994, also known as the General Education Law, sets the basis for the organization and provision of the educational service in Colombia. This law plays a social role in terms of individual, family and social needs and interests. It is based on the foundations of the Political Constitution regarding the right to education of each individual, on the freedoms of teaching, learning, research and professorship, as well as on its nature as a public service. It aims to guarantee access to quality education that promotes the integral development of individuals and fosters values such as democracy, peace, and respect for human rights. In addition, the law seeks to ensure the participation of the educational community in the management of institutions, thus promoting inclusive and equitable education.

Within this framework, the Instituto Britanico aligns itself with the principles of Law 115

by offering educational programs that not only focus on academic development, but also on training for work and human development. This is reflected in its commitment to the formation of competent and responsible citizens, capable of contributing positively to society.

### ***3.3.2 The Law on education for work and human development***

Law 1064 of 2006 dictates rules to support the education for work and human development, which is characterized as non-formal education in the context of the General Education Law. The purpose of this regulation is to promote the education of individuals, favoring their integration into the workplace and their personal and social growth.

Accordingly, the Instituto Britanico, by providing eight technical training programs and an academic English program, complies with the goals of this law. Non-formal education, as established in Law 1064, provides educational institutions such as this one with the possibility of adjusting their programs to the demands of the labor market and the expectations of students, thus providing relevant and practical training.

### ***3.3.3 The Common European Framework of Reference for Languages (CEFR)***

In the context of foreign language education in Colombia, the Common European Framework of Reference for Languages (CEFR) plays a fundamental role in the standardization of language teaching and assessment. This framework provides a set of criteria to measure the level of language proficiency of students. In this context, the present research was carried out in the English program of the Instituto Britanico, which is aligned with the international standards established by this reference framework in which the institution highlights the three levels of the language: basic, intermediate and advanced.

### ***3.3.4 The Bilingualism Law***

Law 1651 of 2013 was enacted on July 12, 2013, which incorporates important changes

to several articles of Law 115 of 1994, with the purpose of strengthening bilingualism in Colombia's education system. This law aims to include the development of communicative skills in a foreign language as an essential objective of primary education, thus promoting reading, writing, dialogue and understanding in languages other than Spanish.

Accordingly, the Instituto Británico is also governed by this regulation, having its academic English program focused on communication, with the purpose of developing the essential communicative skills to develop in a globalized world, not only learning the basics to master the language but also to develop critical thinking through global citations in the context of learning the English language.

### ***3.3.5 The ICTs Law***

Law 1978 of 2019 is an important progress in updating the area of Information and Communication Technologies (ICTs) in Colombia, particularly in the education sector. This law not only aims to renew current regulations, but also promotes digital inclusion, ensuring that all students have access to technological resources that promote their learning process. Likewise, the legislation promotes the training of teachers in the use of these technologies, ensuring that they are trained to incorporate ICTs into their teaching methods. This is vital, given that the effectiveness of technological resources is largely based on the ability of teachers to use them correctly and creatively.

In this context, the use of ICTs in education has become essential. This is why the incorporation of these technologies in the classroom allows improving the teaching-learning process, offering students interactive and dynamic resources that enrich their educational experience. The English institute also integrates these standards by having a virtual classroom through the Q10 platform, which is an academic and administrative platform with integrated

virtual education, aimed at educational institutions in Colombia, which manages all the teachers by integrating the tasks. Likewise, the SPARK platform, which is a platform of integrated digital tools, supporting stage of teaching and learning English with National Geographic Learning.

## **CHAPTER IV**

### **4 Methodological Design**

This section details the characteristics that frame this project, describing the methodological background, including the research paradigm, approach, design and scope. Likewise, the study categories and the population involved are discussed. In addition, the instruments used for data collection are presented, as well as their validation and the techniques used for data analysis.

#### **4.1 Type of investigation**

This research is developed based on the Qualitative research approach since it seeks to determine the incidence of the development of an ADDIE instructional model in the motivation and atonement learning of English as a foreign language. This approach is convenient where the purpose is to explore experiences and perceptions that the collaborators assign to a specific phenomenon, in this case the use of CALLA learning strategies through a blog.

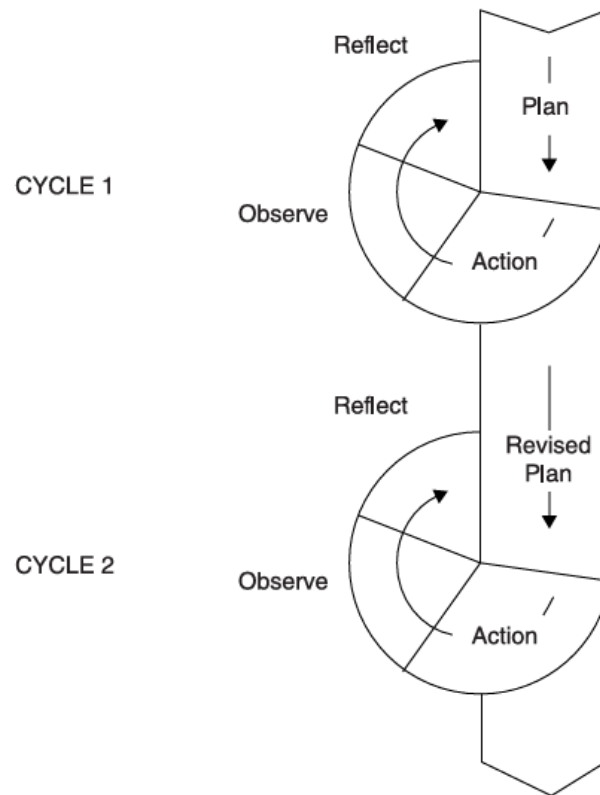
Accordingly, it is considered important to present a definition of the qualitative approach, conceived as the systematic inquiry of social phenomena in natural environments, which may include experiences and behaviors (Arianne Teherani, 2015). In the same sense Salgado et al (2020) says in this research approach seeks to build knowledge by substantively knowing the existence of all, highlighting the microhistories of the past that gives meaning to the present and gives way to the future. This involves the collection and analysis of more verbal than numerical data through different narrative data collection tools, seeking to understand the problem from the point of view of those who live it, in this case the three intermediate level (B1) English courses.

## **4.2 Method of investigation**

Through this methodological approach, action research was chosen as a design model, since it sought to provide solutions to everyday problems, such as the lack of motivation for the autonomous learning of a foreign language, as well as the misuse of ICTs focused on education. Therefore, Mills, (2011), as cited in Creswell, (2009) action research design is a methodical procedure that is conducted in an educational setting, to gather information and then improve performance in that setting, either in teaching or in students' learning.

In the same line of thought, Burn (2009) describes action research as a methodology that merges action and research to optimize social processes in concrete environments, such as classrooms or communities, carrying out actions to bring about transformations and, simultaneously, systematically the results of such actions. Its main goal is to reduce the gap between ideal and authentic practices, thus fostering improvements in the understanding and effectiveness of social or educational practices.

**Figure 8.**  
*Cyclical AR model based on Kemmis and McTaggart (1988).*



*Source. Adapted from Cyclical Action Research Model based on Kemmis and McTaggart (1988) as cited by Burns (2010: 8)*

Furthermore, in the perception of teachers, it allows them to improve the education practice by analyzing the problems they face (Creswell, 2012). In implementing this study, it is necessary to follow a cyclical sequence as shown in Figure 8, defining the problem, collecting data analyzing and interpreting them. According to the notion of Burns (2010) where he reaffirms plan-act-observe-reflect, repeating as many times as necessary in the study.

### **4.3 Stages pf investigation**

Based on the above cycle, the four cyclical stages required in this approach are applied through the following table:

**Table 1.**  
*Stages of investigation*

Stage	Objective	Specific activity
<b>Plan</b>	<p>To identify the main problem: The lack of motivation in the autonomous learning of English in three intermediate level (B1) English courses at the Instituto Británico.</p> <p>To review the available resources: Analyze the institution's technological tools and their use, didactic material and pedagogical strategies available at the institution and their use.</p> <p>To plan an action: Design an educational blog based on the ADDIE and CALLA model organization for lessons, to foster motivation and autonomous learning.</p>	<p>Conduct an initial assessment of the level of motivation for independent learning of English, taking into account the needs of the students through a survey.</p> <p>Research best practices in the use of educational blogs and the institution's platforms.</p> <p>Design the initial structure and content of the blog. (Annex 1)</p>
<b>Action</b>		

	<p>To implement the plan: Implement the educational blog.</p> <p>To integrate the blog into the teaching program.</p> <p>To train students in the use of the blog.</p>	<p>Launch the blog with initial content based on the CALLA model.</p> <p>Create and publish interactive activities and materials on the blog.</p> <p>Encourage active student participation.</p>
<p><b>Observation</b></p>	<p>To collect information on the impact of the blog.</p> <p>To monitor progress and changes in learning behavior.</p> <p>To document the experiences of students and teachers.</p>	<p>Conducting an interview to assess motivation and autonomy, as well as the design and proper use of the blog.</p> <p>Analyze blog usage statistics.</p> <p>Conduct observation forms and class reports to document experiences and academic</p>

		performance.
<b>Reflect</b>	<p>To analyze the information collected.</p> <p>To evaluate the impact of the blog on motivation and autonomous learning.</p> <p>To identify areas for improvement.</p> <p>To plan the next cycle of the process.</p>	<p>Conduct a comparative analysis of motivation and autonomy levels before and after the blog.</p> <p>Evaluate the effectiveness and patterns of blog features and usage.</p> <p>Develop recommendations for improvement.</p>

*Source: Own elaboration based on the stages of the investigation.*

The table above summarized the action-research cycle applied to the project of implementing an educational blog based on the CALLA model for teaching English as a foreign language. Each of the stages is organized to address the problem of lack of motivation in autonomous learning, using the blog as the main intervention tool.

It is considered important to highlight that this process is iterative; each outcome and reflection of this cycle informs and improves the next one, allowing for a constant evolution to the needs of the students and the educational context. As Burns (2010) points out that AR, a trend in education, involves a reflective, critical, and systematic approach to explore teaching contexts, integrating reflective practice and the role of the teacher as a scientist. These highlight

the reflective and critical characteristics of action research, as well as its importance in the context of language teaching. The cyclical approach described in the table above is precisely what Burns suggests as an integral part of this type of research.

#### **4.4 Population**

The population of this study consisted of three classes of students in the Academic English as a Foreign Language program at the Instituto Británico, a private entity with three locations: two in Bogotá, in the Venecia sector and another in Kennedy, and one in Soacha. Students range from 15 to 23 years of age and come from different socioeconomic and educational backgrounds. In general, these students are motivated to learn English, whether for academic, work or personal reasons, but encounter obstacles in terms of lasting motivation and the development of autonomous learning skills.

#### **4.5 Sample**

For this research, a sample of 16 students was selected using the qualitative sampling technique known as purposeful sampling. Creswell and Poth (2018) defined purposeful sampling as the intentional selection of individuals and sites to learn or understand the specific problem. This method involves selecting participants who can provide meaningful and detailed information about the research problem.

Participants were selected according to specific criteria that include an age between 15 and 23 years, as well as the common English level which is intermediate (B1). All students are regularly enrolled at the Instituto Británico, and express difficulties with autonomous learning motivation. These criteria were established to ensure that the participants could provide relevant and valuable information for the study on the impact of an educational blog based on the CALLA model on motivation and autonomous learning of English.

## **4.6 Ethical considerations**

During the conduct of this research, relevant ethical aspects have been considered. Among the main ones, the anonymity of all research participants was assured, and their names and personal data were not disclosed at any time. All those involved signed an informed consent form prior to their participation in the research (Annex 2). This report states that there is no monetary compensation for participation, that the only direct benefit is the learning experience acquired, and that participants are free to withdraw from participation at any time without adverse repercussions.

In the same vein, it is explicitly stated that this study does not involve any type of biological or medical experimentation. The data collected will be used exclusively for research purposes and improvement of educational practices. As Creswell and Poth (2012) points out, researchers need to prevent ethical issues that may arise during research. Following the above, this study has implemented measures to protect the rights of the students, maintaining their confidentiality and ensuring that it is all conducted in an ethical manner.

## **4.7 Data Collection Instruments**

The instruments that were used in this research are described in the following section. These instruments are aligned with the qualitative approach, designed to capture relevant information about motivation, autonomous learning and the use of ICT in the educational context.

### **4.7.1 Survey**

Mainly a multiple-choice survey was implemented to identify specific student characteristics. Mostly this tool is related to be quantitative according to, Creswell and Creswell (2018) surveys provide a quantitative or numerical description of trends, attitudes or

opinions of a population by studying a sample of that population”, therefore being a survey used in a qualitative way, it is considered important to highlight another insight of Jansen (2013), who says that the purpose of a qualitative survey is not to determine frequencies, averages or other indicators, but to identify the variety of a topic of interest in a given population. This type of survey does not consider the number of people with the same characteristics (the value of the variable), but the significant variation within the population.

In this study, the survey focused on inquiring prior to the intervention about the level of students' motivation, their autonomous learning practices and the use of information and communication technologies (ICTs) in their educational process. The qualitative approach allowed us to obtain a deeper understanding of the students' perceptions and experiences in relation to these issues. The survey was designed through the Google Forms tool and the links were sent to the participants. These are the links:

- Entry survey (Annex 3): <https://forms.gle/V7jaeq5YjNzjkmfC8>

Likewise, the questionnaires are presented in the annexes section

#### ***4.7.2 Interview***

Two interviews were conducted at two key points during the intervention: the first at the beginning of the intervention and the second at the end of the intervention after the implementation of the blog. Burns (1997) as cited in Sahoo (2022) an interview is a verbal exchange, often in person, although the telephone may be used, where an interviewer attempts to elicit information, beliefs or views from another person. This instrument allowed us to delve into the participants' experiences and perceptions following their interaction with the digital tool.

The first interview, conducted in the middle of the intervention, had the purpose of evaluating the initial effectiveness of the educational blog as a tool to foster autonomous English learning. In addition, it sought to identify areas for improvement to optimize the learning experience during the second half of the intervention. The second interview, conducted at the end of the use of the blog, had a more comprehensive approach. Its main objective was to comprehensively evaluate the effectiveness of the blog as an autonomous learning tool for English. Specifically, it sought to gather students' perceptions of various aspects of the blog, from their general experience to specific details about the activities, resources, and teacher support.

To ensure transparency and allow for a complete understanding of the qualitative methodology used, the full questionnaires for both interviews have been included as annexes to this study. Interested readers can also access the specific questions used in each interview through the following links:

Mid-intervention interview (Annex 4): <https://forms.gle/q9PzEwD1gumqv9RW9>

Final interview (Annex 5): [Preguntas de entrevista final presencial](#)

### ***4.7.3 Classroom Observation***

Classroom observation was conducted at three key moments of the study: at the beginning, in the middle and at the end of the process. Satapathy (2023) defines this observation as a data collection tool used by researchers in controlled or naturalistic situations of events, collecting vivid and rich information from available sources, using specific techniques and tools depending on their study. Along the same lines Burns (2010) mentions several types of observation in action research, which include written field notes, audio or

video recordings, checklists or observation grids.

In this study, a structured observation format was implemented where all important classroom domains were evidenced, but with a focus on how they affect the learner. The observation included both the activities in the physical classroom and those performed on the blog, thus capturing the interaction of the students with the integration of the didactic activities in the online blog.

This observation format has a structure based on the common language framework for teaching. According to Danielson (2008), this structure is also a philosophical approach to promote excellent teaching and learning. It consists of a methodical organization with descriptions of practices that facilitate observation, investigation and analysis of student growth and improvement. This format was filled out by the researchers, here is the link to the three formats with their conclusions (Annex 6), [Observation Format \(Student-Centered\).docx](#) However, they are also presented in the annexes.

#### **4.7.4 Journal**

The Journal class format was completed at three key moments of the study: at the beginning, middle and end of the process. According to Altrichter and Holly (2005) as cited in Annink (2016) The research journal is a tool for observing, questioning, critiquing, synthesizing, and acting, with specific elements such as data, additional elements, contextual information, reflections, and ideas. In the context of this study, the Class Journal served as a crucial reflective instrument to capture the evolution of the learning process and the implementation of the educational blog.

Journal's format was organized in Gibbs' cycle of reflections, which focuses on the

acquisition of experience through feelings, thoughts, and recommendations for future experiences (Husebø et al., 2015). Consequently, it focuses on learners in the development of autonomous learning strategies, such as the CALLA model. It will include reflections on student progress, interactions, and how to improve support. This format was filled out by the researchers, here is the link with the three formats with their conclusions (Annex 7), [Journals.docx](#) However they are also presented in the annexes.

## **CHAPTER V**

### **5 Results**

This chapter will be focused on showing the results obtained in the research on How does the implementation of an educational blog based on the ADDIE model and CALLA strategies affect the motivation for autonomous learning of English in intermediate level (B1) students at the Instituto Britanico?

#### **5.1 Analysis of Results and Methods**

##### **5.1.1 Survey**

First, a survey was proposed to study the population (Annex 6), consisting of a series of 10 questions with the objective of investigating before the intervention the degree of motivation of intermediate level (B1) students regarding their autonomous learning methods and the

application of information and communication technologies (ICT) in their educational process.

**Table 2.**  
**Survey Analysis**

Categoría	Código 1	Conteo 1	Código 2	Conteo 2
Tiempo de estudio autónomo inglés antes del blog	30 minutos diarios	12	2 horas diarias	1
Profesor como orientador	Es útil la orientación de un profesor	13	-	0
Dificultad/Motivación	Dificultad de aprendizaje	5	Facilidad de aprendizaje	8
Estrategia de aprendizaje	No tengo esquema de aprendizaje	8	Si tengo estrategias, facilitan saberes	5
Planificación del tiempo	Estructuración de tiempos de estudio	7	Sin planificación	6
Importancia de la motivación	Muy importante	11	Parcialmente importante	2
Habilidad que más se dificulta	Escucha (Listening)	9	Habla (Speaking)	4
Utilidad de las TIC	Facilitadores de aprendizaje	13	-	0

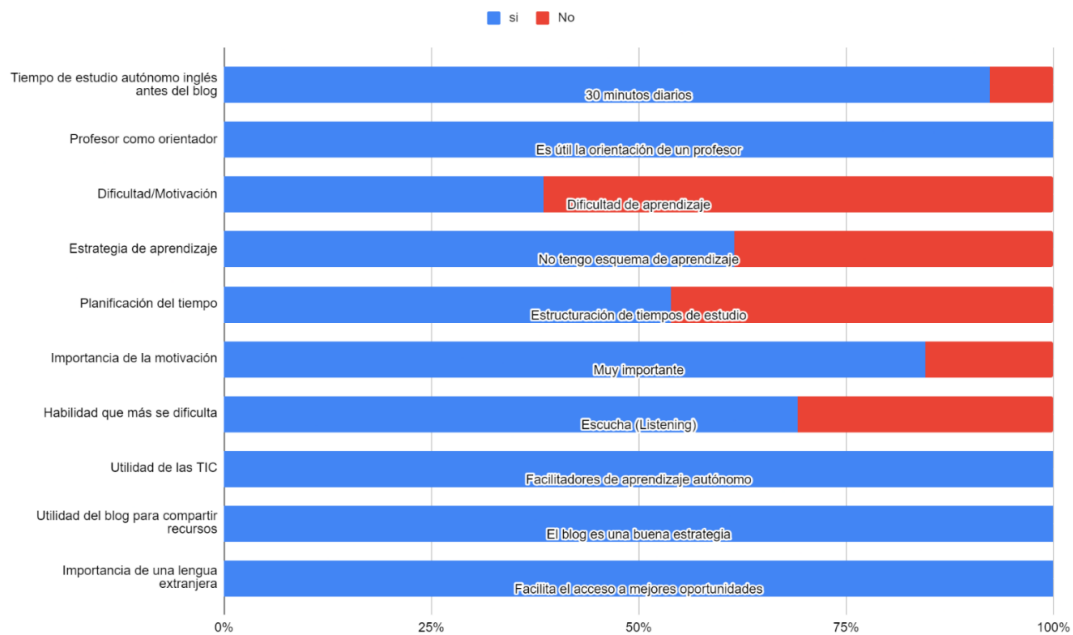
	autónomo			
Utilidad del blog para compartir recursos	El blog es una buena estrategia	13	-	0
Importancia de una lengua extranjera	Facilita el acceso a mejores oportunidades	13	-	0

*Source. Own elaboration – Survey coding*

Accordingly, Table 2 shows the analysis of the previously mentioned survey, where it is divided by category and code, with 13 participating students, corresponding to the count. This coding is presented in Spanish taking into account the answers in the survey.

On the other hand, Table 3 emphasizes the percentages of student responses resulting in an analysis that yields a percentage of the population. Analyzing we can notice that 92% of the students take at least 30 minutes to study English autonomously. In addition, 38% of the students reported having difficulties in learning, and 46% plan their study time. Finally, 15% of the surveyed population considers that motivation is not a factor to be taken into account in language learning.

**Table 3.**  
*Percentage of Population*



*Source. Own elaboration – Survey coding*

The results of the survey show in a positive way how students are involved in their learning, as well as the effort behind mastering a foreign language, in this case English. Therefore, they are a suitable group to integrate instructional design in a blog.

Therefore, it was necessary to pose a series of survey questions, as shown in Appendix 6, to validate the students' perception of ICT, in order to propose a blog as a motivational tool and development of autonomy in the instruction of English as a foreign language. In Table 3, we can affirm that 100% perceive the teacher as a guide, without questioning whether they can be autonomous in their learning without the need of an authoritarian figure such as a teacher. Likewise, 100% of the students perceive ICT as an innovative and important resource, where they also agree that the Blog is an appropriate space to practice and reinforce the foreign language, since they consider that its relevance nowadays is indisputable.

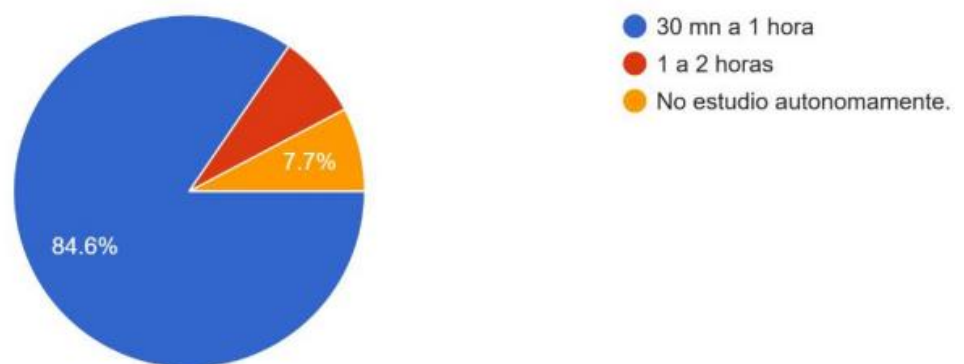
Analyzing the key questions that will answer the different questions previously posed, to begin with, a large part of the problem revolves around the fact that the students do not consider it necessary to study independently.

**Figure 9.**

*Question 1. Exit survey*

1. ¿Cuanto tiempo estudias autonomamente ingles?

13 responses



*Source. Own elaboration – Based on the survey answers.*

However, taking into account the results of question 1, it was possible to deduce that even if no planning or learning strategy is taken into account, 84% of the students are predisposed to self-regulated study for a period of between 30 minutes to 1 hour, dedicating it to autonomous study. It is important to take this incidence into account for subsequent questions.

On the other hand, emphasizing the importance of these questions, motivation as a crucial factor for learning a language, it was questioned whether the lack of motivation has been part of the learning process.

### Figure 10. Question 2. Exit survey

3. ¿Alguna vez te has sentido desmotivado cuando estudias inglés?

13 responses



*Source. Own elaboration – Based on the survey answers.*

Considering the above, Question 2 showed that 38% of the students reported having felt demotivated, an incidence that does not fail to generate concern, because demotivation is a determining factor in the process of each student. However, this is what we can work with the instructional tool.

Next, the role of the didactic strategies at the moment of studying English is necessarily a skill that at the moment of practicing a new language affects in a positive or negative way the learning process.

**Figure 11.**

*Question 4. Exit survey*

4. ¿Tienes estrategias didácticas a la hora de estudiar inglés que te ayuden a tener un buen rendimiento académico?

13 responses



*Source. Own elaboration – Based on the survey answers.*

Based on the results analyzed, it was found that 69% of the students did not foresee any type of didactic strategy that projects them towards their objectives, which does not facilitate their learning and development of skills in a foreign language.

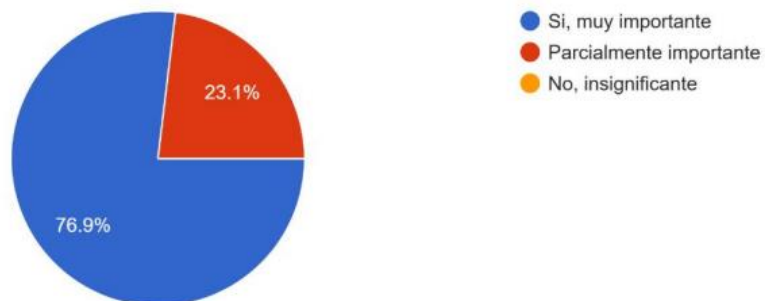
In relation to the previous analysis, the following question shows the students' perception of motivation in the process of learning a foreign language.

**Figure 12.**

*Question 6. Exit survey*

6. ¿Cree que la motivación es esencial para aprender un nuevo idioma?

13 responses



Based on the answers to question 4, 23% of the students gave us to understand that motivation is not perceived as a factor that influences the acquisition of the foreign language, which suggests a gap between the students' knowledge and the influence it can have on their lives, even more regarding the issue of studying to develop new competencies.

### 5.1.2 *First interview*

Secondly, two interviews at two crucial stages of the intervention: the first one at the beginning of the intervention and the second one at the end of the intervention, after the implementation of the blog. This instrument gave us the opportunity to explore in depth the experiences and visions of the participants after their interaction with the digital instrument.

The first interview (Annexes 4 and 5), conducted halfway through the intervention, consisted of 10 open-ended questions, which aimed to evaluate the initial effectiveness of the educational blog as a tool to promote autonomous learning of English. In addition, it sought to identify areas of improvement to optimize the learning experience during the second half of the intervention.

**Table 4.**  
*Interview Analysis*

Categoría	Código 1	Conteo 1	Código 2	Conteo 2
Blog como estrategia de aprendizaje	Retroalimentación positiva usando el blog	16	-	0
Motivación por medio del Blog	Uso de TIC para incentivar la motivación	16	-	0

Habilidades desarrolladas por medio del blog	Aprendizaje a través de lectura	6	Aprendizaje a través de la escucha	4
Rol del docente en el Blog	Desarrollo de la autonomía y el pensamiento crítico	7	Docente como guía	6
Aprendizaje Autónomo	Descubrimiento de nuevas capacidades	6	Motivación	6
Desafíos y soluciones	Dificultad con listening	5	Sin desafíos	3
Mejoras sugeridas	Todo está bien / Sin cambios necesarios	8	Necesidad de más herramientas/a ctividades	3
Impacto en la confianza	Aumento de confianza al hablar / Mejora en habilidades	5	Influencia positiva general	3

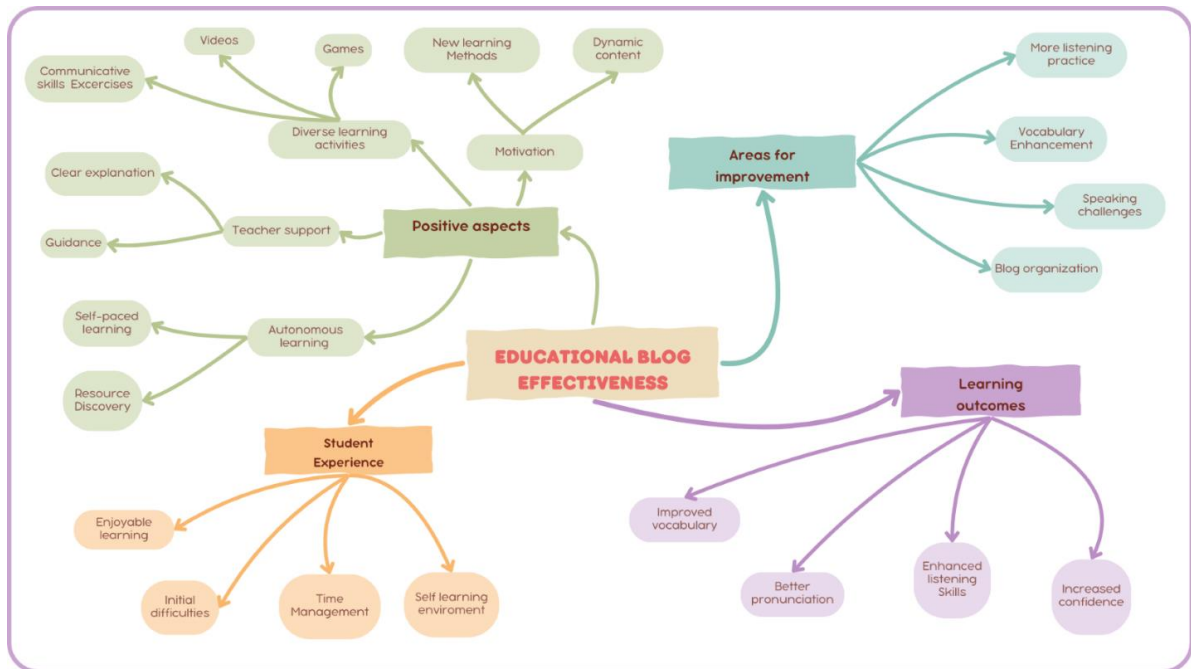
*Source. Own elaboration – interview coding*

Accordingly, Table 4 represents the analysis of the previously mentioned survey, where it is divided by category and code, with 16 participating students distributed in three intermediate level (B1) English courses, which correspond to the count. The complete analysis is shown

below.

**Figure 13.**

*General analysis of first interview – Educational Blog Effectiveness*



*Source. Own elaboration – Survey coding*

This part will unpack the overall analysis in each section of the mind map presented in Figure 13, which provides a visual representation of the main findings from the analysis of the interviews on the effectiveness of educational blogging for autonomous English language learning. The main components are broken down here:

### **5.1.2.1 Educational Blog Effectiveness**

#### **5.1.2.2 Positive Aspects of the Educational Blog**

**5.1.2.2.1 Motivation.** First, the interview results indicate that the blog provides dynamic content and new learning methods, which has increased student motivation. This aligns

with the classroom motivation strategies and types of motivation discussed in the theoretical framework. This demonstrates how the blog and the blog content is designed to maintain students' interest and motivation in language learning. Therefore, the following response is taken as evidence “It has motivated me in the sense that I have to improve my vocabulary and listening skills” (Student 5, first interview).

This observation aligns with the concept of Maslow theory (2013) about motivation in learning, where he expresses that Motivation is the impulse that helps to satisfy their needs, they learn new knowledge and explains what effort and time are available to develop a constant and determined attitude. This can be seen in that the student 5 is aware of what to improve and through the tool to found motivation.

**5.1.2.2.2 *Diversity of Learning Activities.*** It was also evident in the responses as evidenced among the students that the blog incorporates a variety of activities, including games, videos, reading exercises and listening activities. Student 5's response specifying which activities most appealed to her is taken as evidence, “The mean girls’ activities because it focuses on talking in the activities it has and also the other one is Edgar Allan Poe because as I read, new vocabulary appears and how to pronounce some things” (Student 5, first interview).

**Figure 14.**  
*Activities “Mean Girls” Content of the Blog*



Warm up



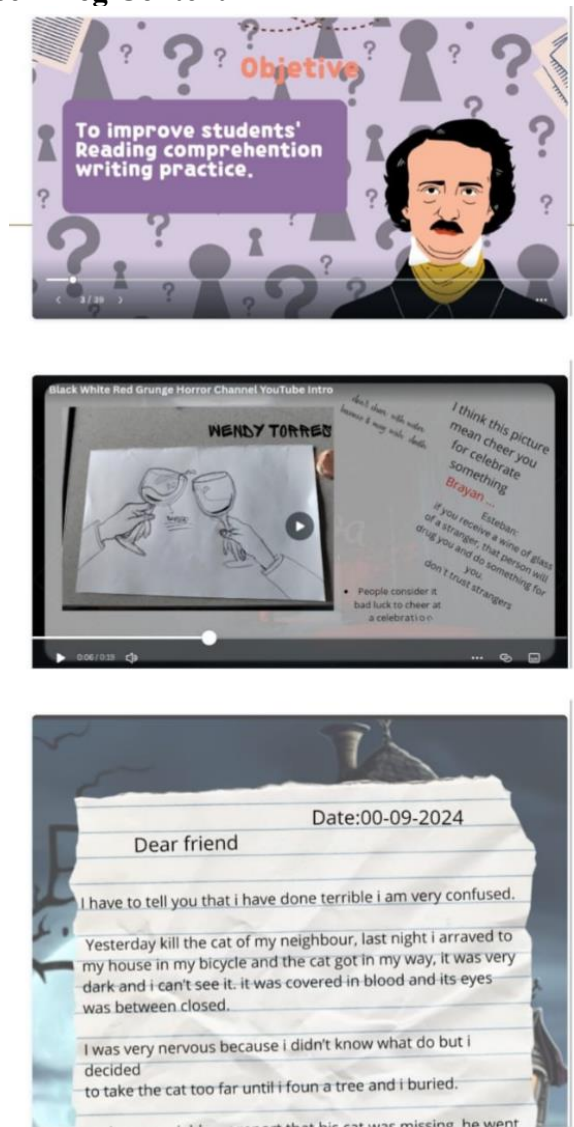
Activity and Homework



Source. Own elaboration – Blog content

This first collection of activities mentioned were about practicing speaking skills, based on the English movie “Mean girls”, this theme was chosen by the students themselves as they shared the same likes about it. This promoted their autonomy and independence to find out how and what they would like to learn. By this means they not only developed their speaking but also learned the thematic content of Reported Speech. The content was presented based on the CALLA model, and the Padlet tool was used as an interactive forum to promote participation.

**Figure 15.**  
**Activities “Edgar Allan Poe” Blog Content**



*Source. Own elaboration – Blog content*

In the same sense this second collection of activities mentioned, were about the practice of reading and writing skills, based on the theme of “mysteries and superstitions” therefore to exemplify, was related to literature, precisely contextualizing with the works of Edgar Allan Poe and his story of “The Tell-Tale Heart” this theme was chosen in the same way by the same students as they shared tastes about it, besides promoting and encouraging the habit of reading, as well as their autonomy. By this means, they not only developed the previously mentioned skills but also learned the thematic content of present perfect continuous.

The content was presented based on the CALLA model using Canva tool as a presenter of the initial activities, as an interactive whiteboard where they shared the superstitions they knew and wrote a confession as presented in the activities, promoting interaction and autonomous work for writing. It should be noted that only two students participated in the confession writing activity, indicating that activities like these that are more extensive, most of the students do not feel captivated to do them.

The diversity of activities presented in the educational blog showed a strong alignment with the CALLA (Cognitive Academic Language Learning Approach) approach developed by Chamot & O'Malley (1994). This approach integrates academic language development with instruction in learning strategies and curricular content. The following details how the activities described align with CALLA principles:

**5.1.2.2.3**      *Phases of CALLA Instruction shown in the blog.* The activities described reflect the CALLA instructional phases:

- **Preparation:** Use of Canva tool introduce initial activities and activate prior knowledge about superstitions.

- **Presentation:** Introduction of new content through the film and texts by Edgar Allan Poe.
- **Practice:** Speaking activities based on “Mean Girls” and confession writing.
- **Assessment:** Participation in forums and writing activities, with relevant feedback given by teachers.
- **Expansion:** Application of what was learned in new contexts, such as confession writing, as well as the proposed tasks.

In conclusion, the activities described in the educational blog show a strong alignment with the principles of the CALLA approach, promoting the integrated learning of content and language, student autonomy, and the use of learning strategies. However, they also reveal challenges in implementation, particularly in engaging in longer activities, suggesting the need for continuous adaptation to maximize the effectiveness of the approach.

**5.1.2.2.4 Teacher Support.** Finally, the role of the teacher in the blog is highlighted, as evidenced in the students' responses, teachers provide clear explanations and guidance. The teacher's support demonstrates the application of constructivist principles, where the teacher acts as a facilitator in the learning process to help students acquire knowledge from the concepts or learning they have previously based on their individual experiences (Chand, 2024).

Likewise, the teacher promotes a learning community. Based on Wenger et al. (2002), who argue that learning communities are defined as collectives of individuals who have a shared interest in an issue or problem and who focus their knowledge and experiences in this field through continuous interaction, as can be seen in the participation of the various activities in the blog.

**5.1.2.2.5 Autonomous learning.** It is evident how an apprenticeship centered on the

students' own ritual and the discovery of resources was developed. This is directly aligned with the principles of autonomous learning and connectivism, where students take control of their learning and construct knowledge through the exploration of resources. As proposed by Siemens (2005) the theory of connectivism provides a useful framework for analyzing how students learn in digital and networked environments, relating it in this case to the various resources of the digital blog.

**5.1.2.3 Areas for Improvement.** Several students mentioned the need for more listening practice, since for most of them this is the most difficult skill in learning English, on the other hand it was also highlighted that the organization of the blog should be improved, as the testimony of the following student says, “Maybe make the blog more comfortable or orderly, I feel that sometimes it is confusing” (Student, Intermediate Level).

This was evidenced in some activities where the students participated in the wrong sections, which showed that they were confused with the instructions of where the tasks were to be performed.

**5.1.2.4 Learning Outcomes.** On the other hand, students reported improvements in vocabulary, pronunciation, listening skills and increased confidence. These results align with the goals of autonomous learning, as described by Holec (1981) who says that Autonomy is the ability to take charge of one's own learning.

**5.1.2.5 Relationship with Pedagogical Models.** In conclusion regarding the relationship with pedagogical models, the blog seems to effectively implement the CALLA phases, as evidenced by student responses about the diversity of activities and teacher support. Also, the structure and development of the blog reflect the stages of the ADDIE model, particularly in the identification of areas for improvement, which aligns with the Evaluation phase of the model.

According to Branch (2009) The ADDIE model is an interactive instructional design process, in which the results of the formative evaluation of each stage can lead the instructional designer to return to any of the previous stages. The final outcome of one stage is the initial outcome of the next stage. The latter can be related to the approach of improving the structure and organization of the blog, to avoid confusion for the students.

### 5.1.3 Final interview

The objective of the last interview was to evaluate in a concrete way the determinant results of the implementation of the instructional tool, in addition to the CALLA model, whose emphasis was to be able to increase motivation and develop autonomy in students to facilitate learning in learning in students, therefore it is necessary to evaluate if the proposed objectives were met annex 6.

**Table 5.**  
**Second Interview Analysis**

Categoria	codigo 1	Conteo 1	codigo 2	Conteo 2
Aprendizaje autonomo	Experiencia positiva usando el blog	7	Experiencia negativa usando el blog	0
Material disponible en el blog	Contenido interactivo resulta util	6	La comunidad del blog resulta util	1
motivacion	Motivacion por medio del blog	7	No hay motivacion por medio del blog	0
Desarrollo de las habilidades	Mejora en la habilidad del habla	7	No hay mejora en ninguna habilidad	0

uso del ingles en situaciones reales	Mejora en la habilidad del habla	7	No hay mejora en ninguna habilidad	0
Aprendizaje autonomo	Desarrollo de habilidades de estudio	7	No hay desarrollo de habilidades de estudio	0
Rol del docente en el uso del blog	Recibio guia docente	7	No recibio guia docente	0
Materia disponible en el blog	Contenido interactivo	4	Contenido auditivo	1
Mejoras incorporables a la herramienta instruccional	Recursos insuficientes	1	Recursos suficientes	6
Mejoras incorporables a la herramienta instruccional	Mejora el diseño de plataforma	4	Conforme con el diseño de la plataforma	3

The collection of information allowed us to identify the main actors that intervene in learning and influence positively or negatively in different aspects. The role of ADDIE's instructional design through a blog and the CALLA learning model are also pillars that support the research.

**5.1.3.1 Autonomy development.** As a key objective of the research, it was necessary to analyze the experience in a digital environment with educational content and didactic material, along with a motivating community, as a strategy of the ADDIE model, which effectively seeks to encourage students to develop autonomous learning strategies.

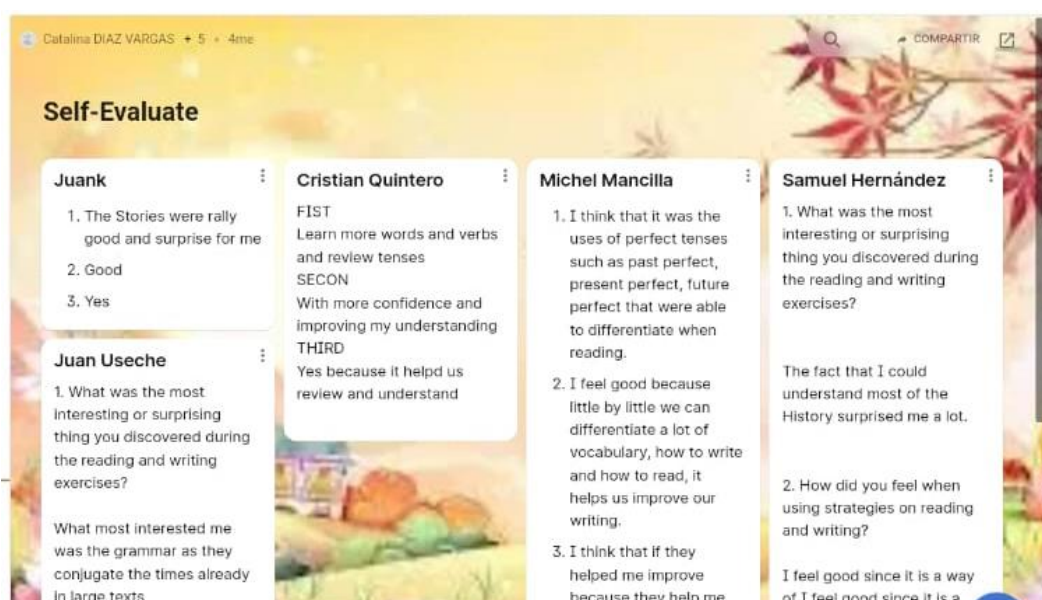
Based on the results, the exposure to a tool such as a blog results in an enriching experience for the students, where the totality of the surveyed population could affirm that

their environment provided them with a safe space where they could invest their study time.

5.1.3.1.1 **Growth in competencies.** As part of the implementation, the objective was not only to provide a comfortable space to study, but also to provide them with didactic materials that would allow them to increase their different competencies simultaneously with their participation in the research.

The different strategies applied gave the students the opportunity to work on their skills concerning their personal objective, the whole population reported that their use of English became more frequent, in addition to mastering even more the competencies that require a new language, highlighting the ability to speak and read in English.

**Figure 16.**  
*Self-Evaluate - Blog Content*



5.1.3.1.1 **Learning Strategies.** Part of self-study is the development of cognitive strategies, as proposed by the CALLA model, that allow students to engage in real scenarios and work on the skills that need the most reinforcement, by doing this on their own, students will be

able to instruct themselves in the best way, as well as look for the material that they consider best suits their learning style.

The students admitted to having developed their own autonomous learning strategies, guided by the material they found in the instructional tool, they were developing autonomy in the content they considered more suitable to study and that was more in line with the way they wanted to learn a foreign language.

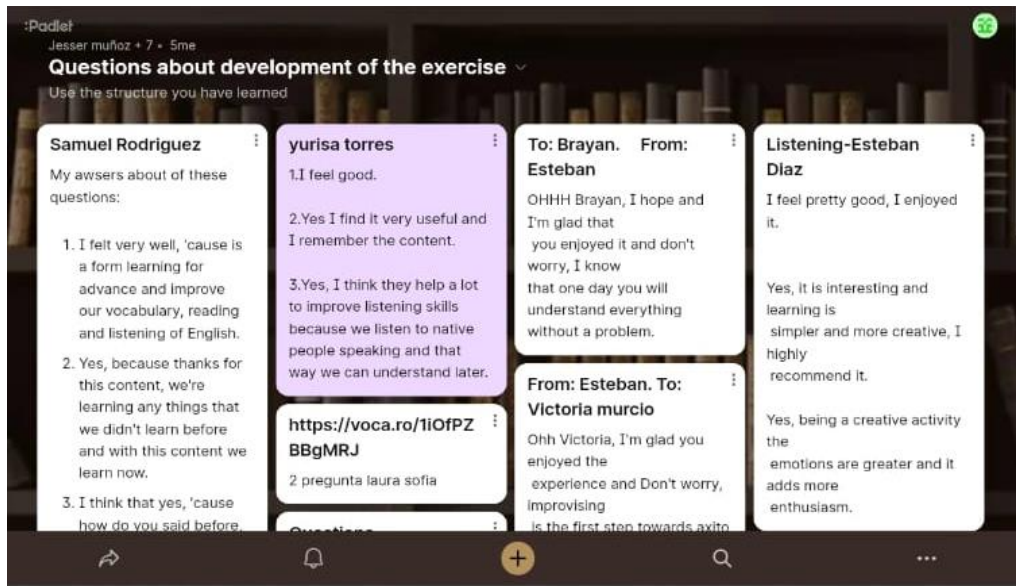
**5.1.3.1 Implementation of the blog.** By proposing an instructional tool such as a blog, being something innovative and that as a resource is not usually related to the educational and teaching area, it is necessary to consider whether its implementation as elements focused on the CALLA model, while it is proposed as an instructional model such as ADDIE, being the most appropriate to promote motivation and autonomous learning. Therefore, the data collection allowed us to draw the following conclusions.

**5.1.3.1.1 *Blog with the ADDIE instructional model.*** The ADDIE model was adopted because of its fundamental processes of analyzing, designing, developing, implementing and evaluating. They are in accordance with the objective of the research on motivation and autonomy in learning a foreign language, as well as being flexible to adapt to the learning needs of the students at the British Institute.

Considering the opinions collected, the student public is very satisfied with the platform as a means of learning, which encourages autonomy with its interactive material as well as motivating students by providing feedback in a community that objectively participates in improving their own skills.

**Figure 17.**

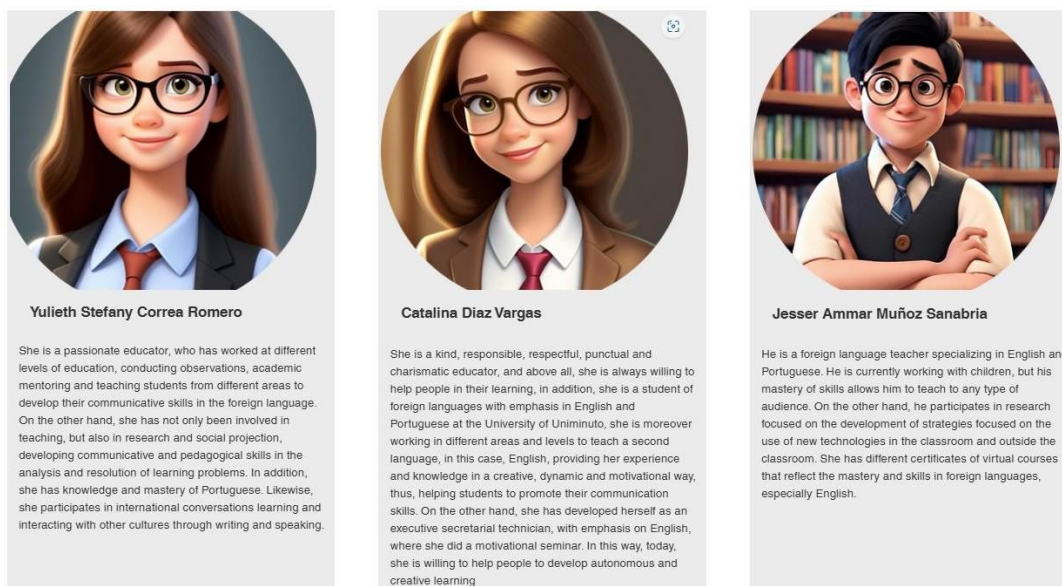
*Activities “Questions about development of the exercise” Blog Content*



Moreover, being a tool based on ICT, students have easy access to it, in addition to that they become familiar with the type of environment that digital sources of knowledge can offer, recognizing the role of these platforms and the influence they can have in the different academic processes, not only as sources of knowledge, but also as reinforcement and study tools to learn a new language.

5.1.3.1.1 ***Role of the teacher.*** The role that a teacher plays in the integration of the instructional design of this research was proposed as a guide rather than as an instructor, therefore, the teacher in this case is the one who must monitor and guide students in the correct use of the blog.

**Figure 18.**  
**Presentation of the Researchers Blog Content**



Based on the general opinion of the students surveyed, their perception of the teacher is related to understanding the operation of the platform, where the unknowns are not focused on the content, but how to use the platform to get the most out of it and perform the various practices found there.

5.1.3.2 Evaluation. As established by the ADDIE model, it is necessary to carry out an evaluation at the end to assess the effectiveness of the tools, providing new data to reinforce the bases that support the instructional model, in this case the blog. Each time to present a tool that gives better results, it is necessary to take the respective ideas of the students to promote a feedback environment, innovative and whose focus is to reach higher.

Considering the above, it can be affirmed that most of the public is satisfied with the

content found in the blog, adding how functional it has been for their foreign language learning process, the practicality of using the tool and how it has improved with respect to the previous use. However, it is worth mentioning that some of the students claimed to feel comfortable and at ease with the content, however there are possible improvements such as the interface, which is easier to use, as well as with the design that could generate a better environment and greater visual appeal for the public.

#### ***5.1.4 Classroom Observation***

The third and fourth place was given to classroom observation, carried out at three fundamental moments of the study: at the beginning, middle and end of the process. This instrument made it possible to investigate all relevant aspects of the classroom, but focusing on how they impact the student. The observation covered both the activities carried out in the classroom and those carried out in the blog, thus achieving student interaction with the incorporation of educational activities in the online blog.

To be more specific, the observation format had a structure with a philosophical approach to promote excellent teaching and learning Danielson (2008). This structure began with the description of the class and activities observed, followed by the instructions and environments that were handled, as well as the participation of the students, the learning obtained and finally the challenges and rewards, this can be seen in Annex 6, where the 3 observation formats are located.

Category	Code	Start (12/06/2024)	Middle (20/08/2024)	End (19/09/2024)
<b>Learning Methodology</b>	<b>CALLA - Class structure</b>	The CALLA methodology (prepare, present, practice, self-evaluate, and expand) was used to teach passive voice.	CALLA methodology with a focus on modal verbs, connected to daily life and oral skills.	CALLA methodology focused on reading and writing, with more individual work.
	<b>CALLA - Educational materials</b>	Blog, videos, audios, and a guide were used, and students agreed with	Blog, videos, audios, and a guide were used, in line with students' needs.	Blog, videos, audios, a book, and a guide were used; materials appropriate for

		the materials.		the class.
<b>Student Participation</b>	<b>Motivation - Group interaction</b>	Students actively participated in group activities, sharing ideas and helping each other.	Lots of interaction in groups, exchanging ideas and supporting each other, though some needed more supervision.	Moderate interaction among students, with more individual work in reading activities.
	<b>Moderate interaction - Autonomy</b>	Some students had freedom to choose activities.	Autonomy was allowed in some activities, but some students needed more guidance to stay	Students were autonomous in how they approached reading and writing tasks.

			focused.	
	<b>Motivation - Constant support</b>	Constant support was key to making students feel safe in the activities.	A feedback-rich environment was promoted to maintain students' confidence.	Constant support to build students' confidence, especially in individual tasks.
<b>Challenges and Recommendations</b>	<b>Participation - Time management</b>	Some students struggled with time management in autonomous tasks. Time management tools were suggested.	Some students lost focus during group activities; it was recommended to use more dynamic activities.	Some students showed anxiety in reading activities; it was suggested to create a more relaxed environment.

	<b>Participation - Dynamic activities</b>		It was recommended to use more dynamic activities to improve focus and participation.	
	<b>Participation - Anxiety - Relaxed environment</b>			It was recommended to create a relaxed environment to reduce anxiety in reading activities.

*Source. Own elaboration*

The table above shows the analysis of the observation forms in general. These formats were filled out by the researchers, with boxes of categories and codes found in agreement with the three observation formats. Therefore, the evolution of teaching and, above all, of learning is highlighted through three observations, emphasizing that it is centered on the application of the CALLA methodology.

At the beginning, the teaching of passive voice made the students, despite the initial low motivation, improve thanks to group interaction. In the middle, the focus on modal verbs and connections to everyday life increased collaboration, although some students struggled with the focus and needed more dynamic activities. The final observation was that individual reading and writing tasks favored autonomy, leading to good results in class and especially in active reading, but student anxiety during reading was a challenge, as they had difficulty reading all the time, indicating the need for a more relaxed classroom environment Overall, the observations show steady progress in engagement, with clear recommendations for improving student concentration, motivation, and comfort.

### ***5.1.5 Journal***

In the fifth place, the classroom diary was carried out at three fundamental moments of the study: at the beginning, in the middle and at the end of the process. This tool served as a crucial reflective instrument to capture the evolution of the learning process and the implementation of the educational blog. Consequently, it focuses on students in the development of autonomous learning strategies, such as the CALLA model.

To clarify the format Journal was organized based on Gibbs' cycle of reflections, which focuses on the acquisition of experience through feelings, thoughts, and recommendations for future experiences (Husebø et al., 2015). According to this structure, each journal began with a description of the experience with the students' reaction and an evaluation of the learning, as well as reflecting on the help provided by the teacher in each intervention, finally a critical analysis, conclusions and future adjustments. this can be seen in annex 7, where the 3 class journal formats are found.

**Table 6.**  
*Analysis of Journal Data*

<b>Category</b> <b>(Gibbs/CALLA)</b>	<b>Code</b>	<b>Beginning</b> <b>(12/06/2024)</b>	<b>Midterm</b> <b>(20/08/2024)</b>	<b>Final</b> <b>(19/09/2024)</b>
<b>Description of the experience</b>	<b>Activities performed</b>	"Different activities specifically in the listening part"	"Activities based on the speaking skill"	"The reading skill is specifically implemented with the book <i>Coraline</i> "

<b>Model CALLA</b>	<b>"Blog design and activities based on the CALLA model"</b>	"Use of the blog and the CALLA model"	"The CALLA model, with its focus on cognitive and metacognitive strategies"	
<b>Student Reaction</b>	<b>Confusion level</b>	"At first, they were completely lost and very discouraged"	"Although students were a little lost in the blog"	"Students were already clearer in the activities"
<b>Motivation</b>	<b>"They didn't have autonomous study"</b>	"Participation and motivation were never lacking"	"Students were already more motivated and satisfied"	

<b>Learning Evaluation</b>	<b>Skill progress</b>	"More activities are needed to improve the students' skills"	"Each skill should improve more, in this case speaking with more vocabulary"	"Students could understand or highlight the reading effectively"
<b>Student adaptation</b>	<b>"Students could adapt to changes"</b>	"Students stood out in understanding the depth of the topic"	"Writing was one of the highlighted skills and a bit of speaking"	
<b>Teacher support reflection</b>	<b>Subject management</b>	"The teacher handled the topics and situations of each student clearly"	"The teacher handled the topics and situations of each student clearly"	"The teacher handled the topics and situations of each student clearly"

<b>Continuous support</b>	<b>"The teacher always provided support and confidence for full tranquility"</b>	"The teacher always provided support and confidence for full tranquility"	"The teacher always provided support and confidence for full tranquility"	
<b>CALLA efficiency</b>	<b>"Students were always explained what the CALLA methodology was and how it was being implemented"</b>	"The CALLA model promoted autonomy by focusing on cognitive and planning strategies for learning"	"The CALLA model allowed students to develop self-evaluation techniques"	

<b>Critical analysis</b>	<b>Autonomy development</b>	"It is evident that the students improved [in autonomy]"	"The implemented strategies promoted students' autonomy in autonomous learning"	"Through the blog, students had access to English reading that they could explore at their own pace"
<b>Conclusion and future adjustments</b>	<b>Planned improvements</b>	"Better designed activities that interest students"	"Introduce more activities"	"Introduce more activities where students can choose their own topics of interest"
<b>Identified</b>	<b>"Some</b>	"Insecurity	"Difficulty	

<b>challenges</b>	<b>students had difficulties managing their time and staying motivated"</b>	when speaking"	understanding more complex texts without constant"	
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*Source. Own elaboration*

Based on the previous table, the general analysis of the journal formats of the class is presented. The researchers examined these formats, finding category boxes and codes that matched the three journal formats. The above table reflects the progress of the students and the implementation of the pedagogical strategies based on the CALLA model.

On the other hand, it is important to highlight that the teacher's intervention played a crucial role, providing continuous support and making sure that the students understood the purpose and structure of the activities. Likewise, it can be observed that, at the end, students demonstrated a greater understanding of English texts, a better command of writing and a willingness to participate more actively in their own learning processes. However, difficulties were still detected, Anxiety when speaking and reading complex texts. These observations suggest the need to continue implementing activities that reinforce autonomous practice and that respond to the individual interests of the students, promoting greater confidence and commitment

in the activities.

To sum up, the findings of the study indicate that the proposed implementation of an educational blog based on the ADDIE and CALLA model had a beneficial effect on the motivation and autonomous learning of intermediate (B1) level English learners at the British Institute. This positive impact was evidenced through multiple data sources, including surveys, interviews, and observations, providing a robust triangulation of results.

**5.1.5.1 Evolution of motivation in autonomous learning.** Evidence from the initial survey prior to the interventions showed that most students engaged in autonomous learning for a minimum of 30 minutes to an hour, evidencing their self-determination to study autonomously. However, a considerable percentage of students once in their learning process felt unmotivated and did not employ learning strategies, which is related.

**5.1.5.2 Increased motivation through the diversity of activities.** On the other hand, interviews already conducted after the interventions corroborated that the blog increased motivation by offering a variety of didactic activities, such as games, videos, and literature-inspired exercises, which kept students' interest and were tailored to their tastes, which is in line with constructivist learning theories (Chand, 2023). This personalized approach contributed to creating a more engaging and relevant learning environment for the students.

**5.1.5.3 Effective implementation of the CALLA model in the blog as a resource to overcome difficulties in motivation.** In the same vein, the observation formats and class diary that were conducted confirmed that the implementation of CALLA principles facilitated the advancement of language skills and content comprehension. The CALLA model, with its distinct

teaching stages (preparation, exposure, practice, assessment, and expansion), provided a structured framework for the development of metacognitive and task-based strategies (Chamot and Robins, 2005). This structure helped to address the initial lack of learning strategies detected in 69% of the students. Accordingly, the blog proved to be an effective tool to address existing difficulties in motivating students in their autonomous learning of English as a foreign language. The incorporation of CALLA's educational stages in the design of the blog provided an organized guide that the students needed.

**5.1.5.4 Activity highlights and their impact.** Following the interventions, certain activities, such as the one based on “Mean Girls” and the reading and writing exercises from “The Tell-Tale Heart,” were particularly effective. These tasks provided relevant and engaging environments for learning, resulting in a marked increase in improved vocabulary acquisition, pronunciation, and increased confidence to communicate in the target language. This finding aligns with Maslow's (1943) hierarchy of needs theory, which emphasizes the importance of meeting learners' essential needs to promote ongoing engagement with their learning.

**5.1.5.5 integration of digital tools in the teaching of foreign languages.** Additionally, the results also underline the importance of integrating digital tools, such as educational blogs, into foreign language teaching and learning to foster motivation towards autonomy. The successful merger of the CALLA and ADDIE educational models demonstrates the ability to combine learning strategies with instructional design to efficiently address students' needs. The research supports that the incorporation of diverse, student-selected content helps to promote a more engaging learning environment, where students benefit from their linguistic growth. This

perspective again supports Chand's (2023) constructivist approach to gaining the benefits of learning through their individual interests.

**5.1.5.6 Limitations of the study.** Despite the favorable results obtained in this study, it is important to recognize several limitations that should be considered when interpreting the findings. First, the structure of the blog occasionally caused some disorientation among students, which impacted their participation in some activities. This suggests the need for improved navigability and instructions in future iterations of the blog to ensure an easier learning experience. Second, the sample size, which is limited to 16 students, could vary the findings to larger or more diverse groups. A larger sample size could provide more meaningful results by allowing for insights in different educational contexts.

In addition, the research was conducted over a period of 6 months, which is relatively short, limiting the evaluation of the long-term effects of using the blog as a motivator for independent learning. Finally, although the blog improved several language skills, difficulties persisted in some areas, particularly in listening skills. This suggests the need for a more balanced approach in future implementations, paying more attention to the language skills of the most challenged students.

## CHAPTER VI

### 6 Conclusion

The general objective of this research was to determine the incidence of the development of a digital educational blog based on an ADDIE instructional model, articulated with activities centered on the CALLA learning strategies approach, on the motivation and autonomous learning of English as a foreign language in three intermediate level (B1) courses at the British Institute. Through a detailed analysis of each data collection instrument, we can conclude that the implementation of the educational blog had a significant and positive impact on various aspects of students' learning. The literature revealed that the lack of knowledge and therefore implementation of effective learning strategies and the monotony of traditional teaching methods that are often taken as a reference not only for teaching but also for learning negatively affected students' self-motivation.

Finally, it can be affirmed that this research demonstrates that the incidence of the implementation of an educational blog based on the ADDIE model and with activities of the CALLA approach can have a significant and positive impact on the motivation and autonomous learning of intermediate (B1) level English learners. Similarly, combining the use of ICT with structured learning strategies and diverse and engaging content created a learning environment that fostered students' autonomy and engagement with their own learning process. However, it is also important to recognize the limitations of the study for future studies, such as the limited sample size and the duration of the intervention.

Finally, these results have significant implications for educators in general, when

designing curricula focused on students, implementing ICTs and/or the blogging tool, taking into account its design to achieve an attractive, motivating and quality environment.

On the other hand, the social perspective addressed by the project is highlighted by the support of the educational community of both the UNIMINUTO university and the British Institute where the research was conducted, due to the need to identify the educational impact of the proposed tool. Likewise, by means of activities, workshops and informative talks with stakeholders, they reinforce the connection with the community, simultaneously fostering the exchange of knowledge. Similarly, highlighting the importance of the creation and development of educational material that will be projected on the blog, because they allow to strengthen awareness and interaction in an educational space.

It is worth mentioning, about the collection of evidence about the research processes, data collection, informed consents and students' works, give to understand that the research that is being carried out is transparent to all the related public. Because, the previously mentioned elements are the rigorous method that will allow us to analyze and validate the results obtained. Consequently, it reflects the performance of the project that has been discussed both at the university and at the British institute.

Finally, it is important to highlight that the research has already been presented previously where the researchers participated as speakers “Ad Honorem” in the 3rd international and 6th national meeting of formative research and seedbeds, with the paper: Exposure to cultural phenomena in English Language Learning in Students with a bachelor's degree at Corporación Universitaria Minuto de Dios, held from the first (1) to the third (3) of November

2023, with a duration of 24 hours, from which a certificate of participation is granted, which can be found in Annex 8.

## CHAPTER VII

### 7 Prospective

Several important implications for teaching practice in teaching English as a foreign language emerge from the results of the various data collection tools. First, understanding the effectiveness of varied and personalized activities suggests that teachers should offer a more diverse range of tasks to suit different learning styles and interests, thus imparting not only content but also motivation and awareness of their learning and how to do it on their own. This implies a more learning-centered approach, where individual preferences and needs are taken into account when designing activities, always with a communicative and task-based approach.

Secondly, the success of the blog as a learning tool supports the use of ICT in the language classroom as a fundamental part of the teaching learning process as it demonstrates the importance of equipping learners with tools and strategies for autonomous learning, if even already implements these tools, they are not put to the best use by not guiding students beforehand, which should be an explicit objective in language teaching programs, so that each student is aware of how he/she learns and how to guide him/herself, which implies dedicating time and resources to foster continuous autonomous learning. To conclude, it is necessary to recognize the potential of the project in a second stage, given that the findings have made it possible to determine the possibility of extending or expanding the project to explore new areas of knowledge and reinforce specific aspects to continue contributing to autonomous learning and the development of pedagogical skills.

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## Annexes

### Annex 1.

#### Edu Blog - ENGLISH



Source. Own design and creation based in ADDIE and CALLA model.

**Annex 2.**  
*Informed Consent Form*

**Bogotá D.C., 01 de Junio 2024**

**Instituto**

**Británico**

Cordial saludo,

Somos un grupo de investigación conformado por Yulieth Stefany Correa Romero, Catalina Diaz Vargas y Jesser Ammar Muñoz Sanabria, estudiantes de Decimo semestre de la Licenciatura en Lenguas Extranjeras con énfasis en inglés en la Universidad UNIMINUTO.

Por medio de la presente, nos permitimos solicitar su autorización y consentimiento para llevar a cabo una intervención en las clases de inglés nivel intermedio, en el instituto. La intervención consistirá en presentar y demostrar una herramienta de investigación desarrollada por nuestro grupo, un blog llamado ENGWISE.

El objetivo de utilizar nuestro blog, ENGWISE, es fomentar la motivación al proporcionar un espacio interactivo donde los estudiantes puedan compartir sus experiencias de aprendizaje. A partir de esto, buscamos guiarlos de manera personalizada, ofreciendo recursos y actividades adaptadas a sus necesidades individuales, con el fin de promover la motivación en el aprendizaje autónomo y significativo del inglés.

La intervención se llevará a cabo de manera respetuosa y no interferirá con el desarrollo normal de la clase. Estamos disponibles para responder cualquier pregunta que pueda surgir y nos comprometemos a seguir todos los procedimientos establecidos por la institución.

Agradecemos de antemano su colaboración y disposición para participar en esta actividad. Quedamos atentos a cualquier consulta o sugerencia que pueda surgir.

Atentamente,



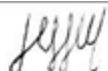
---

Yulieth Stefany Correa Romero  
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Jesser Ammar Muñoz Sanabria  
C.C 1001184649  
Teléfono: 3166289963  
Correo electrónico: [Jessemunoz20.02@gmail.com](mailto:Jessemunoz20.02@gmail.com)

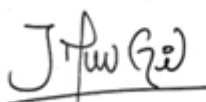
### FORMATO DE CONSENTIMIENTO INFORMADO

Yo \_\_\_\_\_ Jeisson Gil \_\_\_\_\_, coordinador académico, identificado(a) con la cédula de ciudadanía número \_\_\_\_ 8024564 \_\_\_\_ autorizo el consentimiento para llevar a cabo una intervención en las clases de inglés nivel intermedio en el instituto británico. Para su realización autorizo los siguientes procedimientos, marco a continuación con una X los procedimientos que autorizo.

Actividad	Sí autorizo	No autorizo
Observar y tomar apuntes	X	
Tomar fotos	X	
Grabar	X	


#### Confidencialidad



La información observada **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación.



Firma del coordinador \_\_\_\_\_  
 Nombre Jeisson Gil \_\_\_\_\_  
 C. C. No. 8024564 \_\_\_\_\_

Si los estudiantes autorizan que se tomen fotos y se grabe la clase o alguna parte de ella, completarán la siguiente tabla

Firma	Marca con una X si autoriza	Marca con una X si no autoriza
Juan David C	X	
Maria Correa	X	
	X	

	X	
Wendy Torres	X	
	X	
	X	
Victoria M	X	
Brayden M...	X	
Yvonne Torres	X	
Paula Aracana	X	
Paula Mariana	X	
	X	
	X	
	X	

Source. Own elaboration - Informed Consent Form

**Annex 3.**  
*Entry survey*

## Encuesta - ¿Cómo puede influir un blog en la motivación para mejorar el aprendizaje autónomo del inglés como lengua extranjera?

Presentado por:

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\* Indica que la pregunta es obligatoria

Correo \*

Tu dirección de correo electrónico

Nombres y apellidos. \*

Tu respuesta

1. ¿Cuanto tiempo estudias autonomamente ingles? \*

- 30 mn a 1 hora
- 1 a 2 horas
- No estudio autonomamente.
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2. ¿Están de acuerdo en que los profesores les orienten constantemente sobre cómo pueden mejorar su aprendizaje? \*

- si, ya que me es util la ayuda de un maestro.
- No, ya que soy capas de apreder de manera autonoma.
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3. ¿Alguna vez te has sentido desmotivado cuando estudias ingles? \*

- Si, me es dificil aprender fuera de mi zona de confort.
- No, el apreder nuevas cosas es sencillo para mi.
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4. ¿Tienes estrategias didácticas a la hora de estudiar inglés que te ayuden a tener un buen rendimiento académico? \*

- Si, estas me facilitan el obtener nuevos saberes
- No, no tengo diseñado ningun esquema de aprendizaje.
-

5. ¿Planifica su tiempo de estudio teniendo flexibilidad para realizar diferentes actividades como estudiar o descansar? \*

- Si, estructuro mis tiempos de estudio para aprovechar mi tiempo.
  - No, mis tiempos de estudio no tienen ninguna planificación.
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6. ¿Cree que la motivación es esencial para aprender un nuevo idioma? \*

- Si, muy importante
  - Parcialmente importante
  - No, insignificante
- 
- 

7. ¿Cuál es la habilidad del idioma que más se te dificulta aprender en el inglés? \*

- Habla (Speaking)
  - Escucha (Listening)
  - Escritura (Writing)
  - Lectura (Reading)
- 
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8. ¿Cree usted que los recursos digitales son una herramienta útil al momento de aprender autónomamente el inglés? \*

- Si, creo que son facilitadores al momento de aprender una segunda lengua.
- No, creo que son herramientas distractoras en el momento de estudiar.

9. ¿Consideras que la aplicacion de un blog que retroalimente a estudiantes y maestros en el apredizaje de un idioma es una buena estrategia para compartir recursos? \*

- Si
- No

10. ¿Crees en la importancia de aprender una segunda lengua para acceder a la educacion superior o trabajo? \*

- Si, me facilitaria el acceso a mejores oportunidades.
- No, no es escencial para mi vida profesional y academica.

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*Source. Own elaboration - Entry survey*

**Annex 4.**

## Mid-Intervention Interview

## Blog evaluation and Feedback

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\* Indica que la pregunta es obligatoria

Correo \*

Tu dirección de correo electrónico

Nombre completo \*

Tu respuesta

Nivel que se encuentra cursando actualmente. \*

- Basic
- Intermediate
- Upper intermediate
- Advance

¿Cómo ha sido tu experiencia general utilizando el blog virtual para estudiar inglés de manera autónoma? \*

Tu respuesta

¿Cómo te ha motivado el blog para mejorar tus habilidades en inglés? \*

Tu respuesta

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¿Qué tipo de actividades dentro del blog consideras que han sido más efectivas para tu aprendizaje? ¿Por qué? \*

Tu respuesta

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¿En qué medida sientes que el apoyo del profesor ha influido en tu proceso de aprendizaje autónomo a través del blog? \*

Tu respuesta

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¿Cómo te ha ayudado el blog a desarrollar tu capacidad para aprender inglés de manera independiente? \*

Tu respuesta

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¿Qué desafíos has encontrado al utilizar el blog para estudiar inglés, y cómo los has superado? \*

Tu respuesta

¿Cómo crees que se podría mejorar el blog para apoyar mejor tu aprendizaje autónomo? \*

Tu respuesta

¿Cómo ha influido el uso del blog en tu confianza para usar el inglés en situaciones reales? \*

Tu respuesta

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*Source. Own elaboration - Mid-Intervention Interview*

**Annex 5.**  
Final Interview

**PREGUNTAS DE ENTREVISTA FINAL PRESENCIAL**

1. ¿Cómo describirías tu experiencia general usando el blog para estudiar inglés de manera autónoma?
  2. ¿Qué aspectos del blog consideras más útiles para tu aprendizaje y por qué?
  3. ¿De qué manera crees que el uso del blog influyó en tu motivación para aprender inglés?
  4. ¿Qué habilidades específicas mejoraste a través del blog (vocabulario, gramática, confianza al hablar, etc.)?
  5. ¿Te sientes más seguro utilizando el inglés en situaciones cotidianas después de usar el blog?
  6. ¿Consideras que el blog fomentó tu capacidad para aprender de manera autónoma? Si es así, ¿cómo?
  7. ¿Qué papel jugó el docente en tu uso del blog? ¿Recibiste suficiente orientación para aprovecharlo al máximo?
  8. ¿Qué recursos o actividades del blog te ayudaron a mejorar tu confianza al hablar inglés?
  9. ¿Qué sugerencias tendrías para mejorar el blog como herramienta de aprendizaje autónomo?
  10. ¿Hay algún aspecto del blog que cambiarías para que se adapte mejor a tus necesidades de aprendizaje?
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*Source. Own elaboration - Final Interview*

**Annex 6.***Observation Format According to Danielson (2008)*

<b>Field</b>	<b>Description</b>
<b>Completed by</b>	Catalina Diaz, Jesser Muñoz and Yulieth Correa
<b>Date</b>	Wednesday, June 12th, 2024
<b>Class or activity observed</b>	Since each class was conducted with the CALLA methodology, so was the order (prepare, present, practice, self-evaluate, and expand), therefore each class carried an order, and in this class the passive voice theme was implemented, It is important to point out that the students were depersonalized and not very discouraged at first, but as the explanation goes, participation is already achieved.
<b>Instruction and environment</b>	This part implements the following materials, the blog, videos, audios, and a guide in which students were totally in agreement with said material.
<b>Student participation</b>	The pupils were also active in interacting with each other, especially during group activities, sharing ideas and helping each other to resolve doubts. With the teacher, interaction was fluid as a constant feedback environment was promoted. As for autonomy, students had some freedom to decide on activities.
<b>Learning outcomes</b>	It is essential to be constantly helping students, whether by messages, a forum or face-to-face so that the student feels safe and confident in performing the activities.
<b>Challenges and recommendations</b>	A common challenge was that some students had difficulty managing their time efficiently when performing autonomous tasks, resulting in

	them not completing activities on time. To improve, planning guides or time management tools could be provided.
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Field	Description
<b>Completed by</b>	Catalina Diaz, Jesser Muñoz and Yulieth Correa
<b>Date</b>	Tuesday, August 20th, 2024
<b>Class or activity observed</b>	Since each class was conducted with the CALLA methodology, so was the order (prepare, present, practice, self-evaluate, and expand), therefore in this part we explain the topic of modal verbs, focusing on speaking in each activity, to relate it to everyday life.
<b>Instruction and environment</b>	This part implements the following materials, the blog, videos, audios, and a guide in which students were totally in agreement with said material.
<b>Student participation</b>	In this case, the inter-collaborative interaction was highlighted, with much exchange of ideas during group discussions. With the teacher, there was a balance between self-learning guide. Therefore, most students showed motivation and commitment, although some would require more supervision to maintain focus.
<b>Learning outcomes</b>	It is essential to be constantly helping students, whether by messages, a forum or face-to-face so that the student feels safe and confident in performing the activities.
<b>Challenges and recommendations</b>	One of the challenges observed was that some students were not concentrating during group activities, which affected their performance. To improve this, I would recommend more dynamic and varied activities.

Field	Description
<b>Completed by</b>	Catalina Diaz, Jesser Muñoz and Yulieth Correa
<b>Date</b>	Thursday, september 19th, 2024
<b>Class or activity observed</b>	Since each class was conducted with the CALLA methodology, so was the order (prepare, present, practice, self-evaluate, and expand), therefore each class carried an order, and in this class the approach to reading is highlighted or deepened based on steps for better writing.
<b>Instruction and environment</b>	This part implements the following materials, the blog, videos, audios, a book and a guide in which students were totally in agreement with said material.
<b>Student participation</b>	In this case, the students interacted with each other in a moderate way, mainly in specific activities such as reading, since it was more feasible to work individually. The relationship with the teacher was close, seeking guidance when needed. In terms of autonomy, they were quite free to choose how to approach the tasks.
<b>Learning outcomes</b>	It is essential to be constantly helping students, whether by messages, a forum or face-to-face so that the student feels safe and confident in performing the activities.
<b>Challenges and recommendations</b>	Note that several students showed anxiety when participating in reading activities, which limited their interaction in class. To overcome this challenge, I would recommend creating a more relaxed environment through activities that promote participation.

Source. Own elaboration - Observation Format According to Danielson (2008)

### Annex 7.

Journal based on Husebø et al., (2015).

Field	Description
<b>Completed by</b>	Catalina Diaz, Yulieth Correa and Jesser Muñoz
<b>Date</b>	Wednesday, June 12th, 2024
<b>Description of the experience</b>	In this first part, different activities were carried out specifically in the listening part, the first one was a broken telephone, in which the students were a little lost and when the message arrived, a totally different message arrived, then they watched two videos and answered a series of questions in this part, the students had to watch the videos more than once to try to answer the questions, and finally a game of memory and repetition in which the students were already more familiar and were able to do the activity in a short time.
<b>Student reaction</b>	At the beginning it should be noted that the subject was very confusing, and the students were totally lost and above all very discouraged and did not have an autonomous study, but as time went by, they began to notice the changes in the activities, therefore the interest in the activities was highlighted.
<b>Learning evaluation</b>	As mentioned above, at the beginning, responding to the activities was very tiring and there was little participation, but with the teachers' comments and explanations, the students were able to adapt to the changes and in the end everything was easier for them, however, it is important to mention that more activities are still needed to improve the students' listening.
<b>Reflection on teacher support</b>	The teacher handled the topics and the situations of each one of the students in a clear way, supporting them from the beginning to the end, in case the students had any doubts, so he always gave them the support and confidence to provide total tranquility.

<b>Critical analysis</b>	It is essential to emphasize that the design of the blog and the proposed activities are designed in the CALLA model, therefore students were always explained what the CALLA methodology was and how it was being implemented highlighting the importance in each of the activities, in this case listening, which can be evidenced that students at the end log
<b>Conclusion and future adjustments</b>	In conclusion, to improve the autonomy and motivation of students, I plan more to introduce project-based activities where they can choose topics that interest them and work independently or in groups. Regarding the challenges, I noticed that some students had difficulty managing their time efficiently and staying motivated without constant supervision. To overcome this challenge, I will implement planning workshops and self-study techniques.

<b>Field</b>	<b>Description</b>
<b>Completed by</b>	Catalina Diaz, Yulieth Correa and Jesser muñoz
<b>Date</b>	Tuesday, August 20th, 2024
<b>Description of the experience</b>	This part implemented the speaking skill so the activities were based on that skill, starting with a video of completing the words and students should say which words continued, after, the students had to see different images in different contexts, then should speak or suggest or give advice according to the image and to finish, the students should listen to an audio and also send the answers of such activity, It should be mentioned that since the beginning they were lost, but with the help of the teacher we managed to solve each of the activities proposed.
<b>Student reaction</b>	Mainly, although the students were a little lost in the blog, participation and motivation never lacked, It is gratifying to know that all the students did it even though they were not going to be given any notes or positive points.

<b>Learning evaluation</b>	In this part the students, they were highlighted now of knowing in depth the subject and relating it to the ability to speak, therefore each skill should be further improved in this case speaking with more vocabulary so that students can also describe an imagen more easily.
<b>Reflection on teacher support</b>	The teacher handled the topics and the situations of each one of the students in a clear way, supporting them from the beginning to the end, in case the students had any doubts, so he always gave them the support and confidence to provide total tranquility.
<b>Critical analysis</b>	The strategies implemented, such as the use of the blog and the CALLA model, significantly promoted autonomous teaching, especially in speaking skills. The CALLA model, for its part, promoted autonomy by focusing on cognitive strategies and learning planning. Students acquired tools to develop their confidence in speaking English in real situations, organizing their ideas before expressing them orally.
<b>Conclusion and future adjustments</b>	To improve the autonomy and motivation of students in speaking skills, in future classes I will introduce more activities that encourage oral practice in real contexts, such as debates, individual presentations and role dynamics, where students choose topics of interest. On the other hand, one of the main challenges they faced was insecurity when speaking in public or in front of their colleagues. To overcome this, I will implement trust workshops and communication techniques.

<b>Field</b>	<b>Description</b>
<b>Completed by</b>	Catalina Diaz, Yulieth Correa and Jesser muñoz
<b>Date</b>	Thursday, september 19th, 2024
<b>Description of the experience</b>	In this part the reading ability is implemented specifically with the book of "coralline" therefore the following activities were implemented as a chapter was chosen the students should mention how they believe that the

	reading will follow, After the chapter was written and students as they read, should go putting the words they thought were going in the text, and to finish should read everything and write a possible end of the chapter. It should be mentioned that at this measure already the students were more clear in the activities and more willing to carry out all the events.
<b>Student reaction</b>	It is important to note that the students were already more motivated and satisfied when performing the activities, and especially autonomously, although reading was difficult for them then always looked for help teacher or dictionary
<b>Learning evaluation</b>	Students were able to understand or highlight reading effectively, and also writing was one of the outstanding skills and a little speaking, however more reading activities should be done to improve that part.
<b>Reflection on teacher support</b>	The teacher handled the topics and the situations of each one of the students in a clear way, supporting them from the beginning to the end, in case the students had any doubts, so he always gave them the support and confidence to provide total tranquility.
<b>Critical analysis</b>	Autonomous learning in reading ability. Through the blog, students had access to a reading in English that they could explore at their own pace, encouraging independent reading. Likewise, the CALLA model, with its focus on cognitive and metacognitive strategies, allowed students to develop self-assessment techniques such as identifying key ideas and summarizing texts.

Source. Own elaboration – Journal based on Husebø et al., (2015).

## Annex 8. Certificates of the research meeting.



CP-5034-2023

La suscrita Secretaria de Sede de la Rectoría UNIMINUTO Bogotá de la CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO, Nit 800116217-2, Institución de Educación Superior, privada, sin ánimo de lucro con personería jurídica otorgada por el Ministerio de Educación Nacional, mediante Resolución No. 10345 del 1º de agosto de 1990,

### HACE CONSTAR

Que la señora: Yulieth Stefany Correa Romero, identificada con la cédula de ciudadanía número: 1000731691 de Bogotá, participó como ponente "Ad Honorem" en el 3er encuentro internacional y 6to nacional de investigación formativa y semilleros, con la **Ponencia: Exposure to cultural phenomena in English Language Learning in Students with a bachelor's degree at Corporación Universitaria Minuto de Dios**, realizado desde el primero (1) al tres (3) de noviembre de 2023, con una duración de 24 horas

Se expide a petición de la interesada, a los catorce (14) días del mes de diciembre de dos mil veintitrés (2023).

**Camilo Aurelio Velandía Rodríguez**  
Decano de la Facultad de Educación

**Sandra Liliana Bernal Pérez**  
Secretaria de Sede  
Rectoría UNIMINUTO Bogotá

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#### HACE CONSTAR

Que el señor (a): Jesser Ammar Muñoz Sanabria, identificad@ con la cédula de ciudadanía número: 1001184649 de Bogotá, participó como ponente "Ad Honorem" en el 3er encuentro internacional y 6to nacional de investigación formativa y semilleros, con la **Ponencia: Exposure to cultural phenomena in English Language Learning in Students with a bachelor's degree at Corporación Universitaria Minuto de Dios**, realizado desde el primero (1) al tres (3) de noviembre de 2023, con una duración de 24 horas

Se expide a petición del interesad@, a los catorce (14) días del mes de diciembre de dos mil veintitrés (2023).



**Camilo Aurelio Velandía Rodríguez**  
Decano de la Facultad de Educación



**Sandra Lilia Bernal Pérez**  
Secretaria de Sede  
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### HACE CONSTAR

Que la señora: Catalina Diaz Vargas, identificada con la cédula de ciudadanía número: 1023023041 de Bogotá, participó como ponente "Ad Honorem" en el 3er encuentro internacional y 6to nacional de investigación formativa y semilleros, con la **Ponencia: Exposure to cultural phenomena in English Language Learning in Students with a bachelor's degree at Corporación Universitaria Minuto de Dios**, realizado desde el primero (1) al tres (3) de noviembre de 2023, con una duración de 24 horas

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**Camilo Aurelio Velandía Rodríguez**  
Decano de la Facultad de Educación



**Sandra Liliana Bernal Pérez**  
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Rectoría UNIMINUTO Bogotá