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The work complies with the regulations and methodology established in the Postgraduate Degree Unit Regulation under Resolution No. 150-CSUP-2020. Therefore, I authorize the submission for the corresponding oral defense.

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AUTHORSHIP DECLARATION

The present dissertation constitutes a prerequisite for obtaining the degree of Master in Pedagogy of National and Foreign Languages, with a Specialization in the Teaching of English.

I, Janeth Viviana Andino Valles, holder of national identification number 100183964-4, hereby declare that this research is entirely original, authentic, personal and the results and conclusions reached are my sole
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I, Janeth Viviana Andino Valles, hereby declare that I am the author of the content presented in the dissertation entitled "Study guide for teaching English through autonomous learning to Baccalaureate students" and I expressly release the Universidad Politécnica Estatal del Carchi and its legal representatives from any possible claims or legal actions.

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DEDICATION

I dedicate this work to God and my family, for their desire for improvement and selfless support, which contribute every day to consolidating my personal and professional development goals and objectives for educational well-being.

I also dedicate this research work to the Mario Oña Perdomo School, where I have worked for more than two decades and where the students inspire me to be a better professional.

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ABSTRACT

Education has faced social challenges such as pandemics, presidential decrees, and energy emergencies that have hindered face-to-face activities, resulting in school delays and dropouts. Currently, students learn at different rates, influenced by their intellectual development, availability of time, organizational skills, and level of responsibility. Activities must maintain the appropriate focus so that students are ready to acquire knowledge, promoting experimentation as a key tool for learning. This study proposes the implementation of active learning strategies in a teaching guide that encourages independent work, optimizing the use of active methodologies and technological resources. These strategies seek to facilitate educational continuity in emergency situations, promoting meaningful learning and self-management of knowledge in high school students. Factors that influence the appropriate pursuit of knowledge, such as the use of technological tools, availability of time, and willingness to acquire a new language, are essential for developing skills such as problem solving, which involve searching for, processing, and analyzing information. This teaching guide will support students and teachers, providing them with a tool for feedback and improving educational quality. This material aims to offer effective alternatives that promote a communicative relationship between students and teachers, allowing students to manage their knowledge appropriately. Thus, the goal is for learning to be a meaningful experience that fosters the development of essential life skills.

Keywords: Autonomous learning, Teaching guide, Active strategies

CHAPTER I

PROBLEM

1. Problem Statement

Ecuador is currently facing critical situations that affect daily life, such as the COVID-19 pandemic, national security declarations, and nationwide power outages, among others. This affects the execution of productive activities, including school activities, due to the massive closure of student activities.

During the pandemic, students were not allowed to attend educational centers. According to UNICEF (2021), “90% of students faced difficulties in accessing education due to a lack of connectivity and adequate technological resources. In addition, there were losses in learning and impacts on the well-being of students and teachers” (p. 80).

In Ecuador, insecurity is increasing, forcing the governments in power to take drastic measures. Thus, in January 2024, a declaration of "the existence of an internal armed conflict was made, classifying several organized crime groups as terrorists and ordering the direct intervention of the Armed Forces... [resulting in]... the suspension of face-to-face classes throughout the country until January 12, 2024" (Prensa Latina, 2024).

On the other hand, Panorama Ecuador (2024) reports that “the blackouts interfered with education, medical services, and access to technology, and there were announcements of class suspensions on several additional occasions.”

In this context, educational continuity is affected by a variety of circumstances that force the temporary suspension of classes. Therefore, it is necessary to implement alternative strategies that allow for the continuity of learning outside the classroom.

Thus, there is a need to adapt to current educational conditions. As mentioned by ECLAC-UNESCO (2020), this requires “methodological adjustments, curricular reorganization, material design, and diversification of media, formats, and work platforms.” Thus, teachers have the opportunity to adapt meaningful learning, using active methodologies and technological resources designed for these processes.

On the other hand, the National Institute for Educational Evaluation (INEVAL, 2024) indicates that “students who use technology in a guided and controlled manner by teachers and families have better academic results compared to those who do not receive this support.”

In view of the above, this work proposes the use of active learning strategies through an activity guide for students that provides effective and playful tools for learning English without necessarily being present with the teacher.

The guide considers self-learning strategies, the use of offline resources, and the adaptation of methodologies that allow students to develop their English skills, regardless of technological and connectivity limitations.

1.2. Research questions or hypotheses

- What practices and limitations influence high school students' independent learning of English at home?
- What methodological strategies can be applied to improve independent learning of English?
- What are the most effective resources for stimulating independent learning of English in scenarios of interrupted education for high school students?

1.3. Research objectives

1.3.1. General objective

To propose a study guide based on autonomous learning that contributes to strengthening the English language skills of high school students at the U.E. “Mario Oña Perdomo” in San Gabriel city in Carchi province.

1.3.2. Specific Objectives

- Determine the content and teaching resources for learning English that will enable high school students at the Mario Oña Perdomo School in San Gabriel city, Carchi Province, to develop their language skills and gain theoretical and practical experience in line with the real world.

- Design a study guide based on autonomous learning that contributes to strengthening the English language skills of high school students at the Mario Oña Perdomo School in the city of San Gabriel in Carchi province.

1.4. Justification

Given the frequent occurrence of class suspensions in the education system due to crisis events such as the COVID-19 pandemic, power outages, insecurity, among others, which significantly affect the learning process of students, “especially high school students who need to develop language skills for their academic and professional future (UNESCO, 2022).”

Therefore, it is necessary to conduct studies that address this problem in the education system, as there is an undeniable shortage of methodologies that promote self-learning of English in the face of disruptions to education. In view of the above, this study is relevant. The Ministry of Education (2023) promotes greater autonomy in academic training in the National Education Model. Therefore, the design of a

structured guide will provide students with teaching tools that facilitate independent learning.

This research designs a study guide to help enrich teaching strategies, with a comprehensive compilation of activities and resources that can be applied to high school students. Its purpose is to improve and consolidate learning processes and provide a viable response in the event of a suspension of face-to-face classes and the need to implement virtual education for any reason, as explained in the problem statement.

According to the National Institute of Statistics and Census (INEC, 2023), “65% of Ecuadorian students have faced difficulties in their education due to electrical instability and insecurity.” Therefore, providing self-learning strategies will contribute to educational equity, thus contributing to the development of students' English skills without relying exclusively on face-to-face or virtual classes. Currently, knowledge of the English language is key to employability and broadens personal and professional development.

In addition, we hope to contribute a viable educational resource to support teachers, providing a tool focused on feedback and improving educational quality. The self-learning guide is considered an accessible resource adapted to the requirements of students affected by interruptions in education. According to the Organization for Economic Cooperation and Development – OECD (2023), “the use of self-learning strategies and digital tools has proven to be an effective solution for reducing learning gaps in crisis contexts” (p. 22). As a practical implication, this material can be used by educational institutions to complement formal teaching, promoting long-term language skills.

Currently, there are studies on self-learning methodologies, but few are adapted to the Ecuadorian reality. According to Cobo and Moravec (2021), “invisible learning is based on flexible methodologies and digital tools that allow students to develop skills without relying exclusively on formal teaching” (p. 43). From a theoretical perspective, it will be possible to evaluate the relationship between self-learning strategies and effectiveness in language acquisition, generating new lines of research for future studies.

It is also worth mentioning that this study guide for independent work will promote critical thinking, which is a detailed process that facilitates the generation of structured and well-founded knowledge. This involves relying on sound criteria and sound decisions, which requires the use of various strategies to argue logically and coherently.

In view of the above, this study is aligned with Ecuador's National Development Plan 2021-2025, in Social Axis Objective 7: Empowering citizens and promoting innovative, inclusive, and quality education at all levels. It also aligns with the objectives of the Carchi State Polytechnic University in research on educational innovation and technology applied to learning.

Chapter II

Theoretical Foundation

The study of autonomous learning requires a review of similar research and a theoretical framework to support the proposed methodologies and strategies. The theoretical framework approaches autonomous learning from an educational perspective in which students take an active and responsible role in the process of acquiring knowledge and developing skills. This type of learning involves students making meaningful decisions about their education, setting clear goals, identifying their own needs, and designing effective strategies to achieve them.

Through self-regulation, students manage their time, resources, and methodologies, adjusting their learning according to their progress and difficulties. In addition, self-assessment plays a key role, as it allows them to reflect on their performance, identify areas for improvement, and strengthen their capacity for continuous learning. This approach fosters independence, intrinsic motivation, and critical thinking, preparing students to face challenges autonomously throughout their academic and professional lives.

With the above in mind, educational continuity can be properly planned by considering the various issues that force students and teachers to conduct their classes from home. Once similar studies have been analyzed, especially those on self-learning of the English language, a useful conceptual basis is provided for the design of the learning guide proposed in this research.

2.1. Background to the research

The development of autonomous education has grown significantly in recent years. In Ecuador, it has been the subject of academic research, including topics such as self-learning of the English language. These studies consider strategies that promote student autonomy in formal and informal settings.

The study conducted by Peña (2019), which analyzes the relationship between the development of language skills and his pedagogical proposal for teaching English to sixth-grade students, concluded with the need to implement strategies that promote student autonomy, suggesting that “the incorporation of student-centered methodologies can significantly improve their language proficiency” (p. 45).

The research carried out by Rodríguez (2016), on compensatory learning strategies in secondary education at the “Mariano Benítez” school in Tungurahua analyzed the impact of strategies on the development of oral skills in English, concluding that “the application of compensatory strategies facilitates improvement in oral skills, promoting more autonomous and effective learning” (p. 67).

Pérez's (2022) research on autonomous learning strategies in higher education, carried out at the Autonomous University of the State of Hidalgo (UAEH) in Mexico, evaluated the type of strategies used by undergraduate English students, identifying that “the implementation of metacognitive strategies and the use of technological resources are fundamental for the development of autonomy in language learning” (p. 5).

In the same context, Zabala (2022) conducted a study exploring the impact of the use of virtual platforms on autonomous English learning. The findings suggest that “the use of virtual platforms facilitates self-directed learning, allowing students to manage their own language acquisition process” (p. 28).

From the above, studies highlight the importance of promoting autonomous English learning through the application of innovative strategies and educational technologies. They also mention that autonomous learning contributes to linguistic improvement and the development of self-management and critical thinking skills in students. Therefore, they suggest conducting studies and developing study guides that are complemented by digital resources and student-centered methodologies, adapted to the particularities of the Ecuadorian context.

2.2. Theoretical Framework

To promote English language learning among high school students, teaching strategies that contribute to student autonomy are necessary. This section reviews theoretical information on learning styles, teaching strategies, and opportunities for autonomous learning at the high school level.

2.2.1. Autonomous Learning in Secondary Education

Autonomous learning involves students' abilities to organize their own learning process, self-regulate, and continuously evaluate their progress. According to Holec (1981) cited by Palfreyman (2020), “autonomy in learning implies a student's ability to take responsibility for their own knowledge acquisition process” (p. 34) The quote highlights the role of compensatory strategies as mediators between linguistic knowledge and practical language use, emphasizing their value in the comprehensive development of oral competence. This underscores the importance of consciously using strategies that enable learners to communicate fluently, even when their command of the language is not complete.

Costa & García (2017), indicate that “self-regulated learning is a key factor for lifelong learning. Providing students with knowledge and skills on how to self-regulate their learning helps them improve their motivation, behavior, and metacognitive activities in order to control their learning” (p.119). According to the quote, teaching students to self-regulate involves equipping them with cognitive, metacognitive, and motivational strategies that promote control over their learning. Self-regulated learning is conceived as a process in which students plan, monitor, and evaluate their actions in order to achieve their academic goals. This approach promotes more conscious and autonomous participation, in which students take responsibility for their progress.

In addition, self-regulation contributes to the development of intrinsic motivation, as learners find meaning in their own process and strive for continuous improvement. At the same time, it positively influences academic behavior, promoting organization, persistence, and self-confidence. In this way, self-regulation becomes an essential pillar of lifelong learning.

Zimmerman (2002), states that “students who develop self-regulated learning skills achieve greater autonomy and effectiveness in their learning, enabling them to adapt to diverse educational circumstances” (p. 66).

2.2.2. Learning Style at the High School Level

With regard to learning styles, Espinoza, Miranda, & Chafloque (2019) found in their research that “students have a multimodal learning style; likewise, it was found that age is significantly associated with learning styles” (p. 385). In face-to-face classes, it was observed that each student learns in a different way and at a different pace. Thus, several models can be found, each of which describes their learning styles.

Espinoza, Miranda, & Chafloque (2019) embrace the model proposed by Neil Fleming and Collen Mills, whose simple “information processing tool, which they call VARK: Visual, Auditory, Reader-Writer, and Kinesthetic” (p. 387), was considered in this research. The characteristics of this model include its simplicity and accessibility for identifying learning styles. It focuses on sensory preferences for receiving information. It does not rigidly classify students, but rather recognizes that many may have a multimodal style. It allows teachers to personalize teaching strategies according to predominant styles. This encourages autonomous learning, as students can identify their strengths and seek appropriate resources.

The benefits of the VARK Model allow students to increase their retention of information by adapting teaching to the student's style. This model also promotes the diversification of teaching strategies. It also encourages self-awareness of learning styles, promoting metacognition. It is easy to implement through questionnaires or quick assessments.

Despite this classification, the author of this research does not believe that each student excels in a single preference, as there are cases where they excel in almost all of them. However, it is considered when designing activities for the study guide, trying to match the skills to be developed in the English language.

The study conducted by Arellano, Saldaña, Azuero, Zavala, & Zavala (2024) considers “that teachers should incorporate methodological strategies that promote learning through different visual, auditory, and tactile resources; likewise, working with positive emotions to motivate and attract students' interest in the subject being studied.”

2.2.3. Teaching Strategies for High School Level

Herrera & Villafuerte (2023) state that “the most suitable teaching strategies implemented by teachers in education bring about favorable results for students.” They also conclude that “teaching strategies are vitally important in the development of educational activities at both the basic and higher levels” (p. 758).

Meaningful learning requires active methodologies to engage students, encouraging participation, critical thinking, and experimentation. These methodologies allow students to move from being passive recipients of information to becoming agents of action in their own learning.

According to a publication by Encuentro Docente (2024), “Active methodologies are those that require students to carry out activities that stimulate their learning. These activities include, among others, reading, writing, problem solving, asking questions, and debating. Therefore, to design active methodologies, teachers must devise strategies and actions to be applied synchronously and asynchronously.

The “Escuela Nueva” (New School) proposes an educational model as an alternative for the transformation of education and, consequently, of society. The aim is to create a school that changes the very concept of teaching, not just its curriculum or methodology; a school that shapes a different kind of individual. For Torres (2001), the “goal is to shape autonomous and critical individuals who are capable of managing their own learning and contributing actively to society” (p. 46).

One of the characteristics of active methodologies is learning through action by means of independent activities. In this scenario, the educator acts as a guide, stimulating learning and encouraging student independence. According to Zapata-Ros (2022), this

consolidates autonomous learning as well as “collaborative work, coexistence, critical thinking, and the ability to solve problems in their environment” (p. 11).

Autonomous Learning for High School Students

Research conducted by Quiñones, Martín, & Coloma (2023) cites Lovato (2018), who “defined autonomous learning as a learning modality in which students take responsibility for organizing their work and acquiring different skills at their own pace” (p. 108).

From the information reviewed, students currently learn at different rates, depending largely on their intellectual development and capacity, their availability of time, their organizational skills, and above all, their level of responsibility, which are necessary requirements for developing their problem-solving skills and abilities. In other words, they seek information and then process and analyze it to acquire new knowledge.

To conceptualize autonomous learning based on various opinions, Enríquez & Hernández (2021) consider that “it will be the student themselves who governs themselves and makes their own decisions to advance their learning, in response to the development of their cognitive, affective, interactive, and metacognitive skills and abilities” (p.3).

A key process in the education of high school students is autonomous learning, in addition to promoting self-regulation and self-management of knowledge skills. According to an article in Revista SiSAL (2011), “autonomy in learning implies that students take control of their own learning decisions, setting goals, selecting resources, and evaluating their progress” (p. 58).

From the above, autonomous learning represents an ongoing challenge for teachers, where identifying students' learning styles is a tool for promoting self-managed processes. Therefore, by understanding how each student learns, teachers can guide them through tutoring and teaching strategies to recognize areas for improvement and strengths, thus facilitating the achievement of their educational goals.

Some strategies to enhance student learning can be the following:

a) Self-reflection. - can be implemented where students analyze their own learning process through reflective journals, self-assessments, or personal portfolios. These activities allow students to become aware of their progress, difficulties, and the most effective strategies for learning.

b) Personalized tutoring. - is a valuable resource for supporting students individually or in small groups. During these sessions, the teacher can offer formative feedback, help the student set specific goals, and design an action plan to guide their next steps. This close support fosters self-confidence and autonomy in the improvement process.

c) Peer assessment and mentoring. - students learn to recognize both their own abilities and those of others, developing empathy and a sense of community. collaborative work can become a powerful strategy. By sharing experiences and constructive observations, they can identify areas that need strengthening and consolidate their achievements.

d) Metacognitive strategies and continuous feedback allow students to analyze how they learn, which methods are most effective for them, and what adjustments they can make to optimize their performance. The application of these strategies not only promotes the recognition of strengths and weaknesses, but also encourages more autonomous, reflective learning geared toward personal growth.

2.2.5. Teaching Strategies for Independent English Learning

Oxford (1990) organizes strategies into cognitive, metacognitive, social, and affective categories in his research. “Cognitive strategies such as repetition, memorization, and inference help to internalize the language, while metacognitive strategies allow learners to plan and monitor their own learning” (p. 78).

According to Redondo et al (2018), the learning process is not limited to intelligence alone, but also considers other elements such as perception of achievement, motivation, performance, context, and learning or study strategies. Cognitive strategies involve thoughts and behaviors that facilitate the acquisition of information, its

integration with prior knowledge, and the retrieval of available information. Students use various strategies during their study process, but very few consider the importance of controlling their own learning and taking specific actions to remember information.

Rodríguez (2015), in his research on the application of educational games for oral communication in English, concludes that “A guide to educational games is essential to guide teachers and help students strengthen their oral communication in English, which is why teachers and students consider the use of educational games necessary” (p.83). Given the above, the use of educational strategies is necessary for better English language learning.

2.2.6. Use of Technology in Autonomous English Language Learning

The study on autonomy in language learning behaviors Benson (2011) points out that “digital platforms, mobile applications, and online resources provide students with the opportunity to practice independently, improving their autonomy and motivation” (p. 112).

By integrating these technological tools, professionals in the field of education can empower students to take an active role in their own learning, promoting autonomy, as stated by several authors.

Barrera, García, Mena, & Erazo (2020) confirm that “the use of technological strategies will help encourage reading in children, improving teaching-learning processes, producing a positive effect and, above all, making them feel greater satisfaction and enjoyment in reading than when technology is not used” (p. 480).

In this context, the use of existing technological advances in the teaching-learning process requires educators to constantly update their skills in order to adapt to new realities. Virtual platforms or applications are easy for students to use and can be accessed from any device they use for work. Therefore, every aspect related to technological tools directly focused on studying must be used correctly and responsibly.

According to Cobo & Moravec (2021), “the ability of students to manage their own learning through autonomous strategies minimizes the impact of educational disruption and ensures the continuity of their education” (p. 93).

Of the above, autonomous learning is a relevant educational approach in the development of language skills at the high school level. Through self-regulation, self-assessment, and the use of appropriate teaching strategies, students can improve their English learning independently. On the other hand, the use of technology and proper planning for educational continuity reinforces the effectiveness of this model in crisis contexts.

2.3. Legal Framework

Ecuador has a regulatory framework that guarantees the right to education and promotes methodologies that encourage self-directed learning. This legal basis allows for the development of autonomous English language learning in high school, starting with the Constitution of the Republic of Ecuador CRE (2008), Article 26 of which states:

> Education is a right of individuals throughout their lives and an unavoidable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process (CRE, art. 26).

Furthermore, Article 27 emphasizes that “human-centered education... will stimulate critical thinking... and the development of skills and abilities to create and work,” which are important elements for autonomous learning. Meanwhile, Article 347, paragraph 8, establishes that the State must “guarantee access to and use of information and communication technologies (ICT) in educational processes and promote the development of digital skills and abilities for the knowledge society” (National Assembly of Ecuador, 2008).

International Regulations

The Universal Declaration of Human Rights (1948), Article 26 states that “everyone has the right to education,” which should contribute to the full development of the human personality and the strengthening of respect for human rights (UN, 1948). Similarly, UNESCO (1996), through the Delors Report, states that “one of the fundamental pillars of education is learning to learn, which implies the development of autonomy in learning.”

Furthermore, the United Nations (2015) establishes an agenda for Sustainable Development and Sustainable Development Goal (SDG) 4 “the need to ensure inclusive, equitable, and quality education, promoting lifelong learning opportunities.” This highlights the importance of strengthening strategies that develop autonomous learning, especially for language teaching.

Organic Law on Intercultural Education and its Regulations

Among other principles governing the National Education System, the (LOEI, 2011) , establishes the importance of education as an instrument of transformation for society. Article 3 states that education is “a right of individuals and an unavoidable and inexcusable duty of the State” and emphasizes that “children and adolescents are at the center of the learning process” (Art. 4). Furthermore, Article 27 states that education must be “flexible, inclusive, and contextualized, respecting national identity and cultural diversity” so that no one is excluded and it can be adapted to different local and global realities.

These minimum approaches in educational design and implementation, such as educational inclusion, address the diversity of people of all ages and in all circumstances of life. This will be implemented in all types of education, whether formal, non-formal, or informal, as well as in its various modalities, such as face-to-face, blended, distance, and virtual.

Therefore, based on the current legal framework cited above, the author determines that the right to education is and will continue to be a fundamental pillar for the development of society. For this reason, all those working in education have an

inexcusable responsibility to improve and innovate all activities related to teaching and learning.

It can be said that learning styles based on the VARK model are valuable for education, especially in diverse contexts. Furthermore, recognizing that students may have multimodal styles and that age influences their preferences is key to personalized education. Most students tend to combine styles, which promotes more inclusive teaching. This involves designing activities that integrate multiple learning channels, which is essential in teaching English as a foreign language. And it is appropriate that, with active methodologies and the Escuela Nueva model, which encourage critical thinking and student autonomy.

Chapter III

Methodology

The rationale for this study focuses on the importance of creating pedagogical strategies that promote student autonomy. This is particularly crucial at the secondary education level, where learners are expected to have a greater ability to manage their own learning process. In this context, understanding the factors that impact autonomous learning, such as motivation, learning style, use of digital resources, and teacher guidance, is essential to improving academic performance and educational quality.

This research for a study guide for teaching English was framed within a mixed approach, i.e., qualitative and quantitative. Its implementation considered exploratory descriptive research to analyze the effectiveness of autonomous learning in teaching English to high school students. The students belong to the Mario Oña Perdomo – San Gabriel Educational Unit, and the selection criterion was that they were enrolled in high school.

Quantitative techniques such as surveys for students and qualitative techniques such as semi-structured interviews for selected teachers were used to collect information in order to obtain a comprehensive view of the phenomenon studied. It should be noted that confidentiality and informed consent were guaranteed in the surveys and interviews in order to create an atmosphere of trust and camaraderie. Thus, the procedure allowed for the collection of accurate and relevant information to answer the research question.

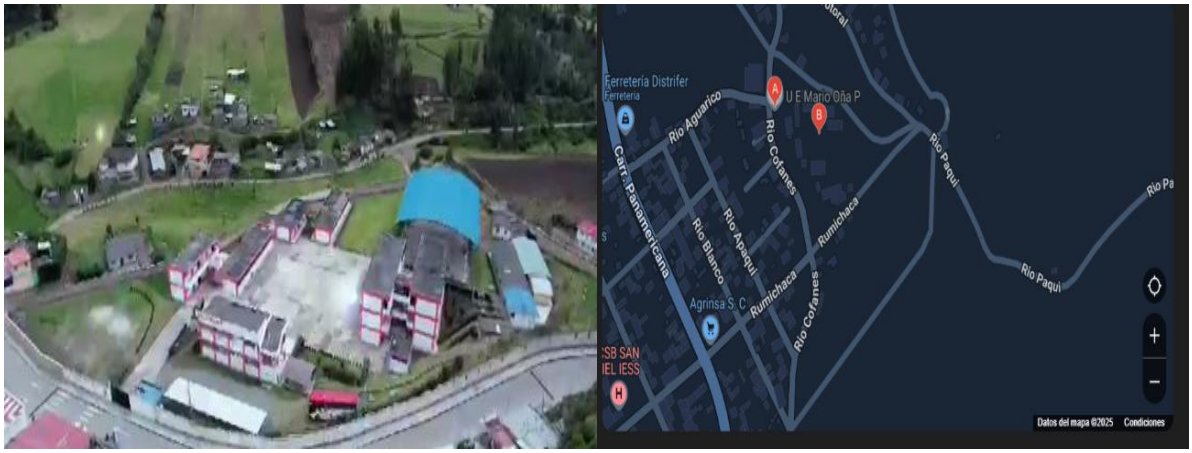
During the literature search and selection stage for the research on autonomous learning in high school, a thorough investigation was carried out in relevant academic databases, such as Latindex, Scielo, Dialnet, Scopus, and Google Scholar, as well as in specialized journals and relevant conference papers. The search strategy focused on keywords such as autonomous learning and teaching guide. The inclusion of studies will depend on their direct relevance to the topic, the timeliness of the research, and their scientific validity.

3.1. Description of the study area/study group

The Mario Oña Perdomo Educational Unit is located in the city of San Gabriel, Montúfar Canton, Carchi Province (Figure 1), and belongs to district 04D02 Montúfar – Bolívar, with AMIE code 04H00341. The student population is 1,210 students distributed across early childhood, preparatory, middle, upper, and high school levels, for which it has three campuses. Its teaching staff consists of 78 teachers, including six English teachers with third and fourth level training.

Figura 1

Location of U.E. Mario Oña Perdomo



Note: Adapted from https://maps.app.goo.gl/jSd3S2yem8hxeszf9

In the field of education, there is a technological gap, as some educational institutions have digital platforms and hybrid learning environments, facilitating the use of technology in teaching. In the case of the Mario Oña Perdomo Educational Unit, this is limited and the implementation of autonomous learning strategies represents a challenge.

This research established a finite sample by selecting the total population of high school students who met the criteria of being enrolled in high school, attending classes regularly, and belonging to the educational unit. In other words, out of the 1,210 students who make up the total population of the institution, 300 students were selected from the entire high school level, where difficulties in the development of

autonomous learning were identified. In addition, the Educational Unit has 72 teachers, five of whom are English teachers, all of whom were interviewed.

3.2. Approach and type of research

Approach

This study has a mixed approach, combining qualitative and quantitative elements to enable a comprehensive analysis of the research topic. The collection of information through structured surveys administered to 300 high school students was part of the quantitative approach. The data was processed using statistical tools to establish behavior patterns and evaluate autonomous learning in academic development.

The instruments used for data collection were validated by three experts. Semi-structured interviews were designed for qualitative information, and surveys based on the study topic were developed for quantitative information. The experts evaluated aspects such as relevance, consistency, and clarity of language.

They considered important criteria such as content validity, methodology, intention, and objectivity of measurement, ensuring that the questions were aligned with the research objectives. The surveys were also conducted with 10 students to obtain feedback on language and comprehension.

Meanwhile, for the qualitative approach, semi-structured interviews were conducted with English teachers, which provided information on perceptions, strategies, and challenges in teaching English. Qualitative analysis allowed for an understanding of the teachers' experiences and opinions, providing insight into the design of methodologies that promote autonomous learning.

According to Hernández, Fernández, and Baptista (2014), the mixed approach “combines elements of quantitative and qualitative approaches to leverage the strengths of both and minimize their limitations” (p. 593). They also indicate that:

> Among other things, the mixed approach provides a broader and deeper perspective on the phenomenon, helps to formulate the problem more clearly, produces richer and more varied data, enhances theoretical creativity, provides stronger support for scientific inferences, and allows for better exploration and exploitation of the data (Hernández, Fernández, & Baptista, 2014. p. 594).

Therefore, the combination of quantitative and qualitative approaches allowed us to establish information to obtain a broad and well-founded overview for the design of the autonomous learning guide for high school students.

Types of Research

The research was documentary, descriptive, exploratory in nature, with the aim of contextualizing the autonomous learning process among high school students at the Mario Oña Perdomo Educational Unit.

Documentary

Documentary research is based on the collection, analysis, and contextualization of different studies and written or digital sources, such as undergraduate theses, books, scientific articles, reports, among others. This type of research allows for an approach to the subject of study. According to Hernández, Fernández, & Baptista (2014) , "documentary research is characterized by the systematic investigation of previously published information with the aim of structuring a solid conceptual framework and contextualizing the findings of the study." Therefore, this study supports critical reflections on bibliographic sources on autonomous learning and regulations that support it and the application of study guides as teaching tools.

Descriptive

This is a descriptive study that describes and characterizes students' usual learning strategies and the role that teachers play in this process. According to Hernández, Fernández, and Baptista (2014), descriptive research "seeks to specify the properties, characteristics, and profiles of individuals, groups, communities, or any other phenomenon that is subject to analysis" (p. 92). To this end, quantifiable information was collected through surveys to determine patterns within the student population.

Exploratory

It falls within the exploratory type by investigating a problem that has been studied little and has low theoretical development, while also contributing elements for future research. Hernández et al. (2014) state that this type of study "is carried out when the objective is to examine a little-studied or novel research topic or problem" (p. 85). In

this case, we explore teachers' perceptions of the autonomous learning process and the impact of technology on the educational process.

The use of these types of research provided a broad overview of learning autonomy among high school students, allowing us to determine the characteristics and areas for improvement in order to strengthen English language learning.

3.3. Definition and operationalization of variables

Based on the proposed topic: the application of a study guide for teaching English through autonomous learning to high school students at the Mario Oña Perdomo Educational Unit in the city of San Gabriel. The following definition and operationalization of variables was carried out:

Table 1.

Definition and operationalization of variables

Variable	Dimension	Indicators	Measuring instrument
Study guides	Content	Quantity and quality of teaching material included in the guide.	Content analysis of the guide.
	Structure	Organization and logical sequence of topics.	Review and evaluation of the structure of the guide.
	Methodology	Teaching methods recommended in the guide.	Qualitative analysis of the methodological strategies described.
	Use of resources	Integration of technological and additional resources.	Evaluation of the use of resources within the guide.

Autonomous learning	Self-management of learning	Frequency and quality of self-study activities carried out by the student.	Student self-assessment questionnaires.
	Learning strategies	Variety of independent learning techniques and strategies used	Analysis of student activities
	Motivation and commitment	Level of student interest and dedication to independent learning	Evaluation of activities established in the guide

3.4. Procedures

*3.4.1. **Phase 1:** Analysis of the theoretical basis for active methodological strategies for teaching English and autonomous learning*

With the topic defined, an exhaustive review was conducted of documents issued by the Ecuadorian Ministry of Education, scientific articles, specialized books, similar research, and legal regulations on study and autonomous learning. This information was used to establish a theoretical and conceptual framework.

The organization of the theoretical framework allowed us to determine important pedagogical approaches and methodologies. Then, it promotes autonomous learning and English teaching in similar contexts.

3.4.2. **Phase 2:** *Identification of effective topics for self-learning English*

Based on the information obtained, two instruments were developed to collect data from students and teachers. Both instruments were designed according to the objectives of the study, prioritizing the clarity, relevance, and appropriateness of each

question. The survey questionnaire consisted of 10 questions, with questions seeking to determine learning styles, level of autonomy, study preferences, use of autonomous strategies, and time management.

In addition, it was necessary to ascertain perceptions regarding teacher support and the use of digital resources. Most of the questions were formulated using a Likert scale, which facilitated the measurement of attitudes and the frequency with which students implement practices related to autonomous learning.

The interview questionnaire administered to teachers included 10 open-ended questions designed to explore their experiences, perceptions, and teaching practices. The topics covered included: the role of the teacher in the development of autonomous learning, the methodological strategies employed, the willingness and commitment of students, and the challenges and opportunities identified in the process.

The interviews provided a broader qualitative perspective on the implementation of active and personalized approaches, as well as the institutional conditions that favor or limit the development of autonomy in the classroom. These instruments were validated by experts in education and pedagogy. In addition, a pilot study was conducted with a group of students, which revealed difficulties in understanding the questions, which were then adjusted for implementation.

With the instruments designed, surveys were administered to high school students at the Mario Oña Perdomo Educational Unit who met the established selection criteria. Interviews were also conducted with teachers in the English department. It should be noted that the instruments were administered in an environment of trust, security, and spontaneity in order to obtain accurate information.

Once the data was obtained, it was tabulated using qualitative and quantitative analytical techniques. Statistical tools were used for the surveys to establish behavior and trends in learning topics. On the other hand, content analysis of the interviews allowed us to establish teachers' perceptions and experiences in the use of study guides.

3.4.3. **Phase 3:** *Design of a study guide with accessible resources and methodologies to stimulate independent learning of English for high school students*

With the qualitative and quantitative information and findings, an analysis of the elements found was carried out. So, it was designed and structured with accessible methodological strategies and resources aimed at promoting autonomy in the learning process. This guide includes materials adapted to different learning styles, It also integrates interactive activities and digital resources to support self-taught English practice in irregular contexts.

A dynamic and flexible guide was designed, incorporating strategies based on active learning and the use of digital tools that facilitate access to important content. It includes self-assessment sections, practical exercises, and contextual activities to put what has been learned into practice in a real-world setting. In addition, the guide provides pedagogical guidance for teachers, enabling them to support independent learning and, at the same time, ensure the progressive development of high school students' language skills.

3.5. Bioethical considerations

Bioethical guidelines were considered in conducting this study, and authorization was obtained from the Mario Oña Perdomo Educational Unit to access the students. Informed consent was also shared with all high school students to obtain their verbal acceptance. The consent form indicated the purpose of the survey, the use of the information to be obtained, the research procedures, its purpose, the risks, the anticipated benefits, and a statement offering the person the opportunity to ask questions and withdraw from the research at any time.

In the same context, interviews were conducted with teachers, indicating that they could suspend the interview or not answer any questions they deemed irrelevant. It should be noted that this research considered the legal provisions of the Organic Code on Children and Adolescents, the Personal Data Protection Law, and the protocols established by the Ecuadorian Ministry of Education.

CHAPTER IV

Results and discussion

This section of the study presents the results obtained to propose a study guide for learning English that meets the needs of students based on independent work for high school students, using the instruments applied, surveys for students, and interviews with English teachers at the Mario Oña Perdomo Educational Unit.

4.1. Results

The results are presented in two parts, the first belonging to the student survey and the second to the teacher interviews.

4.1.1. Results of Student Surveys

Informative data

To determine the composition by gender and age group of high school students, respondents were consulted, and the following results were obtained.

Table 2.

Informative Data

	Gender		**Age**	
	Male	**Female**	**15-16 years old**	**17-18 years old**
Respondents	*132*	*168*	*178*	*122*
Percentage	*44%*	*56%*	*59%*	*41%*
Total	***300***		***300***	

As can be seen, 56% of the population is female, and 59% is between the ages of 15 and 16, meaning that the majority of high school students are 15- to 16-year-old girls.

Question 1. How much time do you spend each day studying English independently at home?

Students learn at different rates, depending largely on their intellectual development and ability, their organizational skills, and above all, their availability of time, which are necessary requirements for developing their language learning abilities or skills.

Table 3.

How much time do you spend each day studying English independently at home?

	Less than 30 minutes	30 minutes to 1 hour	1 to 2 hours	More than 2 hours
Respondents	159	85	37	19
Percentage	53%	28%	12%	7%
Total		**300**		

The results obtained in Table 4 show that 53% of students spend less than 30 minutes studying English independently at home, while only 7% spend more than 2 hours. This difference significantly affects their dedication to learning the language, which is an element to consider in the academic process.

Question 2. What resources or active tools do you use most often to learn English at home?

This is undoubtedly consistent with other data found in research conducted by colleagues, such as (Ostaíza & Loor, 2024), who state that: “attitudes and study habits play a very important role in academic performance, as they are a determining factor in the acquisition of skills and abilities.”

Question 3. **What type of activities do you find most effective for improving your listening comprehension in English?**

Learning a language requires not only theory but also active practice in order to achieve effective communication. Therefore, the development of skills such as speaking and listening needs the support of technological tools or resources in the

physical absence of a teacher who motivates the student and guides them through an appropriate learning process.

Table 4.

Most effective activities for improving listening comprehension in English

Activities	Respondents	Percentage
Listening to podcasts	36	13%
Watching series/films in English	100	33%
Conversations with native speakers	39	13%
Listening exercises on apps	125	41%
Total	**300**	

Young people greatly appreciate listening exercises in apps, which are generally free, and also enjoy practicing English by watching series or movies with or without subtitles. Thus, 46% of respondents consider listening to exercises in apps to be a good strategy for improving listening comprehension, followed by watching series and movies in English at 41%. On the other hand, the least used activity is conversations with native speakers (13%), perhaps because they do not have access to English speakers.

Question 4. How often do you practice English with other people to improve your independent learning?

Practicing English is not a habit among young people, as 56% of students do so occasionally and 25% never do so, as shown in Table 5. Meanwhile, only 5% of students do so always, indicating a lack of oral interaction in English, which limits the development of language skills.

Table 5.

How often do you practice English with other people?

Frequency	Respondents	Percentage
Occasionally	167	56%
Never	74	24%
Frequently	45	15%
Always	14	5%
Total	**300**	

Question 5. What strategies do you use to improve your English vocabulary and learn about the real world?

The strategies used by students to improve their English vocabulary are described in Table 6, which allows them to get closer to real life.

Table 6.

Strategies used to improve English vocabulary and learn about the real world.

	Respondents	Percentage
Listening to songs in English	142	48%
Word games	95	31%
Watching movies with subtitles	38	12%
Reading books/articles in English	15	5%
Using flashcards	10	3%
Total	300	

The most used strategy is listening to songs in English (48%), followed by word games (31%). Thus, they said that prefer watching movies with subtitles (12%) In contrast, more organized materials such as books and flashcards reached 5% and 3%, respectively. Therefore, songs and games are elements to consider in promoting learning.

Question 6. How important do you consider immersion in the language (watching movies, listening to music, etc.) to be for learning English independently?

Although the results consider immersion in the language to be important (56%) and very important (34%), they indicate the students' assessment of English language learning, despite low active practice.

Table 7.

How important do you consider immersion in the English language to be?

Rating	Respondents	Percentage
Very important	102	34%
Important	167	56%
Not very important	31	10%
Not important at all	0	0%
Total	300	

Question 7. What methods do you use to practice writing in English and consolidate your independent learning?

To consolidate independent learning, it is important to use methods to practice writing. The results show that grammar exercises are the most common, at 44%, while writing emails or letters obtained 9%. This suggests traditional writing practice and low application in real contexts, such as emails or online forums.

Table 8.

Methods used to practice writing in English and consolidate autonomous learning.

	Respondents	Percentage
Doing grammar exercises	132	44%
Writing journals or blogs	85	28%
Participating in online forums	57	19%
Writing emails or letters	26	9%
Total	**300**	

Question 8. How useful do you find online classes for learning English and receiving educational support?

Technology is currently an important tool for studying, allowing for online classes or educational support meetings. Of the students surveyed, 84% consider it useful (50%) or very useful (34%), as shown in Table 9. Therefore, this tool is accepted as a support for learning English.

Table 9.

How useful do you find online classes for learning English and receiving educational support?

	Respondents	Percentage
Very useful	103	34%
Useful	151	50%
Not very useful	37	12%
Not useful at all	9	3%
Total	**300**	

Question 9. What challenges do you face when learning English independently at home?

The learning process in the country's current context is affected by changing environments of insecurity and social crisis, where students face challenges to learning, such as in the case of the English language. In Table 10, the results of the respondents indicate a lack of clarity about where to start their studies (34%), followed by not having anyone to practice with (24%) and lack of motivation (22%).. So some students mentioned that have difficulties finding suitable resources (10%) and they have lack of time (10%

Table 10.

Challenges faced when learning English at home independently.

	Frequency	Percentage
Not knowing where to start or what to study	133	34%
Not having anyone to practice with	91	24%
Lack of motivation	83	22%
Difficulty finding suitable resources	40	10%
Lack of time	39	10%
Total	300	

Question 10. What would you recommend to other high school students who are starting to learn English at home?

Among the various recommendations that the students surveyed indicated most frequently were Stay motivated (40%) and establish a study habit (26%) to begin learning English independently.

Respondents also recommend following an academic guide (19%), which is interesting because it indicates the importance of having a study structure. Fourteen percent consider using a variety of resources, and finally, 10% recommend practicing with native speakers, which indicates low direct interaction with English speakers.

Table 11.

Recommendations for students who are beginning to learn English at home.

	Respondents	**Percentage**
Staying motivated	131	43%
Establishing a study habit	79	26%
Following an academic guide	58	19%
Using a variety of resources	32	10%
Total	**300**	

In summary, the survey allowed us to establish the respondents' English self-learning practices and preferences. Fifty-three percent of students spend less than 30 minutes a day studying the language independently, and the most effective activities for improving listening comprehension include exercises in apps (47%) and watching series or movies in English (42%). As for the frequency of practice with other people, 56% do so occasionally and 25% never interact in English with other speakers.

To improve vocabulary, most students prefer to listen to songs in English (61%), followed by word games (42%). In relation to writing, the most used method is doing grammar exercises (44%). On the other hand, 50% of students find online classes useful for improving their learning, although 12% consider them to be of little use.

Among the main challenges for self-learning English, the following were identified: not knowing where to start (34%), not having anyone to practice with (24%), and lack of motivation (22%). To overcome these difficulties, students recommend staying motivated (31%), establishing a study habit (29%), and following an academic guide (21%).

This information allows us to identify strengths and areas for improvement in autonomous English language learning, which are fundamental elements for the development of effective teaching strategies.

4.1.2. Results of Teacher Interviews

To collect qualitative information, interviews were conducted with English teachers at the Mario Oña Perdomo Educational Unit. Table 12 shows the main ideas for each of the dimensions consulted. Below is a critical analysis of each teacher's interview.

Teacher 1

The interviewee indicates that the use of active strategies is important, as project-based learning and cooperative learning have an impact on student autonomy, since they are more involved in the learning process. In addition, Rodríguez L (interview, November 19, 2024) states that “listening to music in English and reading paragraphs daily” allows students to “be exposed to the language every day.” Krashen (2009) argues that “continuous exposure to an understandable language facilitates language acquisition” (p. 21), agreeing with the above.

On the other hand, the same teacher interviewed indicates that “perseverance and dedication are necessary,” an element to consider for motivation and self-management in students. In this regard, Holec (1981) indicates that “autonomous learning is one in which the learner takes responsibility for their own learning process” (p. 3).

Teacher 2

This professional integrates the use of technologies and gamification, Altamirano S (interview, November 19, 2024), who “carries out activities with voice assistants in applications appropriate for the age of the students.” This is in line with Hamari, Koivisto, & Sarsa (2014), who state that “gamification can significantly increase student motivation and engagement” (p. 3025).

He also points out a common difficulty: “many students do not know how to organize their time or choose effective strategies” (interview, November 19, 2024). Hence the importance of self-regulation, understood (Zimmerman, 2002), as “the process by which students activate and sustain their cognitions, affections, and behaviors aimed at achieving academic goals” (p. 65).

Teacher 3

The teacher interviewed mentions the use of problem-based learning. For Pusdá N (interview, November 22, 2024), “students can learn better when they solve real problems.” This statement is supported by Hmelo (2004), who indicates that “problem-based learning improves conceptual understanding and reasoning skills” (p. 236).
The teacher interviewed also indicates that “there is no follow-up on homework,” which becomes a limitation to autonomous learning outside the classroom. Hence, there is a need for strategies that strengthen “the continuity of the process at home.”

Teacher 4

The professional interviewed links language content to social issues. Pinchao A (interview, November 25, 2024) emphasizes that “using social issues helps develop critical thinking.” However, he states that “there is not much participation from parents.” The lack of a supportive environment is a weakness. Therefore, Epstein (2014) emphasizes that “effective collaboration between school, family, and community strengthens student success” (p. 53).

Teacher 5

Freire E (interview, November 25, 2024) promotes “self-assessment based on rubrics, using rating scales so that students know how they are progressing.” Benson (2011) indicates that “self-assessment promotes critical reflection and improves students' ability to self-regulate their learning” (p. 133).

He also indicates that “there is no recognition system that incentivizes effort,” affecting student motivation, and considers that “including cultural aspects helps them to better understand the language” (interview, November 25, 2024), coinciding with Bhaszar & Casas (2015) , who point out that "language learning is a social process, in which psychological, social, and cultural aspects play a role" (p. 310).

The interviewees' responses can be summarized in Table 12 below.

Table 12.

Results of interviews with teachers.

Dimensions	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
1. Active methodological strategies	Project-based learning. Role-playing and cooperative learning. Listening to music in English and reading paragraphs daily.	Use gamification. For current topics, critical thinking. Role-playing.	Problem-based learning. Role-playing.	Watching music videos in English. Use infographics.	Use critical thinking for social issues. Use gamification.
2. Selection of teaching	Based on the	Resources available	Try to identify the	Observe their level	Try to use resources

resources and materials	strategy used, English level, and age of the students.	online and offline.	interests and motivations of the students.	of English proficiency. And see if there are any SEN students in the classroom.	that allow students to monitor their progress, such as a rating scale.
3. Activities to improve listening comprehension	Resources available online and offline Activities that can be done anywhere, such as talking to friends or teachers inside and outside the classroom.	Do activities with voice assistants using apps that are appropriate for the students' age.	Play listening comprehension games such as bingo or spelling words.	Do karaoke or imitate song lyrics.	Develop activities that involve the ability to understand information without visual support, such as phone calls or meetings.
4. Encouraging speaking practice	Conduct oral exercises in class.	Use national contexts such as	Conduct simulated phone calls.	Describe objects and ask students to identify	Use real objects to describe them.

	Play games in English on technological devices to improve vocabulary and pronunciation.	news stories.		them in images.	
5. Methods for assessing progress	Assessments that include oral expression, written expression, listening comprehension, and vocabulary. Activities such as dialogues, descriptions, and	Prepares written and oral tests.	Uses technological tools such as Kahoot, Quizziz, and Duolingo.	Uses self-assessment sheets and learning rubrics.	Prepares written and oral tests as well as self-assessments.

	presentations.				
6. Challenges in implementing strategies	Lack of interest and dedication on the part of students. The need for consistency and time to learn the language.	Note that not all students know how to organize their time or choose effective learning strategies.	Lack of control over homework	No parental involvement in the learning process	No system of recognition or rewards to encourage effort
7. Integration of technology	Limited use of technology in assigned tasks. Difficulties due to students' lack of devices and internet access.	Activities such as summarizing content, answering questions, or recording their own version are carried out sporadically.	Uses applications that are not very complicated to interact with, such as Google Classroom, Zoom, and WhatsApp.	There are not many activities because some students do not have access to technological equipment	There is little use of technology, although the institution tries to use it so as not to neglect technological education.
8. Importance	Promotes knowledge of	Provides a deep understand	Promotes comparison of	Develops practical activities	There is motivation to learn the

of cultural immersion	English as key to job opportunities and a better quality of life. Motivation to learn the language and broaden horizons.	ing of the sociocultural context of the language.	celebrations with local festivities through debates or presentations.	such as recipes or descriptions of the national context.	language where it is universal for work or travel.
9. Recommendations for teachers	Be consistent in teaching and motivate students.	Offer various strategies and resources to make activities more dynamic.	Recognize that each student has different interests and learning styles, and be very committed to teaching.	Help students set personal goals (e.g., “say hello, use colloquial phrases, practice school phrases every day”).	Agree and allow students to choose resources they like to motivate English learning.
10. Parental support in learning	Parents are essential for moral	Their support increases the	It is necessary because even if	It is necessary because students	It is essential because parents

	and psychological support.	student's confidence in learning the language	parents do not speak English, they can encourage activities such as practicing everyday phrases like greetings, household objects, etc.	feel more encouraged when their parents show interest in their learning.	can help establish study routines, ensuring that students practice regularly.

4.2. Discussion

The data obtained from this research reveal findings about the experience of students and teachers in the use of self-directed learning guides in English language subjects. Analysis of the data obtained from the surveys and interviews establishes points of agreement and divergence in relation to learning strategies, self-management, use of guides, and motivation.

Students and teachers recognize the value of active strategies to facilitate learning. Teachers report using methodologies such as corporate learning, social problem-based learning, and technology application, while students value the practical, recreational, and audiovisual activities incorporated into the guides. This is consistent with the findings of Hmelo (2004), who states that “active learning improves conceptual understanding and knowledge transfer” (p. 236), and with Hamari et al. (2014), who demonstrated that “gamification can significantly increase student motivation and engagement” (p. 3025).

Therefore, tools such as LMS platforms and online learning applications allow for a more dynamic and effective experience. In addition, cultural immersion is essential for improving fluency and understanding of the language. Exposure to films, music, role-playing games, and virtual experiences facilitates the acquisition of new linguistic structures and idiomatic expressions.

About the use of self-study guides, most teachers consider them to be very useful in complementing classroom work, even though “many students do not do the activities at home” or that “there is no adequate follow-up” (interview, November 22, 2024). These perceptions are reinforced by data obtained from surveys, where less than 50% of students report working regularly with the guides on their own (Tables 10 and 11). This may be due to poor study habits and a lack of familiarity with the concept of autonomy, explained by Holec (1981) as “the student's ability to take responsibility for their own learning process” (p. 3).

On the other hand, self-directed learning, according to the research, appears to be a developing activity; however, while several students report organizing their time and evaluating their progress, another group of students have difficulty being consistent and making routines a habit or seeking additional resources. In this context, Pusdá N indicates that “students do not know how to plan or evaluate whether they have learned” (interview, November 22, 2024). This finding determines the need for teacher support to develop metacognitive skills, as indicated by Zimmerman (2002), who states that “self-regulation involves the deliberate use of strategies to plan, monitor, and evaluate one's own learning” (p. 65). Therefore, the data indicates that students can plan, monitor, control, and evaluate their learning, considering persistence, effort, and choice of study strategies. It is based on socio-cognitive theory, highlighting the interaction between personal, behavioral, and environmental processes.

A key element is motivation, as teachers point out that “there is no system of motivation or reward for effort” (Freire E, interview November 25, 2024), which constitutes a barrier. Meanwhile, students recognize the positive value of recreational activities, collaborative work, and positive feedback. Deci & Ryan's theory (2000) supports this by stating that “a sense of competence, autonomy, and social relatedness increases

intrinsic motivation" (p. 233). Therefore, to promote autonomy, these motivational factors must be strengthened through pedagogical design.

For this reason, the role of teachers and parents is crucial in the learning process. Educators must design meaningful experiences and connect English with students' interests to make learning more engaging. For their part, parents must motivate their children, create a learning environment at home, and encourage the use of the language in everyday activities. With the support of all participants involved, learning English can become an enriching and effective experience for students.
In addition, the teachers interviewed commented, based on their work experience, that learning English has become a crucial tool for people's academic, professional, and personal development. Mastering it opens up a range of opportunities, from studying abroad to improving job prospects. For this reason, it is essential to implement effective methodological strategies that facilitate teaching and motivate students in their language acquisition process.

In this context, the findings reflect the potential of learning guides for the development of language skills and self-regulation abilities, whose effectiveness depends largely on methodological strategies, teacher guidance, and support from their environment. As Benson (2011) and Krashen (2009) point out, "autonomy is not taught in isolation, but is progressively cultivated in rich, motivating, and culturally meaningful learning contexts."

Based on the above premises, it can be seen that the guide contains several strategies that focus on an active and participatory approach, allowing students to take center stage in their learning. There are everyday situations in their environment that stimulate reflection and promote social skills. Digital tools are integrated to enrich the experience with ICTs, making use of online links or educational platforms. These include guided readings, infographics, videos, and interactive platforms.

The six units detail an appropriate combination of conceptual knowledge and its concrete application with specific examples so that tasks can be completed without difficulty and are thus functional and applicable to the environment.

This guide is designed to help students structure their time and effort, prioritizing important topics and reducing confusion. At the end of each unit, there is a self-assessment that allows students to identify which areas they have mastered and which they need to reinforce. This will allow students to use the guide regardless of their abilities or resources, and to avoid falling behind in their regular education.

Although the guide encourages critical thinking and independent work, there could be a greater variety of methods to cater to different learning styles, such as visual and kinesthetic. For this guide to be developed as expected, an internet connection is required to access certain resources, as well as good training in the use of technological applications for teachers and students.

CONCLUSIONS AND RECOMMENDATIONS

The research work and development of the proposed Study Guide for autonomous learning of the English language, through autonomous work by high school students at the U.E. “Mario Oña Perdomo” in the city of San Gabriel in the province of Carchi, led to the following conclusions and recommendations:

Conclusions

The theoretical contribution of this study contributes to the field of education by integrating the fundamentals of autonomous learning with active methodologies such as gamification, project-based learning, and the use of audiovisual resources, which strengthen the constructivist approach to English language learning. This theoretical framework supports the importance of the leading role of the student and teacher mediation in the construction of knowledge.

The findings highlight the need for contextualized, accessible, and motivating teaching materials that promote autonomy and the practical use of English. The proposed guide responds to this demand, facilitating gradual, meaningful learning that is adaptable to the technological limitations and sociocultural realities of students.

The research made it possible to propose a study guide based on the needs and circumstances of the students, which promotes independent work as a pillar of English language learning.

This Guide responds to the findings of the surveys and interviews, which clearly showed the need for practical and motivating materials that respond to the technological and pedagogical reality of the Educational Unit. It has a systematic design for the gradual development of language skills through accessible and meaningful actions.

The theoretical review established methodological strategies such as gamification, project-based learning, and the use of audiovisual resources to promote dynamic, participatory, and student-centered learning. These strategies are key to autonomy, as the student takes on a leading role in learning.

Each of the topics chosen considers frequent communication situations within context, thus contributing to the development of functional and practical language skills. In the survey, students mentioned the value of content that is relevant and useful for everyday life, while teachers emphasized the importance of addressing meaningful and current topics to maintain motivation.

The guide has a practical approach that integrates accessible resources and active methodology, enabling meaningful learning, progressive autonomous advancement, and self-assessment. It takes into account the limited access that students have to technology, using tools and platforms that are user-friendly and adaptable to different connectivity contexts.

Guides for autonomous learning are very important tools, but they require teacher support, especially for English outside the classroom; however, this depends on student commitment and follow-up. Research shows that habit and consistency are limiting factors in the use of guides.

Motivation is a critical element for autonomous learning, with 31% of students indicating in the survey that “staying motivated” is a challenge for autonomous learning. This coincides with what teachers have mentioned, where lack of interest, recognition of effort, and commitment are frequent limitations.

Technology and active strategies promote learning and self-management, so gamification, the use of digital resources, and problem-based learning are used by teachers. These practices allow teaching to be adapted to individual learning styles, interests, and needs, which is essential for promoting autonomy and metacognition Zimmerman (2002).

The family and school environment contribute to autonomous learning, providing spaces conducive to developing study routines, responsibility, and organizational habits. However, there are limitations such as low parental involvement and access to technology, which are elements to consider for comprehensive care.

Recommendations

The application of the guide opens opportunities to strengthen teaching practice through training in active methodologies and ICT, as well as to establish processes for continuous monitoring and feedback. Future research may evaluate its impact on academic performance and the development of communication skills in different educational contexts.

Once the Guide has been developed, it is recommended that a pilot program be carried out to evaluate its applicability and acceptance among students and teachers. It should also be updated periodically in accordance with the progress, difficulties, and achievements encountered, in order to have an effective tool for autonomous English language learning.

Based on the information gathered in the study, it is essential to train teachers in the use of active methodologies and their implementation in mixed or autonomous spaces. With this knowledge, the use of the guide can be streamlined in line with the principles of active learning.
Keeping tools up to date each academic year is recommended, especially for self-learning topics, considering the social, cultural, and technological environment of the students. It is important to promote a space for student feedback on the content to consolidate the guide as a learning tool.

It is recommended that the Mario Oña Perdomo Educational Unit apply the guide in its curriculum in conjunction with a process of monitoring student progress and occasional tutoring to reinforce content, resolve concerns, and strengthen the autonomous process.

Implementation also requires training teachers in methodological tools and information and communication technologies (ICTs) that allow them to accompany students' autonomous learning; it also requires considering the use of assessment rubrics, projects that involve reflection and organization, and the development of interactive guides. On the other hand, the incorporation of continuous motivational strategies such

as systems for recognizing effort, personalizing activities according to interests, and digital tools for games, challenges, or simulations contribute to intrinsic motivation.

Effective learning is not only about acquiring knowledge and developing skills, but also about knowing how to use them in a constantly evolving environment. It is recommended to think about an education that develops adaptability and flexibility, allowing students to take advantage of new opportunities and overcome challenges that may arise on the path to personal growth and the achievement of their goals.

To achieve meaningful learning, it is suggested to use active methodologies such as project-based learning, the flipped classroom, and collaborative learning. These strategies encourage student participation and allow them to develop communication skills in real-life contexts. Likewise, selecting appropriate resources is vital to ensuring successful learning. Authentic materials, such as newspaper articles, educational videos, and interactive applications, are valuable tools that enrich the educational experience.

It is recommended to use podcasts, audiobooks, and exposure to authentic conversations through TV series and movies in English. These activities help you become familiar with different accents and intonations, facilitating understanding of the language in different contexts. In addition, it is essential to encourage speaking practice outside the classroom through conversation clubs, interactions with native speakers online, and daily challenges, such as recording audio in English.

Finally, family involvement is essential, as accompanying your children in their learning is an important role of support and motivation. Therefore, raising awareness among parents about their shared responsibility for their children's education is an institutional challenge.

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APPENDICES

Appendice A.

Essential characteristics of self-directed learning.

Features	Description
Student autonomy	Students take responsibility for their own learning process, making decisions about what, when, and how to learn, adapting the educational process to their needs.
Intrinsic motivation	They are internally motivated, meaning that their own interest drives their commitment, persistence in learning, and desire to achieve their educational goals.
Flexibility and adaptability	Self-directed learners are flexible in their approach to learning and able to adapt to different learning contexts.
Reflective learning	They engage in self-reflection, examining their own beliefs, attitudes, and thought processes, and using this information to continually improve their learning.
Collaboration and communication	Although self-directed learning involves a great deal of independence, it can also involve collaboration and communication with other students or experts in the field. Learners can actively seek feedback and support from others while remaining responsible for directing their own learning.

Appendice B.

Validation of research work

	STATE POLYTECHNIC UNIVERSITY OF CARCHI POSTGRADUATE DEGREE UNIT REPORT FEASIBILITY OF THE DEGREE WORK PROFILE	**SGC-UPEC**

Date:	August 16, 2024
Master's Degree:	Master's Degree in Pedagogy of National and Foreign Languages, Specialization English Language Teaching
Cohort:	First
Master's Student:	Janeth Viviana Andino Valles
Identity Document:	1001839644
Topic:	"STUDY GUIDE FOR TEACHING ENGLISH THROUGH INDEPENDENT LEARNING"
Research Problem	The educational reality is continuously affected when it is forced to suspend face-to-face attendance in order to protect the safety of students, or due to an energy emergency or pandemic situation, as happened years ago, which prevents educational activities from being carried out normally. Thus, in order to maintain educational continuity, we wish to contribute with a study guide for teaching English at the high school level.
Research Line to which it responds	The teaching guide will be developed at the Mario Oña Perdomo Educational Unit for high school students in the city of San Gabriel, Carchi province.
Objectives	**General objective** • To propose a study guide for learning English through independent work for high school students at the Mario Oña Perdomo Educational Unit in the city of San Gabriel in the province of Carchi. **Specific objectives** • Analyze the theoretical basis of active methodological strategies for teaching English and independent learning.

	• Select topics so that students can learn about the real world through theoretical and practical experience. • Provide pedagogical support to students and teachers to consolidate their autonomous learning at the aforementioned educational institution. • Design a study guide for learning English for high school students.
Scope of the Project	This research designs a study guide that helps enrich teaching strategies, with a comprehensive compilation of activities and resources that can be applied to high school students. Its purpose is to improve and consolidate learning processes and provide a viable response in the event of a suspension of face-to-face classes and the need to implement virtual education for any reason, as explained in the problem statement. This work will allow students and teachers to maintain an emotional and intellectual climate conducive to building a motivating and competitive environment inside and outside the classroom. Of course, student autonomy in learning cannot function properly without considering the planning and guidance that teachers can provide. By adapting to the diversity of students' ages, educational levels, and skills, it is important to help promote autonomous learning that improves motivation and the promotion of English language learning.
Execution time	6 months

Detail	- **Result**
- Complies with the relevance according to the graduate profile of the master's program.	
- Applies tools and/or skills acquired in the modules received.	

Suggestion:
Comments: - Modify the objectives to a single guiding verb.

Approved by:	Signature	
PhD. Duván Ávalos	Member of the Academic Committee	
MSc. Angélica Tugumbango	Member of the Academic	

	Committee	
MSc. Andrés Hidalgo	Member of the Academic Committee	
Jesús Aranguren Carrera	Associate Dean of Graduate Studies	

Appendice C.

Validation of research instruments

VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **conocer la factibilidad de guiar a los estudiantes para aprender el idioma Inglés en casa**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/o					X		

Calle Antisana y Av. Universitaria
Telf: (06) 2980837 - 2984435
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Tulcán - Ecuador

observación							
Las preguntas responden a los objetivos de investigación					X		
Total parcial							
TOTAL	20/**20 puntos**						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	**X**

Nombres y apellidos	
Grado Académico	
Fecha	

ANDINO VALLES ALFREDO PATRICIO

.....

Nombres y Apellidos

CC: 1002516530

Nota: La validez deberá realizarse por cada instrumento de investigación.

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VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

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Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/o					X		

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observación							
Las preguntas responden a los objetivos de investigación					X		
Total parcial							
TOTAL	20/**20 puntos**						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	**X**

Nombres y apellidos	
Grado Académico	
Fecha	

ERAZO CHAMORRO DARIO MIGUEL

.....

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CC: 1002322764

Nota: La validez deberá realizarse por cada instrumento de investigación.

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VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **conocer la factibilidad de guiar a los estudiantes para aprender el idioma Inglés en casa**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico				X			
Validez de intención y objetividad de medición y/o					X		

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observación							
Las preguntas responden a los objetivos de investigación				X			
Total parcial							
TOTAL	**18/20 puntos**						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	**X**

Nombres y apellidos	SILVIA PATRICIA DIAZ PADILLA
Grado Académico	POSGRADO
Fecha	6 de noviembre de 2024

SILVIA PATRICIA DIAZ PADILLA

Firmado digitalmente por SILVIA PATRICIA DIAZ PADILLA
Fecha: 2024.11.06 16:30:51 -05'00'

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SILVIA PATRICIA DIAZ PADILLA

CC: 1002563565

Nota: La validez deberá realizarse por cada instrumento de investigación.

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Appendice D.

Research instruments

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN EN ENSEÑANZA DE INGLÉS

Encuesta

Esta encuesta es para conocer la factibilidad de guiar a los estudiantes para aprender el idioma Inglés en casa. Por favor, responda la siguiente encuesta para que podamos organizar y ayudar a los estudiantes en el aprendizaje autónomo. Esta encuesta te llevará aproximadamente 30 minutos en completarla. Apreciamos tu participación.

INSTRUCCIONES:

Lea cuidadosamente cada una de las interrogantes y marque con una **X** en la opción que creas más adecuada y real para usted.

DATOS INFORMATIVOS:

Género	Masculino		Femenino	
Edad	15-16 años		17-18años	

1.- **¿Cuánto tiempo dedicas diariamente al estudio autónomo del inglés en casa?**

Menos de 30 minutos	
30 minutos a 1 hora	
1 a 2 horas	
Más de 2 horas	

2.- **¿Qué recursos o herramientas activas utilizas con mayor frecuencia para aprender inglés en casa? Puede señalar más de una respuesta.**

Libros de texto	
Aplicaciones móviles	
Videos en línea	
Clases en línea	

3.- ¿Qué tipo de actividades encuentras más efectivas para mejorar tu comprensión auditiva en inglés? Puede señalar más de una respuesta.

Escuchar podcasts	
Ver series/películas en inglés	
Conversaciones con hablantes nativos	
Ejercicios de escucha en aplicaciones	
Otros	

4.- ¿Con qué frecuencia practicas inglés con otras personas para mejorar tu aprendizaje autónomo?

Siempre	
Frecuentemente	
Ocasionalmente	
Nunca	

5.- ¿Qué estrategias utilizas para mejorar tu vocabulario en inglés y conocer el mundo real? Puede señalar más de una respuesta.

Leer libros/artículos en inglés	
Usar tarjetas de memoria (flashcards)	
Escuchar canciones en inglés	
Juegos de palabras	
Ver películas con subtítulos	

6.- ¿Qué tan importante consideras la inmersión en el idioma (ver películas, escuchar música, etc.) para aprender inglés de manera autónoma?

Muy importante	
Importante	
Poco importante	
Nada importante	

7.- ¿Qué métodos utilizas para practicar la escritura en inglés y consolidar tu aprendizaje autónomo?

Escribir diarios o blogs	
Hacer ejercicios de gramática	
Participar en foros en línea	
Escribir correos electrónicos o cartas	

8.- ¿Qué tan útil encuentras las clases en línea para aprender inglés y recibir apoyo pedagógico?

Muy útil	
Útil	
Poco útil	
Nada útil	

9.- ¿Qué desafíos enfrentas al aprender inglés en casa de manera autónoma?

Falta de motivación	
Dificultad para encontrar recursos adecuados	
Falta de tiempo	
No tener con quién practicar	
No saber por donde empezar o que estudiar	

10.- ¿Qué recomendarías a otros estudiantes de bachillerato que están empezando a aprender inglés en casa? Puede señalar más de una respuesta.

Establecer un hábito de estudio	
Utilizar una variedad de recursos	
Practicar con hablantes nativos	
Mantenerse motivado	
Seguir una guía académica	

Lugar: San Gabriel, Cachi

Fecha:..... .../... ...../.....
Día/ mes/ año

¡Gracias por completar esta encuesta!
Tus comentarios son extremadamente valiosos y les tomaremos en cuenta

ENTREVISTA

ESTIMADO/A ENTREVISTADO/A

Gracias por aceptar participar en esta entrevista. mi nombre es Janeth Viviana Andino Valles y soy maestrante de la UPEC actualmente, estoy llevando a cabo una investigación para mi tesis titulada "G**uía de estudio para la enseñanza del idioma inglés a través del aprendizaje autónomo"** que tiene como objetivo proponer una guía de estudio para el aprendizaje del idioma inglés, a través del trabajo autónomo en los estudiantes de bachillerato de la U. E. "Mario Oña Perdomo" de la ciudad de san Gabriel de la provincia de Carchi.

El propósito de esta entrevista es recopilar información detallada sobre el aprendizaje autónomo. su participación es fundamental para el éxito de esta investigación, ya que sus experiencias y conocimientos proporcionarán una perspectiva valiosa y enriquecedora.

Quisiera asegurarle que toda la información que comparta será tratada con la máxima confidencialidad y se utilizará únicamente con fines académicos. la entrevista tendrá una duración aproximada de 45 minutos, puede detenerse en cualquier momento si así lo desea.
Agradezco de antemano su tiempo y disposición para colaborar en este estudio. ¿está listo/a para comenzar?

CUESTIONARIO

1. ¿Qué estrategias metodológicas activas considera más efectivas para enseñar inglés de manera autónoma a los estudiantes de bachillerato en casa?

2. ¿Cómo selecciona los recursos y herramientas didácticas para apoyar el aprendizaje autónomo del inglés en los estudiantes de la U.E. "Mario Oña Perdomo"?

3. ¿Qué tipo de actividades recomienda para mejorar la comprensión auditiva de los estudiantes en un entorno de aprendizaje en casa, y cómo estas actividades se relacionan con el mundo real?

4. ¿Cómo fomenta la práctica del habla en inglés entre sus estudiantes fuera del aula para consolidar su aprendizaje autónomo?

5. ¿Cómo evalúa el progreso de los estudiantes en su aprendizaje autónomo del inglés y cómo estos resultados se relacionan con las metodológicas activas?

6. ¿Qué desafíos o dificultades ha encontrado al implementar estrategias metodológicas activas para el aprendizaje autónomo del idioma inglés en casa y cómo los ha superado?

7. ¿Cómo integra la tecnología en sus estrategias de enseñanza para apoyar el aprendizaje del inglés en casa y brindar apoyo pedagógico a los estudiantes?

8. ¿Qué importancia le da a la inmersión cultural (como ver películas, escuchar música, mensajear, etc.) en el aprendizaje del inglés y cómo la promueve entre sus estudiantes para que sean conocedores del mundo real?

9. ¿Qué recomendaciones daría a otros docentes para mejorar la motivación y el compromiso de los estudiantes en su aprendizaje autónomo del inglés, basándose en su experiencia en la U.E. "Mario Oña Perdomo"?

10. ¿Es necesario que los padres de familia apoyen en el aprendizaje del inglés en casa a sus hijos?

Muchas Gracias su colaboración.